



資歷架構  
Qualifications  
Framework

# Security Services Industry SCS-based Training Package

Train-the-trainer for Security

Services Course (Level 4)

May 2020



## Train-the-trainer for Security Services Course (SCS-Based) Training Package

### Table of Contents

Chapter One – Introduction to the Training Package.....	1
1.1 Objectives, Significances, Advantages and Usage of Training Package	1
1.2 Distribution of Credit and Teaching Hours	2
1.3 Scope and Target Learner of Training Package	3
1.4 Learning Outcome	4
1.5 Time and allocation of Lessons for Unit of Competency	5
1.6 Admission Requirement	6
1.7 Ratio of Trainer and Learner	6
1.8 Proposed Qualification of Trainer	6
Chapter 2 - Guidelines to Teaching and Evaluation .....	7
2.1 Proposed Sequence of Teaching	7
2.2 Content and Application of Training Package	8
2.3 Proposed Content and Teaching Material	9
2.4 Guidelines of Teaching Methods	9
2.5 Guidelines of Assessment Methods	11
Chapter 3 - Teaching and Evaluation.....	12
3.1 Training Requirements under the Licensing Conditions for Security Companies	12
3.2 Course Outline of Quality Assurance System for Recognition Scheme of Security Training Courses ( QASRS )	12
3.3 Major Roles and Responsibilities and Standard of Conduct and Behavior of Security Personnel	12
3.4 Best Practices of Guarding Operations	16
3.4.1 Guarding Operations	16
3.4.2 Adult Training and Learning	16

## Training Package for “Train-the-trainer for Security Services Course”

3.5	Determine the Training Needs and Evaluate Training Effectiveness	20
3.6	Competency and Skills	24
3.6.1	People Skills and Communication Skills	24
3.6.2	Literacy Skills to Clearly and Accurately Prepare Training Materials	24
3.6.3	Presentation Skills	24
3.7	Preparation of Training	31
3.7.1	Assessment and Defining of Training Needs	31
3.7.2	Planning and Design of Training	31
3.7.3	Training Material and Teaching Plan	31
3.7.4	Mode, Means and Schedule of Training	31
3.8	Methods of Training	37
3.8.1	Use and Operation of Teaching and Learning Resources	37
3.8.2	Training Methods and Techniques	37
3.8.3	Classroom Management	37
3.9	Assessment and Evaluation	43
3.9.1	Means and Techniques of Evaluation:	43
a.	Satisfaction Level of Trainees	43
b.	Learning Outcome at Various Stages of Training	43
3.9.2	Design of Examination (based on the requirement of QASRS):	43
a.	Set Multiple-choice Questions	43
b.	Develop the Marking Scheme	43
c.	Analyze the Examination Result	43
3.9.3	Review of Evaluation Outcome and Examination Results	43
<b>Chapter 4 - Appendix .....</b>		<b>49</b>
<b>4.1</b>	<b>Specification of Competency Standards for Security Services .....</b>	<b>49</b>
<b>4.2</b>	<b>Sample of teaching material.....</b>	<b>51</b>
4.2.1	Requirement of Security Course and Training	51
4.2.2	Best Practices of Guarding Operations	80
4.2.3	Determine the Training Needs and Evaluate Training Effectiveness	101

## Training Package for “Train-the-trainer for Security Services Course”

4.2.4 Competency and Skills	120
4.2.4a People Skills and Communication Skills	121
4.2.4b Literacy Skills to Clearly and Accurately Prepare Training Materials	138
4.2.4c Presentation Skills	151
4.2.5 Preparation of Training	163
4.2.5a Assessment and Defining of Training Needs	164
4.2.5b Training Material and Teaching Plan, Modes and Means and	
Schedule of Training	175
4.2.6 Methods of Training	190
4.2.6a Use and Operation of Teaching and Learning Resources	191
4.2.6b Training Methods and Techniques, Classroom Management	200
4.2.7a Means and Techniques of Evaluation – Satisfaction Level and	
Learning Outcome	219
4.2.7b Design of Examination, Review of Evaluation Outcome and	
Examination Result	233
<b>4.3 Sample of Assessment .....</b>	<b>245</b>
<b>4.3.1 Requirement of Security Course and Training.....</b>	<b>245</b>
4.3.2 Best Practices of Guarding Operations	251
4.3.3 Determine the Training Needs and Evaluate Training Effectiveness	259
4.3.4 Competency and Skills	267
4.3.5 Preparation of Training	270
4.3.6 Methods of Training	275
4.3.7 Assessment and Evaluation - Assess the Satisfaction Level of Trainees and	
Learning Outcome at Various Stages of Training	283
4.3.8 Integrated Assessment	287
Reference.....	295

## **Chapter One – Introduction to the Training Package**

### **1. Introduction to the Training Package**

#### **1.1 Objectives, Significances, Advantages and Usage of Training Package**

There is increasing demand for security guards in the security, property management and other industries, security guards who apply for Security Personnel Permit must complete Quality Assurance System for Recognition Scheme of Security Course approved by the Security and Guarding Services Industry Authority. The training course must comply with the requirements of Unit of Competency 107753L1 “Perform basic guarding services for QASRS” Hong Kong Qualifications Framework. It must be accredited by Hong Kong Council for Accreditation of Academic & Vocational Qualifications (HKCAAVQ). The training course must comply with Quality Assurance System for Recognition Scheme prescribed standards. In addition to the HKCAAVQ review guidelines and requirements, the guidelines for The Quality Assurance for Recognition Scheme must also be met.

The training package is used for training of security trainers. The content is referred to the Specification of Competency Standards 107749L4 "Train security personnel to perform guarding services" under Security and Guarding Service Industry. This package can be used by institutions wishing to provide QASRS security courses or in-house accredited training of security guards. It helps to provide effective training to the security trainers.

Training package also provide important reference to the relevant organizations so that training courses and arrangements can reach a relatively close quality and level. Overall, training package can help organizations provide specific and effective security trainer’s training course, it helps upgrade the development of the security and guarding industries.

## Training Package for “Train-the-trainer for Security Services Course”

A summary of the Training Package is as follows:

- 1. Introduction to the Training Package**
- 2. Guidelines to Teaching and Evaluation**
- 3. Content of Teaching and Evaluation (includes lesson guidelines and proposed assessment)**
  - 3.1 Training requirements under the licensing conditions for security companies
  - 3.2 Course Outline of the Quality Assurance System for Recognition Scheme of Security Training Courses ( QASRS )
  - 3.3 Major roles and responsibilities and standard of conduct and behavior of security personnel
  - 3.4 Best Practices of Guarding Operations
  - 3.5 Determine the training needs and evaluate training effectiveness
  - 3.6 Competency and Skills
  - 3.7 Preparation of Training
  - 3.8 Methods of Training
  - 3.9 Assessment
  - 3.10 Integrated Assessment
- 4. Appendix**
  - 4.1 Unit of Competency
  - 4.2 Sample of teaching material
  - 4.3 Sample of Assessment

### 1.2 Distribution of Credit and Teaching Hours

This training package is based on the Unit of Competency 107749L4 “Train Security Personnel to Perform Guarding Services” under the” Specification of Competency Standards” of Industry of Security and Guarding Service. This is Level 4 programme with 6 Credits under the Qualifications Framework. The 60 hours programme divided into 36 hours of classroom lecture, 12 hours of self-learning, and 12 hours of assessment (including exercise). It is summarized as below:

Unit of Competency of SCS (Code)	Level	Contact Hours	Self-Learning Hours	Assessment	Credits (Learning Hours)
Train security personnel to perform guarding services (107749L4)	4	36 Hours	12 Hours	12 Hours	6 Credit (60 Hours)

The distribution of teaching and evaluation will be evaluated in section 1.5.

## Training Package for “Train-the-trainer for Security Services Course”

The mapping of Unit of Competency and Learning Outcome is as follows:

	Learning Outcome	Unit of Competency								
		3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9
1.	Able to apply the knowledge about training security personnel to perform guarding services	✓	✓	✓	✓					
2.	Able to train security personnel to perform guarding services			✓	✓					
3.	Able to take system approach in managing training		✓		✓			✓		
4.	Able to ensure relevance, accuracy and currency of training materials	✓	✓	✓		✓				
5.	Able to transfer knowledge and skills using various techniques of instruction				✓		✓	✓	✓	
6.	Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met, and that training will be continuously improved					✓				✓

### 1.3 Scope and Target Learner of Training Package

Training Package is tailor-made for QASRS of Security Training Course or other accredited security courses, it is suitable for teaching trainers on how to train the personnel to perform guard services. Training Package includes the training of security personnel to carry out guarding services with the knowledge and skills required, it also gives trainees a full understanding of the design and arrangement of the security course with the aim to enhance the training skills of trainers.

Training Package is intended as a reference for operators who offer training course for security trainers; or accredited in-house training course for the training of QASRS security trainers. Other security courses providers can also use this Training Package as a reference to make corresponding amendments and adjustments to meet the requirements of their own courses.



### 1.4 Learning Outcome

The Intended Learning Outcome of this Training Package are listed as follows.

On completion of the course, the trainees are expected to be:

1.	Able to apply the knowledge about training security personnel to perform guarding services
2.	Able to train security personnel to perform guarding services
3.	Able to take system approach in managing training
4.	Able to ensure relevance, accuracy and currency of training materials
5.	Able to transfer knowledge and skills using various techniques of instruction
6.	Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved

### 1.5 Time and allocation of Lessons for Unit of Competency

In order to achieve the mentioned Intended Learning Outcome, the content, class arrangement, and lecture hours of the Training Package are listed as follows:

Unit of Competency	Lecture Hours	Assessment Hours
<b>3.1 Training Requirements under the Licensing Conditions for Security Companies</b> <b>3.2 Course Outline of Quality Assurance System for Recognition Scheme of Security Training Courses ( QASRS )</b> <b>3.3 Major Roles and Responsibilities and Standard of Conduct and Behavior of Security Personnel</b>	3 Hours	45 Min
<b>3.4 Best Practices of Guarding Operations</b> 3.4.1 Guarding Operations 3.4.2 Adult Training and Learning	3 Hours	45 Min
<b>3.5 Determination of Training Needs and Evaluation of Training Effectiveness</b>	3 Hours	45 Min
<b>3.6 Competencies and Skills</b> 3.6.1 People Skills and Communication Skills 3.6.2 Literacy Skills to Clearly and Accurately Prepare Training Materials 3.6.3 Presentation Skills	9 Hours	135 Min
<b>3.7 Preparation of Training</b> 3.7.1 Assessment and Defining of Training Needs 3.7.2 Planning and Design of Training 3.7.3 Training Material and Teaching Plan 3.7.4 Mode, Means and Schedule of Training	6 Hours	90 Min
<b>3.8 Methods of Training</b> 3.8.1 Use and Operation of Teaching and Learning Resources 3.8.2 Training Methods and Techniques 3.8.3 Classroom Management	6 Hours	90 Min
<b>3.9 Assessment and Evaluation</b> 3.9.1 Means and Techniques of Evaluation 3.9.2 Design of Examination 3.9.3 Review of Evaluation Outcome and Examination Results	6 Hours	90 Min
<b>3.10 Integrated assessment</b> - Preparation of Teaching Material - Delivery of Training in Class - Design of Assessment Questions		180 Min
<b>Total:</b>	<b>36 Hours</b>	<b>12 Hours</b>

## 1.6 Admission Requirement

It is recommended that the eligibility for admission are as follows:

- ◆ Complete the Quality Assurance for Recognition Scheme (QASRS) of Security Training Course; AND
- ◆ Obtain QF Level 3 qualifications in security services or related industry; or possesses at least one Statements of Attainment in security services or related industry at QF level 3 through the "Recognition of Prior Learning" (RPL).

## 1.7 Ratio of Trainer and Learner

For ensuring the quality of teaching, enhancing the interaction between trainers and trainees, and increasing the awareness of the tutor on learning ability, progress and Learning Outcome of the students, it is recommended that the trainer-trainee ratio of classroom lectures should be 1:20. While Teaching assistant can be arranged during the practice exercise, skill operation or assessment, and the trainer-trainee ratio is 1:10. All in all, it is recommended that the number of participants in each class should not be more than 20.

## 1.8 Proposed Qualification of Trainer

This course recommends that Trainers should have the following qualifications :

- ◆ Qualified trainer specified in Quality Assurance System for Recognition Scheme (QASRS) of Security Training Course\* plus 3 years teaching experience of teaching QASRS of Security Training Course; or
- ◆ have QF Level 5 qualifications (not less than 120 credits) in security services or related industry plus at least 3 years experiences in the supervision and management of security services; or
- ◆ have QF Level 4 qualifications (not less than 60 credits) in security services or related industry plus 10 years of experiences in security services, in which at least 3 years in supervisory grade and 3 years of training-related experiences.

---

\*Qualified Trainer specified in Quality Assurance System for Recognition Scheme (QASRS) of Security Training Course is:

- (a) Qualified trainer for Quality Assurance System for Recognition Scheme of Security Training Course recognized by Industry Training Board; or
- (b) Completed the course accredited by HKCAAVQ as Qualifications Framework Unit of Competency 107749L4 "Train security personnel to perform guard services".

## **Chapter 2 - Guidelines to Teaching and Evaluation**

### **2.1 Proposed Sequence of Teaching**

The target group of this training package is those who have completed the Quality Assurance System for Recognition Scheme (QASRS) of Security Training Courses; or those who obtained QF Level 3 qualifications in security services or related industry; or possesses at least one Statements of Attainment in security services or related industry at QF level 3 through the "Recognition of Prior Learning" (RPL). Thus, this Training Package focuses on QASRS Quality Assurance System for Recognition Scheme and related accreditation security courses, training Course outline, training course design, training methods and techniques, assessment and review, etc.

The concept of sequence of teaching is to enable trainees in understanding the basic requirements of QASRS and the licensing of security companies and the role of security personnel, then go to an in-depth understanding of the design, training methods and techniques of the security training courses, and finally to teach them in preparing assessment and review for the courses. The proposed sequence of training is listed as follows:



## 2.2 Content and Application of Training Package

Chapter 1 and Chapter 2 are the Introduction and Guidelines for Training Package, it gives users a clearer understanding of the scope and usage of the Training Package. Chapter 3 provides detailed references to the classroom program with reference to the Intended Learning Outcome and Sequence of Teaching. Chapter 4 is appendix, including Sample Notes and Sample of Assessment, which users can use as a reference to develop applicable notes and assessments.

Training institutions can use this Training Package as reference, then revise the training materials to meet their own needs such as their own course requirements, their own resources and actual situation.

## 2.3 Proposed Content and Teaching Material

Chapter 3 of the Training Package lists out the learning objectives and proposed arrangement, it includes the following:

- ◆ Unit of Competency
- ◆ Intended Learning Outcome
- ◆ Teaching Hour
- ◆ Teaching and Learning Strategy
- ◆ Lesson Outline
- ◆ Proposed Time Allocation and Content
- ◆ Sample of Teaching Material (Appendix)
- ◆ Assessment
- ◆ Mapping of Unit of Competency and Learning Outcome

Training institutions may refer to the design and scope of the Training Package and adapt to the resources and actual situation of the organization, provided that the requirements and coverage of Unit of Competency are met in order to meet the standards.

## 2.4 Guidelines of Teaching Methods

The teaching method should include the appropriate methods to enable the trainees to understand, analyze and apply the knowledge in the most effective way. The proposed teaching methods are listed in the following ways:

- ◆ **Lecturing and explanation**  
Classroom lecture is done by a trainer-led explanation of basic information and main points, with elaborations.
- ◆ **Question and Answer**  
Each class of lecture should have a question-and-answer session so that the trainee can ask what they do not understand, and the trainer should encourage the trainees to ask questions, that will increase interaction and motivation to encourage the students to learn.
- ◆ **Case Study**  
The appropriate cases are selected by the trainer to share with the trainees, from which to stimulate the discussion and deepen the trainees' understanding of the topic.

◆ **Demonstration**

The trainer displays applicable security equipment, such as walkie-talkies, patrolling equipment; learning equipment, such as projectors, visualizers, computer applications, etc., so that trainees can experience and practice directly.

◆ **Video materials (photos or short films)**

Photographs and video materials are more likely to attract the attention of trainees. Trainers can use short films to share with trainees, such as roles of security guard, conduct and behavior, presentation skills, etc.

◆ **Role Play**

The course can use role-playing teaching methods to enable trainees to act as teachers or speakers and to experience the actual situation as a speaker or trainer, such as observing the audience's reactions, tone control and time management, etc. The trainers can also assess the effectiveness of training course by evaluating trainees' application of knowledge practically.

◆ **Group Discussion**

Depending on the number of participants, the trainer can divide the trainees into groups of 3 to 4 people. Trainer proposes topics to the trainees, such as designing teaching and evaluation methods according to the purpose of the course. Then allowing the trainees to discuss and make suggestions.

◆ **Individual Exercise and Group Project**

Trainers may arrange individual exercises or group projects on various topics. In addition to allowing trainees to apply what they have learned in practice, but also as an assessment method for assessing trainees, such as designing classroom arrangements and teaching methods, design evaluation questionnaire, etc.

The above various teaching methods are recommendations only. Training institutions or trainers shall base on classroom arrangements, trainees' background, characteristics to design their own training and learning model in order to achieve the best results.

## 2.5 Guidelines of Assessment Methods

The design of assessment must comply with the requirement of Unit of Competency107749L4:

- ◆ Take systematic approach in managing training;
- ◆ Ensure relevance, accuracy and currency of training materials;
- ◆ Transfer knowledge and skills using various techniques of instruction; and
- ◆ Evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved

It is recommended that the course may apply integrated assessment methods by referring to the following:

- ◆ **Written Examination**  
By using scenario-based questions with short answers, it can assess students' understanding of knowledge and theory, as well as their ability to apply.
- ◆ **Presentation**  
Through practical presentations, it can assess whether the students have competency in lecture delivery and classroom management.
- ◆ **Exercise**  
By using exercises, it may assess the ability of trainees in applying the knowledge and skills they have learned, such as requiring them to design course outline, classroom arrangements and teaching methods.
- ◆ **Project**  
Use the project as a comprehensive assessment to enable trainees to the design courses according to their training needs, including course outline, intended learning outcome, class design, teaching method and course assessment. It can assess the effectiveness of trainees' application of knowledge and skills.
- ◆ **Practical Lecture Exercise**  
According to Trainees' class design, they are required to conduct classroom lectures and act as trainer in class. Trainees are being assessed for the teaching material, classroom management, presentation skills, time control, the use of assistive devices, the use of teaching methods and other integrated capabilities.



## **Chapter 3 - Teaching and Evaluation**

### **3.1-3.3 Requirement of Security Course and Training**

#### **Unit of Competency**

- 3.1 Training Requirements under the Licensing Conditions for Security Companies
- 3.2 Course Outline of Quality Assurance System for Recognition Scheme of Security Training Courses ( QASRS )
- 3.3 Major Roles and Responsibilities and Standard of Conduct and Behavior of Security Personnel

#### **Intended Learning Outcome**

On completion of the class, it is expected that trainees are able to:

1.	design and teach courses that meet the requirements of the security company's licensing conditions for the training of security guards;
2.	be familiar with the course outline of Quality Assurance System for Recognition Scheme (QASRS) of Security Training Course and be able to design and teach courses that meet the requirements; and
3.	be familiar with the major and responsibilities, standards and the conduct of the security personnel, and be able to guide trainees to meet the standards in security courses.

#### **Lecture Hour**

Lecture Hour:	3 Hours
Assessment Hour:	45 Minutes

## **Teaching and Learning Strategy**

The class is mainly introducing the law and requirements of the Security and Guarding Services Industry Authority. It includes the licensing conditions for security companies, Quality Assurance System for Recognition Scheme of Security Training Courses Outline; role, responsibility, conduct and performance standards of security personnel. Therefore, the trainer will firstly introduce and explain the content, then supplemented by screen projection and handout to enhance students understanding. Finally, coupled with case sharing of the behavior of security personnel, trainees can fully understand the requirements of the behavior of security guards. By using the question-and-answer session, trainer may respond to the trainees' questions and assess the trainees' fulfillment of intended learning outcomes.

## **Lesson Outline**

<b>3.1</b>	<b>Training Requirements under the Licensing Conditions for Security Companies</b>	
	a.	Background, types and requirements of Security Company Licenses
	b.	Requirement for training of security guard
	c.	Types and requirements of Security Personnel Permit

<b>3.2</b>	<b>Course Outline of Quality Assurance System for Recognition Scheme of Security Training Courses ( QASRS )</b>	
	d.	Background of Quality Assurance System for Recognition Scheme of Security Training Courses ( QASRS ) and course outline
	e.	Time allocation and requirements of course under QASRS
	f.	Criteria for assessment of trainee under QASRS
	g.	The competency of trainer of the course

<b>3.3</b>	<b>Major Roles and Responsibilities and Standard of Conduct and Behavior of Security Personnel</b>	
	h.	Roles and responsibilities of Security Personnel
	i.	Behavior, performance and code of conduct of Security Personnel
	j.	Case sharing of Behavior of Security Personnel

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
10 Min	a.	Background, types and requirements of Security Company Licenses
15 Min	b.	Requirement for training of security guard
20 Min	c.	Types and requirements of Security Personnel Permit
10 Min	d.	Background of Quality Assurance System for Recognition Scheme of Security Training Courses ( QASRS ) and course outline
5 Min		Recess
20 Min	e.	Time allocation and requirements of course under QASRS
10 Min	f.	Criteria for assessment of trainee under QASRS
10 Min	g.	The competency of trainer of the course
20 Min	h.	Roles and responsibilities of Security Personnel
5 Min		Recess
30 Min	i.	Behavior, performance and code of conduct of Security Personnel
15 Min	j.	Case sharing of Behavior of Security Personnel
10 Min		Q & A

**Sample of teaching material**

Sample of teaching material and Case study

(Please refer to Appendix - Sample of teaching material 4.2.1)

**Assessment**

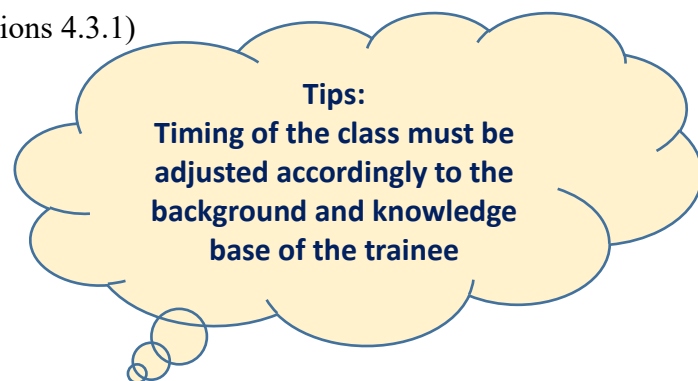
Assessment is done by scenario-based questions and short questions. Trainees must pass in both sessions for achieving pass in this Unit.

Proposed Assessment Weighting:

Questions	No. of questions	Marks	Passing Marks
Short questions	4	40	24
Scenario-based questions	3	60	36
<b>Total:</b>	<b>7</b>	<b>100</b>	<b>60</b>

Sample of Assessment

(Please refer to Appendix – Sample of Assessment Questions 4.3.1)



**Mapping of Unit of Competency and Intended Learning Outcome**

Learning Outcome	Unit of Competency		
	3.1	3.2	3.3
1. Able to apply the knowledge about training security personnel to perform guarding services	✓	✓	✓
2. Able to train security personnel to perform guarding services			✓
3. Able to take system approach in managing training		✓	
4. Able to ensure relevance, accuracy and currency of training materials	✓	✓	✓
5. Able to transfer knowledge and skills using various techniques of instruction			
6. Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved			

## **Chapter 3 - Teaching and Evaluation**

### **3.4 Best Practices of Guarding Operations**

#### **Unit of Competency**

3.4.1 Guarding Operations

3.4.2 Adult Training and Learning

#### **Intended Learning Outcome**

On completion of the class, it is expected that trainees are able to:

1.	be familiar with the focus of practicing security work and can demonstrate to other trainees;
2.	be familiar with the key points and considerations of Guarding Operations and be able to impart the accurate knowledge to trainees; and
3.	be familiar with the characteristics of adult training, master and apply it to security courses

#### **Lecture Hour**

Lecture Hour:	3 Hours
Assessment Hour:	45 Minutes

#### **Teaching and Learning Strategy**

The class focuses on the practical security work, the implementation guarding operations, so that trainees can get the right knowledge, can design the appropriate security courses. The class demonstrates to trainees on how to carry out security work and the use of security aids. The class applies empathic approach to guide the trainees to understand the characteristics of adult training, so that they can master it. Class arrangement includes demonstrations and interactions with trainees, question-and-answer session, and assesses the trainees' fulfillment of intended learning outcomes.

**Lesson Outline**

<b>3.4.1</b>	<b>Best Practices of Guarding Operations</b>	
	a.	The focus of security and guarding works
	b.	Prevention and detection of crime or accidents
	c.	Crowd control measures
	d.	Handling and following up of crime or accidents
	<b>Demonstration of Practical Security Work</b>	
	e.	Personal protective and auxiliary equipment of security personnel
	f.	Practical use of auxiliary equipment or applications

<b>3.4.2</b>	<b>Adult Training and Learning</b>	
	g.	Characteristics of adult training and learning
	h.	Common methods of adult training
	i.	Common taboos and frequent mistakes of adult training

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
5 Min	a.	The focus of security and guarding works
15 Min	b.	Prevention and detection of crime or accidents
15 Min	c.	Crowd control measures
20 Min	d.	Handling and following up of crime or accidents
5 Min		Recess
30 Min	e.	Personal protective and auxiliary equipment of security personnel
25 Min	f.	Practical use of auxiliary equipment or application
5 Min		Recess
20 Min	g.	Practical use of auxiliary equipment or application
20 Min	h.	Common methods of adult training
10 Min	i.	Common taboos and frequent mistakes of adult training
10 Min		Q & A

### Sample of teaching material

- Sample of teaching material (Please refer to Appendix - Sample of teaching material 4.2.2)

### Auxiliary Equipment/Reference of Teaching Material

1. Walkie Talkies (or communication equipment)
2. Patrol tool or recording tool (e.g. patrol wand, tag/chip, telephone, tablet, etc.)
3. Torch
4. Reflective vest, safety helmet, protective gear, goggles, face mask
5. Visitors’ registration book
6. Incidents report log book

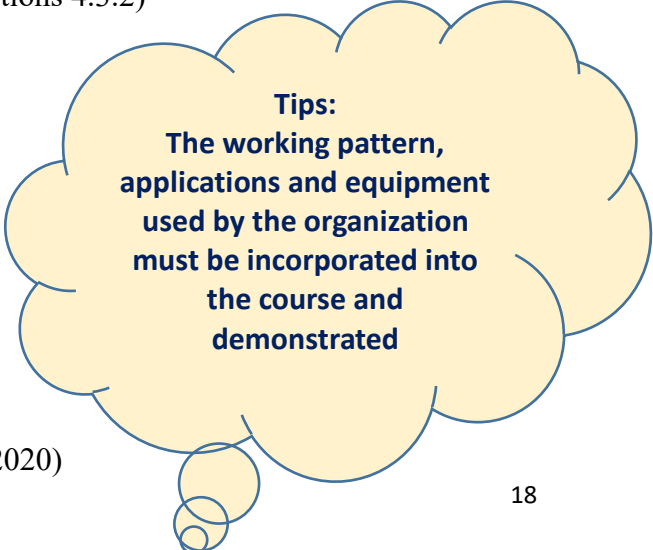
### Assessment

Assessment is done by scenario-based questions and short questions. Trainees must pass in both sessions for achieving pass in this Unit.

Proposed Assessment Weighting:

Questions	No. of questions	Marks	Passing Marks
Short Questions	4	40	24
Scenario-based Questions	3	60	36
<b>Total:</b>	<b>7</b>	<b>100</b>	<b>60</b>

- Sample of Assessment  
(Please refer to Appendix – Sample of Assessment Questions 4.3.2)



**Tips:**  
The working pattern, applications and equipment used by the organization must be incorporated into the course and demonstrated

**Mapping of Unit of Competency and Intended Learning Outcome**

	Unit of Competency
<b>Learning Outcome</b>	3.4
1. Able to apply the knowledge about training security personnel to perform guarding services	✓
2. Able to train security personnel to perform guarding services	✓
3. Able to take system approach in managing training	✓
4. Able to ensure relevance, accuracy and currency of training materials	
5. Able to transfer knowledge and skills using various techniques of instruction	✓
6. Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met, and that training will be continuously improved	



## **Chapter 3 - Teaching and Evaluation**

### **3.5 Determine the Training Needs and Evaluate Training Effectiveness**

#### **Unit of Competency**

3.5 Determine the Training Needs and Evaluate Training Effectiveness

#### **Intended Learning Outcome**

On completion of the class, it is expected that trainees are able to:

1.	Apply critical thinking to judge the training needs according to the needs of the organization, and effectively conduct training needs analysis;
2.	to design courses that meet the needs of the institution and the trainees based on the training needs analysis; and
3.	use effective methods to evaluate training results.

#### **Lecture Hour**

Lecture Hour:	3 Hours
Assessment Hour:	45 Minutes

#### **Teaching and Learning Strategy**

The class focuses on how to analyze the training needs of the organization and the trainees; and to develop effective and responsive courses. The class will also introduce different assessment methods so that the objectives of the course can be met and mapped with the intended learning outcome. Effective methods can be selected and designed to determine the effectiveness of the training. In addition to being taught by the trainer, the class will also enable the trainees to master a variety of effective methods through practice and application. This assessment of this class can also be used for demonstration purposes.

**3.5 Lesson Outline of Determine the Training Needs and Evaluate Training Effectiveness**

<b>3.5.1</b>	<b>Training Needs Analysis</b>	
	a.	What is training needs analysis
	b.	The function of training needs analysis
	c.	Types of training needs analysis: organization, department (task), staff
	d.	How to conduct training needs analysis
	e.	Methods of training needs analysis
<b>3.5.2</b>	<b>Evaluate Training Effectiveness</b>	
	f.	Purpose of evaluation of training effectiveness
	g.	Procedure of evaluation of training effectiveness
	h.	Methods of evaluation of training effectiveness
	i.	How to select proper and effective methods of evaluation

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
5 Min	a.	What is training needs analysis
15 Min	b.	The function of training needs analysis
30 Min	c.	Types of training needs analysis: organization, department (task), staff
10 Min	d.	How to conduct training needs analysis
5 Min		Recess
20 Min	e.1	Methods of training needs analysis
15 Min	e.2	Exercise – Training needs analysis (staff)
10 Min	f.	Purpose of evaluation of training effectiveness
10 Min	g.	Procedure of evaluation of training effectiveness
5 Min		Recess
30 Min	h.	Methods of evaluation of training effectiveness
15 Min	i.	How to select proper and effective methods of evaluation
10 Min		Q & A

### Sample of teaching material

- Sample of teaching material  
(Please refer to Appendix - Sample of teaching material 4.2.3)
- Sample of Exercise  
(Please refer to Appendix - Sample of teaching material 4.2.3)

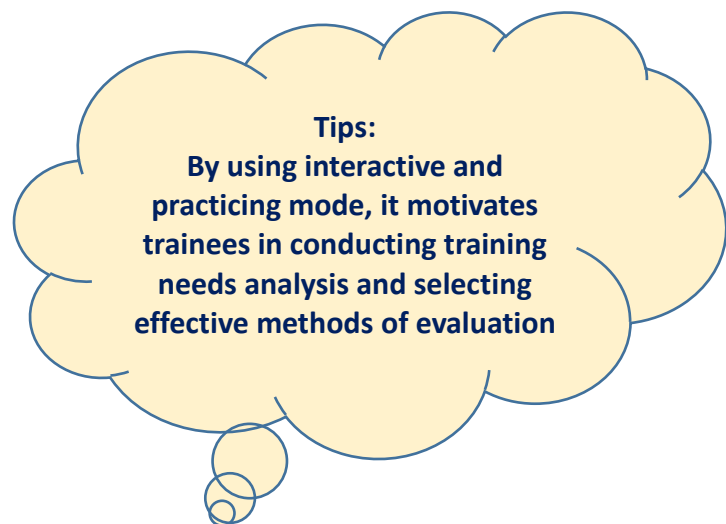
### Assessment

Assessment is done by scenario-based questions and short questions. Trainees must pass in both sessions for achieving pass in this Unit.

Proposed Assessment Weighting:

Questions	No. of questions	Mark	Passing Mark
Short Questions	4	40	24
Scenario-based Questions	3	60	36
<b>Total:</b>	<b>7</b>	<b>100</b>	<b>60</b>

- Sample of Assessment  
(Please refer to Appendix – Sample of Assessment Questions 4.3.3)



**Mapping of Unit of Competency and Intended Learning Outcome**

	Unit of Competency
<b>Learning Outcome</b>	3.5
1. Able to apply the knowledge about training security personnel to perform guarding services	
2. Able to train security personnel to perform guarding services	
3. Able to take system approach in managing training	
4. Able to ensure relevance, accuracy and currency of training materials	✓
5. Able to transfer knowledge and skills using various techniques of instruction	
6. Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved	✓

## Chapter 3 - Teaching and Evaluation

### 3.6 Competency and Skills

#### Unit of Competency

3.6.1 People Skills and Communication Skills

3.6.2 Literacy Skills to Clearly and Accurately Prepare Training Materials

3.6.3 Presentation Skills

#### Intended Learning Outcome

On completion of the class of 3.6.1- People Skills and Communication Skills, it is expected that trainees are able to:

1.	acquire the theory of communication skills and human relation skills;
2.	apply communication skills in lecture and class effectively; and
3.	possess communication and people skills that can build up good relationship with trainees.

On completion of the class of 3.6.2 - Literacy Skills to Clearly and Accurately Prepare Training Materials, it is expected that trainees are able to:

1.	collect relevant training information and data according to training objectives and targets; and
2.	prepare training materials, notes and lectures clearly and accurately according to the training objectives and targets.

On completion of the class of 3.6.3 - Presentation Skills, it is expected that trainees are able to:

1.	acquire effective presentation skills;
2.	apply presentation skills to teach knowledge and skills in training class and attract trainees' attention effectively; and
3.	use presentation in training class to drive the learning atmosphere.

## Training Package for “Train-the-trainer for Security Services Course”

### Lecture Hour

<b>Lecture Hour:</b>	3.6.1	3 Hours
	3.6.2	3 Hours
	3.6.3	3 Hours
<b>Total of 3 Classes</b>		<b>9 Hours</b>
<b>Assessment Hour:</b>		<b>135 Minutes</b>

### Teaching and Learning Strategy

The class explains the theory of communication skills and interpersonal relationships. It trains trainees in the method of collecting data in preparation for the training materials, including writing notes, preparing teaching materials and lectures. The trainees can master the methods of collecting data and preparing materials during the preparation of presentation. In addition to cognitive theory, through presentation in class, trainees can practice the theories. By using effective communication skills to drive the classroom learning atmosphere, other trainees can help to rate the speaker. That will strengthen the application of the evaluation methods in classroom learning.

**Lesson Outline of 3.6.1 People Skills and Communication Skills**

<b>3.6.1</b>	<b>People Skills and Communication Skills</b>	
	a.	Purposes and process of communication
	b.	Barriers of communication
	c.	Human relations and communication skills
	d.	The importance of Observation
	<b>Communication Skills</b>	
	e.	Methods of communication
	f.	Considerations for selecting communication methods
	g.	Communication methods in training and class
	h.	Points to note in communication in class
	<b>Building Relationship Between Trainer, Trainees and supporting personnel</b>	
	i.	The importance of building relationship between trainer and trainees
	j.	Building relationship between trainer, assistant trainer and supporting personnel
	k.	Communication, training and the establishment of human assets

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
20 Min	a.	Purposes and process of communication
15 Min	b.	Barriers of communication
10 Min	c.	Human relations and communication skills
10 Min	d.	The importance of Observation
5 Min		Recess
10 Min	e.	Methods of communication
15 Min	f.	Considerations for selecting communication methods
15 Min	g.	Communication methods in training and class
10 Min	h.1	Points to note in communication in class
5 Min		Recess
15 Min	h.2	Exercise in observation
15 Min	i.	The importance of building relationship between trainer and trainees
10 Min	j.	Building relationship between trainer, assistant trainer and supporting personnel
15 Min	k.	Communication, training and the establishment of human assets
10Min		Q & A

**Lesson Outline of 3.6.2 Literacy Skills to Clearly and Accurately Prepare Training Materials**

<b>3.6.2</b>	<b>Literacy skills to clearly and accurately prepare training material</b>	
	a.	Understanding targets and objectives of training
	b.	Understanding of personal ability
	c.	Methods of data collection and compilation
	d.	Types of training material
	e.	How to select training material effectively
	f.	Points to note in preparation of training material, notes and scripts
	<b>Scripts</b>	
	g.	Significance of scripts
	h.	Points to note in preparation of scripts

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
15 Min	a.	Understanding targets and objectives of training
10 Min	b.	Understanding of personal ability
30 Min	c.	Methods of data collection and compilation
5 Min		Recess
20 Min	d.	Types of training material
20 Min	e.	How to select training material effectively
15 Min	f.1	Points to note in preparation of training material, notes and scripts
5 Min		Recess
15 Min	f.2	Exercise for Preparation of Teaching Material
10 Min	g.	Significance of presentation scripts
25 Min	h.	Points to note in preparation of presentation scripts
10 Min	i.	Q & A



**Lesson Outline of 3.6.3 Presentation Skills**

<b>3.6.3</b>	<b>Presentation Skills</b>	
	a.	What is presentation
	b.	Objectives of presentation
	c.	Psychological state of audience (trainee)
	d.	Types of presentation
	e.	Points to note in different types of presentation
	<b>Presentation in Training</b>	
	f.	Common types of presentation in training
	g.	Outline and content of presentation
	h.	Interactive and learning-driven presentation
	i.	Time control
	<b>Emotions and Confidence</b>	
	j.	Emotion control of speaker
	k.	Methods to build up confidence in presentation
	l.	Contingency

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
10 Min	a.	What is presentation
10 Min	b.	Objectives of presentation
10 Min	c.	Psychological state of audience (trainee)
15 Min	d.	Types of presentation
10 Min	e.	Points to note in different types of presentation
5 Min		Recess
10 Min	f.	Common types of presentation in training
10 Min	g.	Outline and content of presentation
10 Min	h.	Interactive and learning-driven presentation
10 Min	i.	Time control
15 Min	j.	Emotion control of speaker
5 Min		Recess
10 Min	k.	Methods to build up confidence in presentation
10 Min	l.	Contingency
30Min		Exercise of one-minute speech and sharing
10Min		Q & A

**Sample of teaching material**

- Sample of teaching material (Please refer to Appendix - Sample of teaching material 4.2.4)
- Sample of Exercise (Please refer to Appendix - Sample of teaching material 4.2.4)

**Assessment**

The assessment in class is application-based. The trainees need to collect information in order to conduct training lectures in the class. It may assess the trainee's learning result.

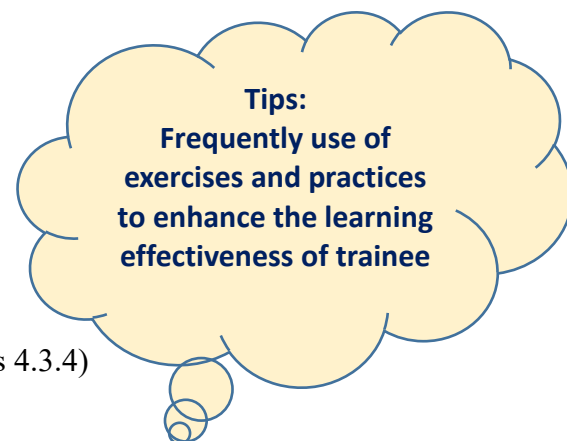
Proposed trainer to trainee ratio is 1:10.

Proposed Assessment: Presentation – each trainee shall present a training lecture in class in 11 minutes.

Content	Time
10 trainees (each present in 11 Min)	110 Minutes
Trainer gives comment to trainee (1Min for each trainee)	10 Minutes
Overall comment by Trainer:	15 Minutes
<b>Total:</b>	<b>135 Minutes</b>

**Assessment Weighting for Presentation:**

Ability in information collection	10 marks
Effectiveness of teaching material	10 marks
Presentation Skills	20 marks
Observation and attention to audience	10 marks
Confidence	10 marks
Time control	10 marks
Fulfilment of objectives of presentation	20 marks
Driven of learning atmosphere	10 marks
<b>Total:</b>	<b>100 marks</b>
	(passing marks: 60)



- Sample of Assessment  
(Please refer to Appendix – Sample of Assessment Questions 4.3.4)

**Mapping of Unit of Competency and Intended Learning Outcome**

**Training Package for “Train-the-trainer for Security Services Course”**

	<b>Unit of Competency</b>
<b>Learning Outcome</b>	3.6
1. Able to apply the knowledge about training security personnel to perform guarding services	
2. Able to train security personnel to perform guarding services	
3. Able to take system approach in managing training	
4. Able to ensure relevance, accuracy and currency of training materials	
5. Able to transfer knowledge and skills using various techniques of instruction	✓
6. Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved	

## Chapter 3 - Teaching and Evaluation

### 3.7 Preparation of Training

#### Unit of Competency

3.7.1 Assessment and Defining of Training Needs

3.7.2 Planning and Design of Training

3.7.3 Training Material and Teaching Plan

3.7.4 Mode, Means and Schedule of Training

#### Intended Learning Outcome

On completion of the class 3.7.1 Assessment and Defining of Training Needs and 3.7.2 Planning and Design of Training, it is expected that trainees are able to:

1.	assess and determine the training needs effectively;
2.	plan and design proper and effective training according to the determined training needs; and
3.	plan, design proper and effectiveness course outline according the determined training needs and plan.

On completion of class 3.7.3 Training Material and Teaching Plan and 3.7.4 Mode, Means and Schedule of Training, it is expected that trainees are able to:

1.	prepare proper teaching material and teaching plan in accordance with training objectives and course outline;
2.	select the effective mode and methods of training in accordance with training objectives and plan; and
3.	Integrate all needs, objectives, training materials, plans, training methods and other data to develop a suitable schedule for training.

## Training Package for “Train-the-trainer for Security Services Course”

### Lecture Hour

<b>A. Lecture Hour:</b>	3.7.1 - 3.7.2	3 Hours
	3.7.3 - 3.7.4	3 Hours
	<b>Total of 2 classes:</b>	<b>6 Hours</b>
<b>B. Assessment Hour:</b>		<b>90 Minutes</b>

### Teaching and Learning Strategy

The class mainly teaches pre-training preparation, explains how to conduct training needs analysis and determine the needs for training. Once the training needs have been identified, the trainees need to understand how to design the training courses to achieve the desired results. Through lecture instruction and practice, trainees can learn how to set up an effective training program, including teaching plan, selecting the most appropriate training model, training materials, methods according to the actual needs and class schedule. Finally, by designing teaching plan and class schedule, it can assess trainees' learning outcome.

### Lesson Outline of 3.7.1 Assessment and Defining of Training Needs and 3.7.2 Planning and Design of Training

<b>3.7.1</b>	<b>Assessment and Defining of Training Needs</b>	
	a.	What is training needs
	b.	Significance of assessing training needs
	c.	Methods of assessing training needs
	d.	Defining of training needs

<b>3.7.2</b>	<b>Planning and Design of Training</b>	
	e.	Considerations for training design
	f.	Establishment of training objectives
	g.	Steps for setting up of training plan
	h.	Design of course outline

**Training Package for “Train-the-trainer for Security Services Course”**

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
10 Min	a.	What is training needs
20 Min	b.	Significance of assessing training needs
30 Min	c.	Methods of assessing training needs
5 Min		Recess
10 Min	d.1	Defining of training needs
20 Min	d.2	Exercise of assessing training needs
25 Min	e.	Considerations for training design
5 Min		Recess
10 Min	f.	Establishment of training objectives
20 Min	g.	Steps for setting up of training plan
15 Min	h.	Design of course outline
10 Min		Q & A

**Lesson Outline of 3.7.3 Training Material and Teaching Plan and 3.7.4 Mode, Means and Schedule of Training**

<b>3.7.3</b>	<b>Training Material and Teaching Plan</b>	
	a.	Types of training material
	b.	Skills of preparation of training material
	c.	Significance of teaching plan
	d.	Content of teaching plan
	e.	Feasibility and points to note in teaching plan

<b>3.7.4</b>	<b>Mode and Means of Training</b>	
	f.	Various training mode and resources required
	g.	Pros and Cons of various training mode
	h.	Selection of suitable training mode and means
	<b>Schedule</b>	
	i.	Considerations for class scheduling
	j.	How to arrange training schedule

**Proposed Time Allocation in Class**

Proposed Time	Topic	
15 Min	a.	Types of training material
15 Min	b.	Skills of preparation of training material
10 Min	c.	Significance of teaching plan
15 Min	d.	Content of teaching plan
5 Min		Recess
10 Min	e.	Feasibility and points to note in teaching plan
15 Min	f.	Various training mode and resources required
30 Min	g.1	Pros and cons of various training mode (part 1)
5 Min		Recess
10 Min	g.2	Pros and cons of various training mode (part 2)
15 Min	h.	Selection of suitable training mode and means
15 Min	i.	Considerations for class scheduling
10 Min	j.	How to arrange training schedule
10 Min		Q & A

**Sample of teaching material**

- Sample of teaching material (Please refer to Appendix - Sample of teaching material 4.2.5)

**Assessment**

The assessment model is application-based. The trainees will be assessed by designing of the course outline, the teaching mode, teaching plan, and the development of the training materials according to the training objectives and reference scenario provided by the trainer.

Proposed Assessment:

Course work – design of course outline, teaching plan, lesson plan and training material

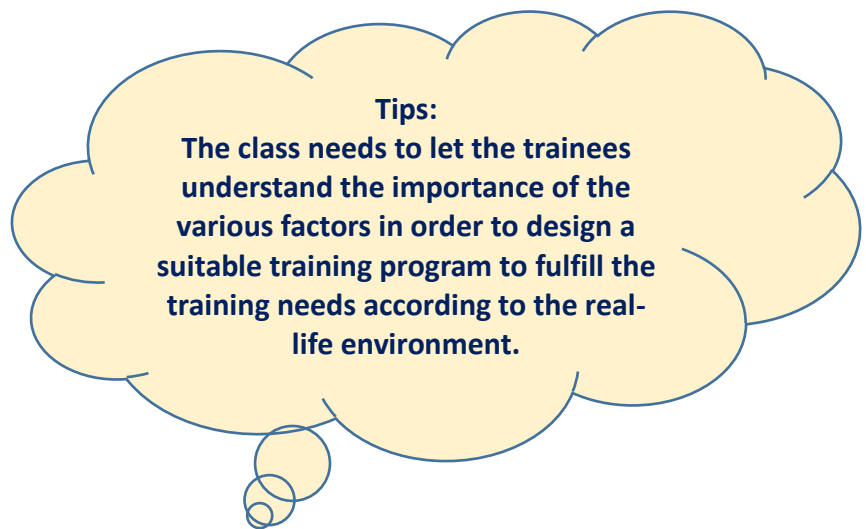
Time: 90 Minutes

## Training Package for “Train-the-trainer for Security Services Course”

### Assessment Weighting (100 marks):

Course Outline	35 marks
Teaching Plan	25 marks
Lesson Plan	20 marks
<u>Training Material</u>	<u>20 marks</u>
<b>Total:</b>	<b>100 marks</b> (passing marks: 60)

- Sample of Assessment (Please refer to Appendix – Sample of Assessment Questions 4.3.5)





**Mapping of Unit of Competency and Intended Learning Outcome**

	<b>Unit of Competency</b>
<b>Learning Outcome</b>	3.7
1. Able to apply the knowledge about training security personnel to perform guarding services	
2. Able to train security personnel to perform guarding services	
3. Able to take system approach in managing training	✓
4. Able to ensure relevance, accuracy and currency of training materials	✓
5. Able to transfer knowledge and skills using various techniques of instruction	
6. Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved	

## Chapter 3 - Teaching and Evaluation

### 3.8 Methods of Training

#### Unit of Competency

3.8.1 Use and Operation of Teaching and Learning Resources

3.8.2 Training Methods and Techniques

3.8.3 Classroom Management

#### Intended Learning Outcome

On completion of class 3.8.1 Use and Operation of Teaching and Learning Resources, it is expected that the trainees are able to:

1.	be familiar with the characteristics and advantages of various teaching and learning facilities, and apply it effectively in training; and
2.	master a variety of learning resources; make good use of resources in the curriculum design and lecturing, to achieve the intended learning outcome.

On completion of class 3.8.2 Training Methods and Techniques and 3.8.3 Classroom Management, it is expected that the trainees are able to:

1.	be familiar with the advantages and disadvantages of various training methods and techniques, choose the most effective methods of training and apply them in the class; and
2.	master the skills of various training methods, effectively apply to training thus enhance the achievement of learning outcome; and
3.	use classroom management skills to manage the class orderly and timely.

#### Lecture Hour

<b>A. Lecture Hour:</b>	3.8.1	3 Hours
	3.8.2 -3.8.3	3 Hours
	<b>Total of 2 classes:</b>	<b>6 Hours</b>
<b>Assessment Hour:</b>		<b>90 Minutes</b>

**Teaching and Learning Strategy**

The class focuses on the use of resources and techniques for training, so that trainee understands the various training facilities, equipment and resources. In line with the purposes / training objectives and practical conditions, trainees can select the most appropriate and effective training methods to achieve the desired results. In addition to teaching knowledge, the trainer will demonstrate the use and advantages of various equipment, demonstrate the various resources and methods available, trainees can have better understanding on their characteristics. In applying them to training courses, it will achieve the best results in the class. The trainees also understand the skills of classroom management to enable the class to be conducted effectively and in an orderly manner.

**Lesson Outline of 3.8.1 Use and Operation of Teaching and Learning Resources**

<b>3.8.1</b>	<b>Teaching and Learning Facilities</b>	
	a.	The common teaching and learning facilities
	b.	Advantages of teaching and learning facilities and their application
	c.	Demonstration of the integration of teaching and learning facilities with environment
	<b>Learning Resources</b>	
	d.	What are learning resources and their importance
	e.	The source of learning resources
	f.	The common learning resources
	g.	Demonstration of learning resources
	h.	How to best utilize of learning resources

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
20 Min	a.	The common teaching and learning facilities
35 Min	b.	Advantages of teaching and learning facilities and their application
5 Min		Recess
20 Min	c.	Demonstration of the integration of teaching and learning facilities with environment
20 Min	d.	What are learning resources and their importance
15 Min	e.	The source of learning resources
5 Min		Recess
20 Min	f.	The common learning resources
20 Min	g.	Demonstration of learning resources
10 Min	h.	How to best utilize of learning resources
10 Min		Q & A

**Lesson Outline of 3.8.2 Training Methods and Techniques and 3.8.3 Classroom Management**

<b>3.8.2</b>	<b>Training Methods</b>	
	a.	Introduction of training methods
	b.	Traditional and innovative training methods
	c.	Training methods that suitable for security training course
	<b>Training Techniques</b>	
	d.	Techniques of lecturing
	e.	Techniques of motivation and drawing attention
	f.	Techniques of questioning
	g.	Techniques of discussion
	h.	Application of various techniques in improving teaching and learning effectiveness

<b>3.8.3</b>	<b>Classroom Management</b>	
	i.	Management of classroom order
	j.	Handling of difficult students
	k.	Time management

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
40 Min	a.	Introduction of training methods
15 Min	b.	Traditional and innovative training methods
5 Min		Recess
15 Min	c.	Training methods that suitable for security training course
15 Min	d.	Techniques of lecturing
15 Min	e.	Techniques of motivation and drawing attention
10 Min	f.	Techniques of questioning
5 Min		Recess
10 Min	g.	Techniques of discussion
10 Min	h.	Application of various techniques in improving teaching and learning effectiveness
10 Min	i.	Management of classroom order
10 Min	j.	Handling of difficult students
10 Min	k.	Time management
10 Min		Q & A

**Sample of teaching material**

- Sample of teaching material (Please refer to Appendix - Sample of teaching material 4.2.6)

**Assessment**

The assessment model is application-based. The trainees will be assessed by designing training methods, application of teaching and learning facilities, application of techniques according to the training objectives and reference scenario provided by the trainer.

**Training Package for “Train-the-trainer for Security Services Course”**

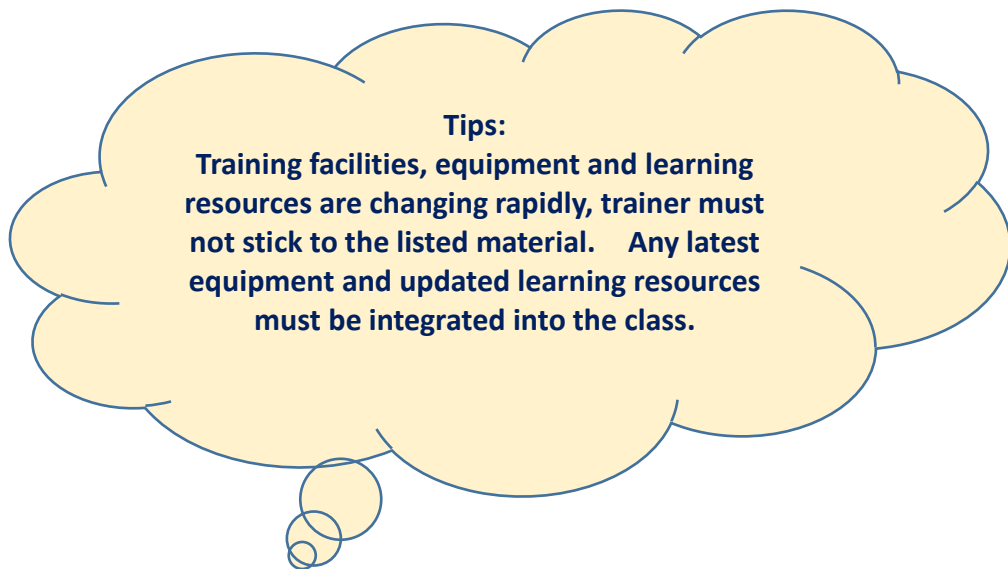
Proposed Assessment - Coursework:

<b>Topic</b>	<b>marks</b>	<b>Passing mark</b>
Scenario based task for designing of training methods and application of teaching & learning facilities	50	30
Scenario based task for designing of training techniques and utilization of learning resources	50	30
<b>Total:</b>	<b>100</b>	<b>60</b>

Time: 90 Minutes (Homework)

Trainees must pass in both sessions for achieving pass in this Unit.

- Sample of Assessment (Please refer to Appendix – Sample of Assessment Questions 4.3.6)



**Mapping of Unit of Competency and Intended Learning Outcome**

	<b>Unit of Competency</b>
<b>Learning Outcome</b>	3.8
1. Able to apply the knowledge about training security personnel to perform guarding services	
2. Able to train security personnel to perform guarding services	
3. Able to take system approach in managing training	
4. Able to ensure relevance, accuracy and currency of training materials	
5. Able to transfer knowledge and skills using various techniques of instruction	✓
6. Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved	

## **Chapter 3 - Teaching and Evaluation**

### **3.9 Assessment and Evaluation**

#### **Unit of Competency**

- 3.9.1 Means and Techniques of Evaluation:
  - a. Satisfaction Level of Trainees
  - b. Learning Outcome at Various Stages of Training
- 3.9.2 Design of Examination (based on the requirement of QASRS):
  - a. Set Multiple-choice Questions
  - b. Develop the Marking Scheme
  - c. Analyze the Examination Result
- 3.9.3 Review of Evaluation Outcome and Examination Results

#### **Intended Learning Outcome**

On completion of Class 3.9.1 Means and Techniques of Evaluation, it is expected that trainees are able to:

1.	master the various means and techniques of evaluation to determine the satisfaction level of the trainee; and
2.	make good use of a variety of assessment methods to determine the results of the training at various stages.



## Training Package for “Train-the-trainer for Security Services Course”

On completion of Class 3.9.2 Design of Examination and 3.9.3 Review of Evaluation Outcome and Examination Results, it is expected that the trainees are able to:

1.	set the assessments for trainees, including the setting of appropriate multiple-choice questions, according to the requirements of QASRS;
2.	develop the marking scheme for assessment according to the design of assessment and the requirements of QASRS;
3.	to analyze the ability of trainees and learning outcome reasonably and effectively through the assessment results;
4.	to conduct an analysis and assessment of the effectiveness of the training after the assessment and conduct a review or revision to make continuous improvements to the curriculum, in conjunction with the purpose of the training.

### Lecture Hour

<b>A. Lecture Hour:</b>	3.9.1	3 Hours
	3.9.2 - 3.9.3	3 Hours
	<b>Total of 2 Classes</b>	<b>6 Hours</b>
<b>B. Assessment Hour:</b>		<b>90 Minutes</b>

### Teaching and Learning Strategy

The class teaches different assessment methods and techniques. The trainees will understand on how to set the right assessment methods to evaluate the learning outcome and satisfaction level of trainees. Basing on the assessment requirements of QASRS, it teaches trainees to design the assessment questions and analyze the results of the assessment in order to understand the effectiveness of the training, and to review the course. In addition to lecture, the class will have exercises for the design of assessment methods so that the trainees will have a deeper understanding of the way it can be used in the future.

### Lesson Outline of 3.9.1 Means and Techniques of Evaluation

SCS-based training for the Security Services Industry (May 2020)

**Training Package for “Train-the-trainer for Security Services Course”**

<b>3.9.1</b>	<b>Assessment and Evaluation</b>
a.	Purpose and significance of assessment
b.	Stages of assessment – pre-training, in-training, post-training
	<b>Means and Techniques of Evaluation</b>
c.	Methods and techniques for assessment of trainees’ satisfaction level
d.	Assessment of learning outcome – reaction, learning, behavior, result
e.	<p>Common methods and techniques of assessment</p> <ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Exercise or essay</li> <li>- Project report</li> <li>- Written examination</li> <li>- Oral examination</li> <li>- Observation</li> <li>- Simulation</li> <li>- Work evaluation</li> <li>- Quality measurement</li> </ul>
f.	How to select the suitable methods

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
10 Min	a.	Purpose and significance of assessment
15 Min	b.	Stages of assessment – pre-training, in-training, post-training
20 Min	c.	Methods and techniques for assessment of trainees’ satisfaction level
10 Min	d.1	Assessment of learning outcome – reaction, learning, behavior, result
5 Min		Recess
25 Min	d.2	Assessment of learning outcome – reaction, learning, behavior, result
30 Min	e.1	Common methods and techniques of assessment – Questionnaire, exercise or essay, project report, written examination, oral examination, observation
5 Min		Recess
20 Min	e.2	Common methods and techniques of assessment – simulation, work evaluation, quality measurement
15 Min	e.3	Exercise of design an assessment
15 Min	f.	How to select the suitable methods
10 Min		Q & A

**Lesson Outline of 3.9.2 Review of Evaluation Outcome and Examination Result**

<b>3.9.2</b>	<b>Design of Assessment (Examination)</b>	
	a.	Requirement of QASRS for design of assessment
	b.	Setting of multiple-choice questions
	c.	Developing of marking scheme
<b>3.9.3</b>	<b>Review and Evaluation of assessment and examination results</b>	
	d.	Methods to analyze the examination result
	e.	Mapping and analysis of examination results and learning outcome
	f.	Review of evaluation outcome and examination result for continuous improvement of training course

**Proposed Time Allocation in Class**

<b>Proposed Time</b>	<b>Topic</b>	
20 Min	a.	Requirement of QASRS for design of assessment
35 Min	b.	Setting of multiple-choice questions
5 Min		Recess
30 Min	c.	Developing of marking scheme
25 Min	d.	Methods to analyze the examination result
5 Min		Recess
25 Min	e.	Mapping and analysis of examination results and learning outcome
25 Min	f.	Review of evaluation outcome and examination result for continuous improvement of training course
10 Min		Q & A

**Sample of teaching material**

- Sample of teaching material (Please refer to Appendix - Sample of teaching material 4.2.7)
- Sample of Questionnaire (Please refer to Appendix - Sample of teaching material 4.2.7)

**Assessment**

The assessment model is application-based. The trainees will be assessed by designing assessment methods, questions, and setting of marking scheme according to the course design.

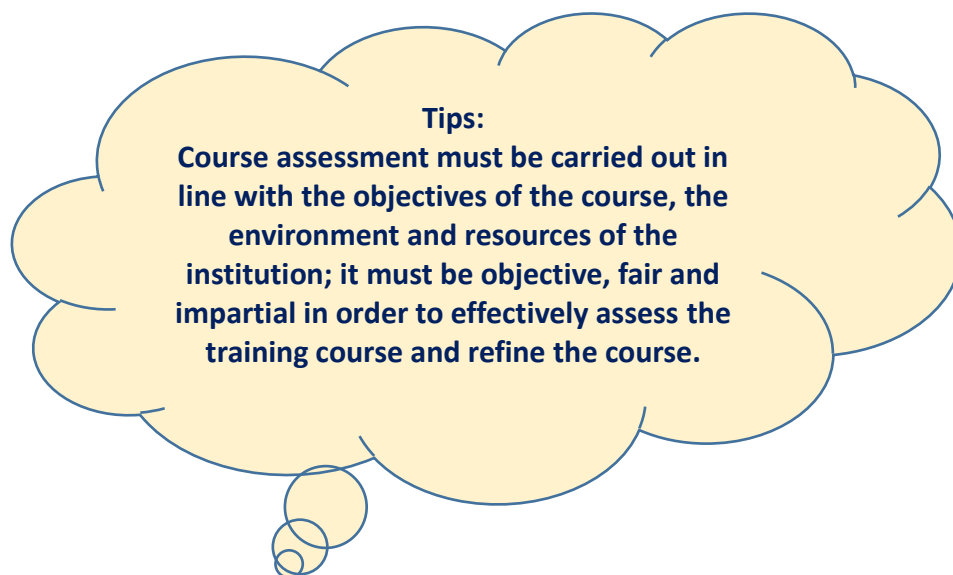
Proposed Assessment - Exercise:

<b>Topic</b>	<b>Marks</b>	<b>Passing Marks</b>
Based on requirement of QASRS, design a questionnaire to assess satisfaction level of trainees	50	30
Based on requirement of QASRS, set the marking scheme of assessment	50	30
<b>Total:</b>	<b>100</b>	<b>60</b>

Time: 90 Minutes (Homework)

Trainees must pass in both sessions for achieving pass in this Unit.

- Sample of Assessment (Please see Appendix – Sample of Assessment Questions 4.3.7)



**Mapping of Unit of Competency and Intended Learning Outcome**

	<b>Unit of Competency</b>
<b>Learning Outcome</b>	3.9
1. Able to apply the knowledge about training security personnel to perform guarding services	
2. Able to train security personnel to perform guarding services	
3. Able to take system approach in managing training	
4. Able to ensure relevance, accuracy and currency of training materials	
5. Able to transfer knowledge and skills using various techniques of instruction	
6. Able to evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved	✓

## **Chapter 4 - Specification of Competency Standards for Security Services**

### **Functional Area: Guarding Services**

Title	Train security personnel to perform guarding services
Code	107749L4
Range	This unit of competency applies to security trainers who are responsible for training security personnel to perform guarding services. It covers the knowledge and skills required to train security personnel to perform guarding services.
Level	4
Credit	6
Competency	<p>Performance Requirement</p> <ol style="list-style-type: none"> <li>1. Knowledge about training security personnel to perform guarding services: <ul style="list-style-type: none"> <li>● Be proficient in the training requirements under the licensing conditions for security companies to provide guarding services in Hong Kong</li> <li>● Be proficient in the major roles and responsibilities and standard of conduct and behavior of security personnel involved in guarding services</li> <li>● Be proficient in the course outline of the QASRS (“Quality Assurance System for the Recognition Scheme”) Security Training Courses</li> <li>● Be proficient in best practices of guarding operations</li> <li>● Be proficient in best practices of adult training and learning</li> <li>● Possess the critical thinking skills to determine the training needs and evaluate training effectiveness</li> <li>● Possess the people skills and communication skills to deal with others</li> <li>● Possess the literacy skills to clearly and accurately prepare training materials</li> <li>● Possess the presentation skills to effectively transfer knowledge and skills</li> </ul> </li> <li>2. Train security personnel to perform guarding services <ul style="list-style-type: none"> <li>● Be able to: <ul style="list-style-type: none"> <li>● Assess and define training needs</li> <li>● Plan and design training based on needs identified</li> <li>● Develop training materials and lesson plans in accordance to the QASRS course outline and based on latest developments and best practices</li> <li>● Determine the mode, means and schedule of training, ensuring that relevant requirements of the QASRS are met</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Use and/or operate various teaching and learning resources, which may include:             <ul style="list-style-type: none"> <li>- Blackboards, whiteboards and flipcharts</li> <li>- Overhead projection transparencies</li> <li>- Handouts</li> <li>- Videos</li> <li>- Multimedia</li> <li>- Any other tools and equipment relevant to guarding operations</li> </ul> </li> <li>• Deliver training using various techniques of instruction, which may include:             <ul style="list-style-type: none"> <li>- Lecturing and explaining</li> <li>- Demonstration</li> <li>- Group work</li> <li>- Questioning</li> <li>- Discussion</li> <li>- Case studies</li> <li>- Role play</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Use various means and techniques of evaluation in order to determine             <ul style="list-style-type: none"> <li>- Satisfaction level of trainees</li> <li>- Learning outcome at various stages of training</li> </ul> </li> <li>• Manage the course-end examination as required under QASRS             <ul style="list-style-type: none"> <li>- Set multiple choice questions</li> <li>- Develop the marking scheme</li> <li>- Analyze the examination results</li> </ul> </li> <li>• Review the evaluation outcome and examination results for continuous improvement of training</li> </ul>
<p>Assessment Criteria</p>	<p>The integrated outcome requirements of this UoC are:</p> <ul style="list-style-type: none"> <li>• Take system approach in managing training;</li> <li>• Ensure relevance, accuracy and currency of training materials;</li> <li>• Transfer knowledge and skills using various techniques of instruction; and</li> <li>• Evaluate training outcome, ensuring that the needs of the organization, the tasks and the trainees are met and that training will be continuously improved</li> </ul>
<p>Remarks</p>	

## **Chapter 4 - Sample of teaching material**

### **4.2.1 Requirement of Security Course and Training**

#### **Unit of Competency**

- 3.1 Training Requirements under the Licensing Conditions for Security Companies
- 3.2 Course Outline of Quality Assurance System for Recognition Scheme of Security Training Courses (QASRS)
- 3.3 Major Roles and Responsibilities and Standard of Conduct and Behavior of Security Personnel

#### **Intended Learning Outcome**

On completion of the class, it is expected that trainees are able to:

1.	design and teach courses that meet the requirements of the security company's licensing conditions for the training of security guards;
2.	be familiar with the course outline of Quality Assurance System for Recognition Scheme (QASRS) of Security Training Course and be able to design and teach courses that meet the requirements; and
3.	be familiar with the major and responsibilities, standards and the conduct of the security personnel, and be able to guide trainees to meet the standards in security courses.



**Lesson Outline**

<b>A</b>	<b>Training Requirements under the Licensing Conditions for Security Companies</b>
a.	Background, types and requirements of Security Company Licenses
b.	Requirement for training of security guard
c.	Types and requirements of Security Personnel Permit

<b>B</b>	<b>Course Outline of Quality Assurance System for Recognition Scheme of Security Training Courses (QASRS)</b>
d.	Background of Quality Assurance System for Recognition Scheme of Security Training Courses (QASRS) and course outline
e.	Time allocation and requirements of course under QASRS
f.	Criteria for assessment of trainee under QASRS
g.	The competency of trainer of the course

<b>C</b>	<b>Major Roles and Responsibilities and Standard of Conduct and Behavior of Security Personnel</b>
h.	Roles and responsibilities of Security Personnel
i.	Behavior, performance and code of conduct of Security Personnel
j.	Case sharing of Behavior of Security Personnel

## A. Training Requirements under the Licensing Conditions for Security Companies

### a. Background, Types and Requirements of Security Company Licenses

To strengthen the regulation of the security industry so that the public can enjoy a better level of security services, the Legislative Council moved Security and the Guardian Services Ordinance in 1993 and the legislation was passed at the end of 1994. It changed from the past that companies engaged in security and guarding services will be subject to supervision. With effect from 1 June 1996, all companies and personnel providing security services will be required to obtain Security Company Licenses and Security Personnel Permits respectively.

The Hong Kong Government established a statutory body under the Security and Guardian Services Ordinance (Chapter 460) - Security and Guardian Services Industry Authority (SGSIA or hereinafter called the Authority). The Authority regulates the security and guarding services industry and its key functions include<sup>1</sup>:

- formulates issuing criteria and conditions for security company licenses and security personnel permits; and
- considers and determines applications for security company licenses

All companies supplying individuals to do security work for another person for reward must hold a valid Security Company License. Any person other than a company acting under and in accordance with a valid Security Company License who supplies, agrees to supply, or holds himself out as supplying any individual to do security work for another person for reward commits an offence under the Security and Guarding Services Ordinance.

There are three types of security company license:

Type I	Provision of security guarding services
Type II	Provision of armored transportation services
Type III	Installation, maintenance and/or repairing of a security device and/or designing (for any particular premises or place) a security system incorporating a security device

For application of Security Company License, it must be complied with the requirements

---

<sup>1</sup> Website of Security and Guarding Services Authority [Online] Available from: <https://www.sb.gov.hk/eng/links/sgsia/index.htm> (Accessed on 12 Feb 2020)

published by the Authority. It may refer to the following reference: -

Security and Guarding Services Ordinance (Chapter 460) (Notice under section 6(1)(b)(iii)) Matters to which the Security and Guarding Services Industry Authority shall Have Regard when Determining an Application for a Security Company License (24 February 2010)

<https://www.sb.gov.hk/eng/links/sgsia/pdf/matter.pdf>

In addition to the licensing conditions, which include the company's background, control room, monitoring and supervision, there are also strict requirements for the training of security guards - the company must arrange for a person to train all employees who provide security work or participate in the operation, and all employees, whether or not they have previous work experience, must attend basic training courses of no less than 16 hours before performing their duties; and pass the examination unless the employee can produce a valid certificate that he/she has completed a training course approved by Security and Guarding Services Industry Authority in less than 5 years (the Quality Assurance System for Recognition Scheme of Security Training Courses).

With effect from 27 December 2006, all employees deployed to operate a Central Alarm Monitoring Station must undergo and pass the additional training in addition to the 16-hour initial basic training. The duration and contents of the additional relevant training must comply with those prescribed in the “Course Profile of the Training for Central Alarm Monitoring Station Operators” as updated and announced from time to time by the Authority.

This teaching material focuses only on the Type I Security Company Licenses. Other types of licenses have different requirements for training, please read the requirements published by the Authority.

**b. Requirement for Training of Security Guard**

Security Services Company must arrange a 16-hour training for security personnel, the course content must include the following: -

(i.)	Role, General Duties and Responsibilities of a Security Guard:
(ii.)	Conduct and Behavior
(iii.)	Uniform and Equipment
(iv.)	Legal Responsibilities and Relevant Legislation
(v.)	Fire Prevention and Procedure
(vi.)	Handling of Emergencies
(vii.)	Visitor Control, Patrolling, Reporting and Recording
(viii.)	Occupational Health and Safety
(ix.)	Courtesy and Customer Relations

The course must be completed within 8 days. Most courses are conducted in two days for eight hours a day; or four hours per day if the company has difficulty arranging for its staff to attend classes. The examination time is about one hour. Courses must be approved and accredited by Quality Assurance System for Recognition System of Security Training Courses (QASRS).

The course must cover the above content. The 16-hour course must allocate reasonable time to teach the content so that the trainee not only has knowledge about security legislation but can also be applied to the daily work and the performance of relevant duties.

In addition to the above, if the course is an in-house training course, the course must include the company's culture, system, code of conduct and work requirements to enable employees to participate in the company's working environment and follow the company's system.

The qualification of trainer suggested by QASRS is: -

- A recognized trainer approved by Industry Training Board of the Authority whom is qualified under QASRS; or
- Who completed HKCAAVQ accredited course under the standard of Qualifications Framework Unit of Competency 107749L4 “Train security personnel to perform guarding services”.

Courses must be conducted in face-to-face. It cannot be delivered by correspondence or on-line video. Courses must be conducted in a place recognized by Hong Kong Council for Accreditation of Academic and Vocational Qualifications. The teaching environment must be safe, fireproof and comply with building regulations. In addition to tables and chairs, some of the auxiliary teaching facilities that should be provided for facilitating the training are listed below: -

- White board (with marker and eraser) (compulsory)
- Computer
- Projector
- Screen
- Visualizer
- Presenter / Laser Pointer

In addition to the lecturing, the training course must have demonstration. Therefore, some equipment must be prepared for the trainer to demonstrate, for example: -

- Fire-extinguisher (compulsory)
- Patrol Wand
- Walkie Talkies
- Personal Protective Equipment

If trainer demonstrates the operation of fire extinguisher, he/she must have the following qualifications: -

- Fire Safety Ambassador of Fire Services Department;
- Registered Class 3 Fire Services Installation Contractor; or
- have working experience in Fire Service Works/Installation

To ensure the quality of teaching and learning outcome, it is recommended that the number of trainees per class be 20 (QASRS sets a maximum of 40 trainees per class).

### **c. Types and Requirements of Security Personnel Permit**

According to Security and Guarding Services Ordinance, there are four categories of Security Personnel Permit<sup>2</sup>:

Category A	Guarding work restricted to a "single private residential building", the performance of which does not require the carrying of arms and ammunition
Category B	Guarding work in respect of any persons, premises or properties, the performance of which does not require the carrying of arms and ammunition and which does not fall within Category A
Category C	Guarding work, the performance of which requires the carrying of arms and ammunition
Category D	Installation, maintenance and/or repairing of a security device and/or designing (for any particular premises or place) a system incorporating a security device

A single private residential building means an independent structure (A building is considered to be “independent” from another if most of the floors, one cannot get access to the quarters on the same floor in the other building without going to an upper/lower floor, roof or the street): -

- covered by a roof and enclosed by walls extending from the foundation to the roof; and
- used substantially for private residential purpose; and
- with only one main access point, (“Main access point” means the entrance gate or lift lobby or staircase commonly used by residents to gain access to their flats. This excludes emergency and fire exit)

Application should be made to the Commissioner of Police through Licensing Office. Security and Guarding Services Industry Authority issues the “Criteria for Issuing a Security Personnel Permit”<sup>3</sup>.

<sup>2</sup> Website of Security and Guarding Services Industry Authority [Online] Available from: <https://www.sb.gov.hk/eng/links/sgsia/spp.htm> (Accessed on 12 Feb 2020)

<sup>3</sup> Security and Guarding Services Industry Authority, Criteria for Issuing a Security Personnel Permit [Online] Available from: [https://www.sb.gov.hk/eng/links/sgsia/pdf/GN%20-%20Criteria%20for%20Security%20Personnel%20Permit%20\(Eng\).pdf](https://www.sb.gov.hk/eng/links/sgsia/pdf/GN%20-%20Criteria%20for%20Security%20Personnel%20Permit%20(Eng).pdf) (Accessed on 12 February 2020))

Main points of criteria are summarized as below:

	<b>Category A</b>	<b>Category B</b>	<b>Category C</b>	<b>Category D</b>
<b>Age</b>	-Aged 18 or above -Physically fit to perform the job -If the applicant is 65 years of age or above, he/she must produce a medical certificate issued by a registered medical practitioner to certify that he/she is fit to undertake the duties required.	-Aged 18 to 70 -Physically fit to perform the job -If the applicant is 65 years of age or above, he/she must produce a medical certificate issued by a registered medical practitioner to certify that he/she is fit to undertake the duties required	-Aged 18 to 55 -Physically fit to perform the job -	-Aged 18 or above
<b>Conduct</b>	-Good character -Comply will certain requirements on criminal record	-Good character -Comply will certain requirements on criminal record	-Good character -Comply will certain requirements on criminal record	-Good character -Comply will certain requirements on criminal record
<b>Proficiency in Security Work</b>	-Sat and passed a trade test recognized by the Authority within 1 year before application	-Sat and passed a trade test recognized by the Authority within 1 year before application	-Sat and passed a trade test recognized by the Authority within 1 year before application -must possess a valid arms license for the arms used on duty issued by the Commissioner of Police.	-shall have received appropriate training or can demonstrate the capability and proficiency in the skills / technique

According to the Conditions for Security Personnel Permit, Holder of Security Personnel Permit must :

- Carry the permit at all time when he/she is on duty;
- Produce the permit for inspection on demand by any police officer;
- Notify the Commissioner of Police in writing of: -
  - Any change of employer, unless he/she is employed by a licensed security company; and
  - Any institution of criminal prosecution against him/her within 14 days after the relevant has occurred;
- Only perform the type of security work as specified in the permit;
- Not work over 372 hours per month and not normally work over 12 hours per day;
- Not act contrary to the requirements of his/her duties as a security personnel, such as sleeping on duty, or being negligent, or remiss in the execution of his/her duty; and
- For performance of Category A and/or B security work, submit to the Licensing Office of the Hong Kong Police Force a medical certificate issued by a registered medical practitioner to certify that he/she is fit to undertake the duties required
  - If he/she was younger than 65 years of age at the time of application for the permit, when he/she reaches the age of 65 and thereafter every two years; or
  - If he/she was 65 years of age or above at the time of application for the permit, every two years after the permit was issued.

A holder who has reached the age of 65 or who is due to submit a medical certificate shall, within four months of the date of submission of the medical certificate, arrange for a registered medical practitioner to undergo a medical examination and issue a medical certificate.

Security Personnel Permit is generally valid for five years and must apply for renewal before the end of the validity period. The security company must notify the Commissioner in writing of the name and effective date of the security personnel employed or terminated within 14 days from the date of employment or termination of the contract for the security personnel (License Office of Hong Kong Police)

The security company must record the company name, date of employment, termination date, and sign with company chop on the security employee's Security Personnel Permit.



## **B. Course Outline of Quality Assurance System for Recognition Scheme of Security Training Courses (QASRS)**

### **d. Background of Quality Assurance System for Recognition Scheme of Security Training Courses (QASRS) and Course Outline**

Effective from 1 April 2004, Security and Guarding Services Industry Authority established Quality Assurance System for Recognition Scheme of Security Training Courses. To ensure that all security training courses are of a certain standard, the passed trainee can apply for Security Personnel Permit. This arrangement enhances the knowledge and resilience of security personnel.

Quality Assurance System for Recognition Scheme of Security Courses (QASRS) prescribes the management requirements of the course, such as hours attended, trainee attendance records, document processing, etc. The requirements also specify the content of the course (see 1.2), the qualifications of the trainer, the training facilities, the assessment method of the trainee, etc. According to Quality Assurance System for Recognition Scheme, with effect from 1 January 2019, basic security training courses accredited by Hong Kong Council for Accreditation of Academic & Vocational Qualifications under the Qualification Framework Unit of Competency I107753L1 “Perform basic guarding services for QASRS”, Security and Guarding Services Industry Authority and Industry Training Board will consider the course has met the standard of Quality Assurance System for Recognition Scheme of Security Training Courses.

Security and Guarding Services Industry Authority is reviewing the Quality Assurance System for Recognition Scheme, the methods and arrangement may have changes in future.

Course outline set by Quality Assurance System for Recognition Scheme of Security Training Courses (QASRS) includes the following:

(i.)	Role, General Duties and Responsibilities of a Security Guard:
(ii.)	Conduct and Behavior
(iii.)	Uniform and Equipment
(iv.)	Legal Responsibilities and Relevant Legislation
(v.)	Fire Prevention and Procedure
(vi.)	Handling of Emergencies
(vii.)	Visitor Control, Patrolling, Reporting and Recording
(viii.)	Occupational Health and Safety
(ix.)	Courtesy and Customer Relations

Security and Guarding Services Industry Authority will review or amend the Quality Assurance System for Recognition Scheme of Security Training Courses on a regular basis; the training institutions should regularly consult the latest information and requirements. If the Authority makes amendments, the training institutions may refer to the contents of this teaching material and make amendments in accordance with the actual situation and guidelines to meet the needs of the institutions.

e. **Time allocation and requirements of course under QASRS**

QASRS of Security Training Course must not less than 16 hours, but the time allocation can be adjusted thus fit the needs and practical requirement of the organization. Below is the proposed time allocation for reference: -

Item	Topic	Proposed Time
(i)	Role, General Duties and Responsibilities of a Security Guard	1 Hour 30 Minutes
(ii)	Conduct and Behavior	45 Minutes
(iii)	Uniform and Equipment	30 Minutes
(iv)	Legal Responsibilities and Relevant Legislation	4 Hours
(v)	Fire Prevention and Procedure	1 Hours 30 Minutes
(vi)	Handling of Emergencies	2 Hours 30 Minutes
(vii)	Visitor Control, Patrolling, Reporting and Recording	2 Hours 15 Minutes
(viii)	Occupational Health and Safety	2 Hours
(ix)	Courtesy and Customer Relations	1 Hour
	<b>Total:</b>	<b>16 Hours</b>

The above time allocations are the suggestions only, the proposed time allocated on the subject should be increased or adjusted accordingly in accordance with the aim and requirements of the training institution, the security experience and qualifications of the trainee, etc., on the condition that the total number of courses is not less than 16 hours. The examination can be scheduled right after completing the course.

The teaching methods of each topic should be different: duties, conduct, legal responsibility, fire prevention and response, emergency, occupational safety and health should be based on lecturing, plus actual sharing. Thus, the trainees should have a deeper understanding and experience. Equipment should be used; and filling out the report can be applied in demonstration session; the trainee should be more involved and practice the application.

According to Security and Guarding Service Industry Authority Industry Training Board, Quality Assurance System for Recognition Scheme of Security Training Courses Guidelines issued on 1 August 2012, recognized courses must include the following: -

(i)	<b>Role, General Duties and Responsibilities of a Security Guard</b>	<p><b>(a) The role and functions of security guards: to prevent and minimize loss and damage to life and property;</b></p> <p><b>(b) Major duties and responsibilities including:</b></p> <ul style="list-style-type: none"> <li>- prevention of unauthorized access to premises and properties</li> <li>- registration of visitors and taking precautionary measures to protect the personal data from being disclosed to unauthorized persons/parties</li> <li>- regulating movement of persons and vehicles on private roads</li> <li>- taking proper steps to impound unauthorized vehicles in accordance to the Road Traffic (Parking on Private Roads) Regulations Cap. 374</li> <li>- patrolling</li> <li>- prevention and detection of crime and accidents</li> <li>- preventing valuable assets from damage</li> <li>- reporting and recording incidents properly</li> <li>- handling emergencies in accordance to the contingency plan as set out by the employer</li> <li>- monitoring of security systems</li> <li>- keeping of keys properly</li> <li>- being acquainted with the assignment instructions as set out by the employer</li> </ul>
(ii)	<b>Conduct and Behavior</b>	<p><b>(a) Conduct and Behavior:</b></p> <ul style="list-style-type: none"> <li>- not to sleep, take alcoholic drinks and participate in any improper activities in the execution of his/her duties</li> <li>- not act contrary to the requirements of his/her duties as a security personnel, such as being negligent, or remiss in the execution of his/her duties</li> <li>- be punctual to work, clock in and out or sign on and off in the attendance book</li> <li>- be polite</li> <li>- not to go off duty until handing over to staff of the next shift</li> <li>- to maintain good public relations with clients</li> </ul>

<p><b>(iii)</b></p>	<p><b>Uniform and Equipment</b></p>	<p><b>(a) Uniform</b></p> <ul style="list-style-type: none"> <li>- Wear the right type of uniform</li> <li>- Keep and maintain the uniform in a good condition</li> </ul> <p><b>(b) Equipment</b></p> <ul style="list-style-type: none"> <li>- Types and use of general equipment including but not limited to the use of CCTV, radio, recording and patrolling systems, etc.</li> <li>- Knowledge of operation of equipment</li> </ul>
<p><b>(iv)</b></p>	<p><b>Legal Responsibilities and Relevant Legislation</b></p>	<p><b>(i) Security and Guarding Services Ordinance (Cap. 460)</b></p> <ul style="list-style-type: none"> <li>- To notify the Commissioner of Police in writing of: -             <ul style="list-style-type: none"> <li>• any change of employer, unless he/she is employed by a Licensed Security Company; and</li> <li>• Any institution of criminal proceedings against him/her within 14 days after the relevant event has occurred</li> </ul> </li> <li>- Understands:             <ul style="list-style-type: none"> <li>• that one has to carry the security personnel permit at all times when on duty; and to produce this permit for inspection on demand by any police officer</li> <li>• that one can only perform the type(s) of security work as specified in the Security Personnel Permit</li> <li>• that one must not work over 372 hours per month and must not normally work over 12 hours per day</li> <li>• the basic functions and activities of the Security Companies Inspection Unit and Police Licensing Office</li> </ul> </li> </ul> <p><b>(ii) Personal Data (Privacy) Ordinance (Cap. 486)</b></p> <ul style="list-style-type: none"> <li>- The importance of the Ordinance and registration of visitors in the following manner:             <ul style="list-style-type: none"> <li>• not to place and keep the registration book open at the guard counter</li> <li>• to take all possible security measures to prevent visitors from gaining access to the personal information/data of the previous visitors</li> <li>• to store the registration book properly after registration</li> </ul> </li> </ul>

		<p><b>(iii) Criminal Procedure Ordinance (Cap. 221) governing arrest and use of force</b></p> <ul style="list-style-type: none"> <li>- Understands that:             <ul style="list-style-type: none"> <li>• a security guard has no more authority than a general citizen, and has no power of search</li> <li>• one has to call the Police immediately in case of occurrence of any crime</li> <li>• one can only arrest under safe conditions and must use minimum force when effecting an arrest</li> </ul> </li> <li>- Able to maintain politeness when questioning the suspects, or effecting an arrest with minimum force</li> </ul> <p><b>(iv) Road Traffic (Parking on Private Roads) Regulations (Cap. 374)</b></p> <ul style="list-style-type: none"> <li>- The condition that one can only impound/tow a vehicle at the “Restricted Parking Area” of a private road under the following conditions:             <ul style="list-style-type: none"> <li>• the vehicle is parked without authorization and the driver cannot be located</li> <li>• the driver is unable to remove the vehicle, or refuses or fails to remove the vehicle on being requested to do so by the owner of the private road concerned, or an authorized officer in respect of the road</li> </ul> </li> <li>- Understands that one can only use an approved immobilization device to impound unauthorized vehicle</li> <li>- Has the basic knowledge of impounding, removal and storage charges</li> </ul> <p><b>(v) Prevention of Bribery Ordinance (Cap. 201)</b></p> <ul style="list-style-type: none"> <li>- The importance of the Ordinance so as to refrain from:             <ul style="list-style-type: none"> <li>• acceptance of money and benefit from clients or contractors in carrying out his/her duties</li> <li>• soliciting of money or benefits in any form</li> </ul> </li> </ul>
--	--	--

		<p><b>(vi) Smoking (Public Health) Ordinance (Cap. 371)</b></p> <ul style="list-style-type: none"> <li>- The knowledge of which area is designated as “No Smoking Area” in the work site</li> <li>- The following handling procedures, when smoking in a “No Smoking Area” is discovered: <ul style="list-style-type: none"> <li>• to indicate to the offender that smoking is prohibited in the “No Smoking Area”</li> <li>• to request the offender to extinguish the cigarette/tobacco product</li> <li>• if the offender refuses to extinguish the cigarette, request him to leave the “No Smoking Area”</li> </ul> </li> </ul> <p><b>(vii) Noise Control Ordinance (Cap.400)</b></p> <ul style="list-style-type: none"> <li>- The knowledge of the Ordinance: <ul style="list-style-type: none"> <li>• that one should not make or cause to be made any noise which is a source of annoyance to any person</li> <li>• that it is an offence if one being the owner, tenant, occupier or person in charge of any domestic premises who knowingly permits or suffers noise which is a source of annoyance to any person within a designated period of time as stated in the Ordinance</li> </ul> </li> <li>- To know: <ul style="list-style-type: none"> <li>• the various kinds of noise producing activities which are prohibited within a designated period of time as stated in the Ordinance; and</li> <li>• the proper way of handling noise complaints in Domestic Premises or Public Places</li> </ul> </li> </ul>
(v)	<b>Fire Prevention and Procedure</b>	<p><b>(a) Fire Prevention</b></p> <ul style="list-style-type: none"> <li>- the major causes of fire such as careless disposal of lighted cigarettes, etc.</li> <li>- use and maintenance of fire services installations</li> <li>- fire prevention including the importance of smoke doors</li> </ul> <p><b>(b) Handling Procedures</b></p> <ul style="list-style-type: none"> <li>- the proper procedures in the use of fire services installations</li> <li>- the proper steps to be taken in case of fire</li> <li>- degrees and kinds of fire: handling of small local fire</li> <li>- information required in a fire report</li> <li>- evacuation procedures</li> </ul>

(vi)	<b>Handling of Emergencies</b>	<p><b>(a) Handling of Emergencies</b></p> <ul style="list-style-type: none"> <li>- remain calm in case of emergency</li> <li>- report case to the Police and supervisor and seek for assistance when emergency occurs</li> <li>- provide all possible assistance to law enforcement officer/technician, etc.</li> <li>- take appropriate steps according to contingency plans to cope with different</li> <li>- types of emergencies as below:             <ul style="list-style-type: none"> <li>• all criminal activities</li> <li>• fire outbreak</li> <li>• sick or injured person</li> <li>• electricity failure</li> <li>• gas leakage</li> <li>• lift failure</li> <li>• typhoon</li> <li>• flooding</li> <li>• bombs or suspicious objects</li> <li>• sounding of burglar alarm</li> <li>• suspicious persons</li> <li>• crowd control</li> <li>• falling objects</li> <li>• collapse of building parts</li> </ul> </li> </ul>
(vii)	<b>Visitor Control, Patrolling, Reporting and Recording</b>	<p><b>(a) Access Control and Patrolling</b></p> <ul style="list-style-type: none"> <li>- able to:             <ul style="list-style-type: none"> <li>• prevent unauthorized access</li> <li>• pay special attention to stranger who follow residents into the building</li> <li>• conduct patrols and be familiar with the work site</li> <li>• record and report patrol results</li> </ul> </li> </ul> <p><b>(b) Reporting and Recording</b></p> <ul style="list-style-type: none"> <li>- book on and off duty punctually and with accuracy and legibility</li> <li>- hand over duty by recording in the occurrence book</li> <li>- record every event happening in the work site in the occurrence book</li> <li>- take appropriate follow-up action to solve the problems</li> <li>- report promptly important incidents to supervisor or responsible person for follow-up action</li> </ul>
(viii)	<b>Occupational</b>	<b>(a) Occupational Health and Safety</b>



	<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>- Understands that a security guard can also contribute to safety and health in the work site</li> <li>- Able to follow the proper work procedures in observing safety rules</li> <li>- Aware of the potential dangers at work sites</li> </ul>
<b>(ix)</b>	<b>Courtesy and Customer Relations</b>	<p><b>(a) Courtesy and Customer Relations</b></p> <ul style="list-style-type: none"> <li>- Understands the importance of being polite and courteous while on duty</li> </ul>

**f. Criteria for Assessment of Trainee under QASRS**

According to QASRS guidelines, all trainees must take the examination before they complete their studies. The form of examination is by multiple choices questions. Each examination paper must be approved by the Course Director before it can be used and the paper must be kept confidential and properly preserved.

The multiple choices questions must cover the key points within Course Outline; and the proportion of the topic is as follows:

<b>Item</b>	<b>Topic</b>	<b>No. of Questions</b>
(i)	Role, General Duties and Responsibilities of a Security Guard:	7
(ii)	Conduct and Behavior	2
(iii)	Uniform and Equipment	3
(iv)	Legal Responsibilities and Relevant Legislation	13
(v)	Fire Prevention and Procedure	5
(vi)	Handling of Emergencies	12
(vii)	Visitor Control, Patrolling, Reporting and Recording	3
(viii)	Occupational Health and Safety	2
(ix)	Courtesy and Customer Relations	3
<b>Total:</b>		<b>50</b>

The institution of training course shall set up a question bank containing not less than 150 different questions. The number of questions in the question library shall be matched in proportion to the above table. Each class must use different papers and repeat no more than 50%.

All answers must be approved and verified by the Executive Officer appointed by the institution to monitor the course. The administrative report must be completed within one month from the date of the completion of examination and the verification record must be stated in the administrative report. All relevant documents should be kept for 5 years at least.

**g. The Competency of Trainer of the Course**

A trainer who conducts a security training course must have the ability to effectively teach trainee and enable trainee to play the role of security guard. The ability of the security course trainer generally has the following requirements:

(i)	<p><b>Knowledge of security and guarding service industry</b></p> <ul style="list-style-type: none"> <li>- Knowledge and skills of security services, such as the duties of security guards, how to prevent and detect crime, etc.</li> </ul>
(ii)	<p><b>Knowledge of Quality Assurance System for Recognition Scheme</b></p> <ul style="list-style-type: none"> <li>- Understanding the Security and Guarding Services Industry Authority and requirements of security course, such as examination methods and time allocation.</li> </ul>
(iii)	<p><b>Leadership (personality, influence/infections)</b></p> <ul style="list-style-type: none"> <li>- Can trigger students' enthusiasm for learning, infect students, get students into learning, and increase the effectiveness of learning outcome.</li> </ul>
(iv)	<p><b>Overall intelligence and maturity</b></p> <ul style="list-style-type: none"> <li>- Sufficient maturity to prepare and deal with any questions in the course objectively and calmly.</li> </ul>
(v)	<p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>- Effective use of different communication skills. Make effective communication with trainees who have different backgrounds and levels. Thus, the trainees can clearly understand the content of the lecture. Help the trainees to achieve the best learning results.</li> </ul>
(vi)	<p><b>Personal skills (to handle problems and maintain classroom order)</b></p> <ul style="list-style-type: none"> <li>- Have the ability to manage the classroom and effectively manage the classroom order, manage the time, and complete the objectives of the class.</li> </ul>
(vii)	<p><b>Motivation (firmly search for a sense of accomplishment in the work)</b></p> <ul style="list-style-type: none"> <li>- With certain self-confidence and self-demand, continuous review of performance can be carried out in order to persistently and effectively improve the course</li> </ul>

The following two channels can be used to become a QASRS security course: -

1. After taking an approved security trainer course, applications can be submitted through training institutions to the Institute of Professional Education and Knowledge under the Vocational Training Council and interviews will be arranged. After passing the interview, the applicant can become recognized trainer;
2. Complete a Level 4 security trainer course accredited by the Hong Kong Council for Accreditation of Academic & Vocational Qualifications under the Unit of Competency 107749L4 - Train Security Personnel to Perform Guarding Services. After passing the course assessment, he/she can be served as a security course trainer.

## C. Major Roles and Responsibilities and Standard of Conduct and Behavior of Security Personnel

### h. Roles and Responsibilities of Security Personnel

The roles and general responsibilities of the security personnel are to protect the lives and property of the customer and avoid the loss of life and property. Its main responsibilities include the following:

General Responsibility	Examples of implementation (only a few examples are listed, which shall be based on actual operations)
(i) Prevent unauthorized access to building and property	<ul style="list-style-type: none"> <li>- guard the entrance and exit of the building to ensure that the entrance and exit are closed to prevent unauthorized person from entering or leaving the building;</li> <li>- people are required to enter the building with a resident card or staff card of business occupiers.</li> </ul>
(ii) Register visitor information and take measures to prevent disclosure of visitor information to unauthorized persons	<ul style="list-style-type: none"> <li>- make enquiries with visitors to verify the identity of visitors with the occupants;</li> <li>- check the information of registered visitors, such as name, visiting unit, date and time, company, identity card number or staff identification number;</li> <li>- register visitor data in the visitor register;</li> <li>- the data must be stored in a locked place; to ensure that the registered data will not be leaked and that authorized persons will be able to access the relevant data, such as the need for the police to investigate crime;</li> <li>- to destroy visitors' data within the time limit set by the company.</li> </ul>

General Responsibility	Examples of implementation (only a few examples are listed, which shall be based on actual operations)
(iii) Monitor the access of people or vehicle in and out of private roads	<ul style="list-style-type: none"> <li>- to monitor the conduct of users on private roads and to ensure that pedestrians or vehicles comply with road instructions, such as the direction of driving and the parking position of the vehicle;</li> <li>- to monitor pedestrians to ensure that they comply with the road safety code and avoid accidents;</li> <li>- to record the entry and exit of vehicles, the visitor's vehicle must be recorded in detail, such as the purpose of visit and the visiting unit, and will be parked in accordance with regulations, such as parking position, time limit and cost;</li> <li>- pay attention to the safety of goods, monitor the work of workers, and prevent the impact of passers-by or destruction of public property.</li> </ul>
(iv) Under Chapter 374 of the Road Traffic (Parking on Private Roads) Regulations, take appropriate measures to impound vehicles parked on private roads without permission	<ul style="list-style-type: none"> <li>- found illegal parking, contact vehicle owner to ask for the vehicle to be driven away and make a record;</li> <li>- issue notices to illegal parking to remind the owner to remove the vehicle before the time limit and to make a record;</li> <li>- if the time limit expires and the owner has not driven away the vehicle, the vehicle may be impounded with an approved lock and the process must be photographed or recorded;</li> <li>- when the owner has completed the unlock procedure, assist the owner to unlock the vehicle and monitor the owner to remove the vehicle.</li> </ul>
(v) Patrolling	<ul style="list-style-type: none"> <li>- to patrol the property in accordance with the designated patrol route;</li> <li>- inspect properties and detect suspicious persons, items and incidents;</li> <li>- examine the condition of buildings, check building safety and follow up on illegal buildings or maintenance, report and follow up;</li> <li>- prevent crime.</li> </ul>
(vi) Prevention and	<ul style="list-style-type: none"> <li>- to prevent the occurrence of accidents or crime, such as</li> </ul>

General Responsibility	Examples of implementation (only a few examples are listed, which shall be based on actual operations)
<p>detection of crime, accidents</p>	<p>enquiries about the purpose of any suspicious person's visit or stay, to keep an eye on whether the gates of the business owners have been closed or locked, to check whether public facilities have been closed or locked;</p> <ul style="list-style-type: none"> <li>- to examine the safety and maintenance of the property to prevent accidents, such as whether there is any water accumulated on the floor and whether the wall tiles have been loosened;</li> <li>- to examine whether renovation or maintenance works pose a risk to property or passers-by, such as whether the external wall scaffolding has been loosened, whether it has posted valid "scaffold paper" (Construction Site (Safety) Regulation - Form V), disposal of construction waste, etc.;</li> <li>- if any unexpected problems are found, immediate follow-up and treatment are required, such as cordon-off affected places, posting notices to alert passers-by, notifying the relevant departments of follow-up processing or maintenance;</li> <li>- in the event of an excessive number of people gathering on public areas, the diversion is taken to reduce risk and accident.</li> </ul>
<p>(vii) Preventing the destruction of valuables</p>	<ul style="list-style-type: none"> <li>- to protect the property and customer's property to prevent accidental damage or vandalism, e.g. to organize and prepare sandbags during a typhoon, sluices, water pumps to prevent flooding, etc.</li> <li>- when an accident occurs, immediately respond to reduce losses, for example, when an indoor water pipe burst that causes flooding, immediately assist the occupier to turn off the water pipe, stop the lift and raise the lift to the upper level, assist the occupier to drain out the water, etc.</li> <li>- to inspect the car park and parking conditions of vehicles, advise owners to abide by the rules so as not to damage other vehicles, public areas and facilities.</li> </ul>
<p>(viii) Accurately report and</p>	<ul style="list-style-type: none"> <li>- Oral report: report all important events to the superiors in</li> </ul>

General Responsibility	Examples of implementation (only a few examples are listed, which shall be based on actual operations)
<p>record accidents that occur</p>	<p>real time, let the boss know about the incident, make accurate and timely decisions and work instructions;</p> <ul style="list-style-type: none"> <li>- Written report: the accident in question must be accurately recorded within a reasonable time, so as not to make mistakes due to memory loss; the contents of the record must include the date, time, place, process, cause and result, basic data of the relevant person, staff handling methods, etc.;</li> <li>- no subjective judgment or guess may be added, and if there is unproven and important data, it must be specified as "unverified";</li> <li>- written reports must follow the form required by the employer, such as recording incidents in the event record book or filling out the incident report form.</li> </ul>
<p>(ix) Dealing with emergencies in accordance with the contingency plan established by the employer</p>	<ul style="list-style-type: none"> <li>- read the emergency contingency plan drawn up by the employer carefully and, in the event of an emergency, it may be implemented immediately;</li> <li>- must have a clear understanding of the location and use of contingency supplies, in the event of an emergency can be used in real time and have correct access to aids;</li> <li>- for example: in the event of a fire can start the alarm notify the occupants to evacuate immediately, know how to use fire extinguishers to put out small fires, lead the occupants to use the escape route to evacuate and go to the meeting point.</li> </ul>



General Responsibility	Examples of implementation (only a few examples are listed, which shall be based on actual operations)
(x) Surveillance of Security System	<ul style="list-style-type: none"> <li>- monitor the security system set up in property settings to prevent and detect crime, and if a crime occurs, it is necessary to deal with it immediately, to seek support or call the police for help;</li> <li>- to monitor CCTV screens, to keep an eye on the situation of the vehicles entering and leaving, pay attention to whether there are any suspicious people in the car park who intends to steal cars, pay attention to whether there is obstacles blocking the public areas, whether there are any tinder causing fires; if burglar alarms are being activated, should detect any crime and to respond immediately;</li> <li>- regularly test the functioning of the security system as directed by the employer;</li> <li>- regularly test burglar alarm and record the results; if there are problems, repair should be arranged as soon as possible;</li> <li>- testing the function of CCTV recording and the viable images, if it fails to function properly, repairs must be arranged immediately</li> </ul>
(xi) Keeping keys properly	<ul style="list-style-type: none"> <li>- keys of the property must be kept in a locked cabinet and cannot be obtained by unauthorized persons;</li> <li>- keys must be systematically arranged and stored, clearly marked so that in the event of an emergency, the staff can access the appropriate keys immediately;</li> <li>- if there is a need to lend keys, make registration and follow-up return;</li> <li>- organize the keys regularly and test the effectiveness of the keys, if there is failure, should follow up immediately.</li> </ul>

<b>General Responsibility</b>	<b>Examples of implementation (only a few examples are listed, which shall be based on actual operations)</b>
(xii) Keep in mind the work guidelines set by the employer	<ul style="list-style-type: none"> <li>- doing the job in accordance with the work guidelines issued by employers;</li> <li>- work instructions must be properly stored in the post, any employee must read and keep the work instructions in mind before going on duty</li> <li>- read the work guidelines issued by employers, keep in mind the daily work, such as the number of patrol and precautions, report and handover arrangements, lending tools, etc.;</li> <li>- if encountering any difficulties in implementing guidelines, must report to the supervisor and seek instructions.</li> </ul>

**i. Behavior, Performance and Code of Conduct of Security Personnel**

To ensure that security guards can carry out their duties effectively, they must have their due conduct, performance standards and ethics in order to safeguard the lives, property, interests of employers and the public. It may raise the standard of the industry too.

Some of the conduct, performance standards and ethics are listed below for reference: -

- not to sleep at duty;
- do not smoke, drink, gamble or engage in illegal activities while on duty;
- no foul language, not be rude, must treat others with courtesy;
- must remain alert at all times and respond to any emergencies;
- not to violate the code of security personnel when on duty, such as leaving the post without authorization, neglecting duties, etc.;
- be on time to work, make use of clock, check-in book, or card to record the time;
- before leaving work must handover clearly with successor;
- keep documents, tools or equipment, such as flashlights, patrol wand, etc., to understand their operating and use codes, and not to misuse tools;
- do not use company items for personal use;
- maintain good relationship with customers;
- wear a suitable uniform, uniform must be kept clean;
- keep a clean appearance;
- to understand the use and operation of general security equipment, such as closed-circuit television, walkie-talkies, recording and surveillance systems, in order to perform the duties;
- do not claim benefits from customers;
- shall not abuse of power or underhand;
- perform duties fairly and impartially, shall not be biased;
- to protect the privacy of customers, do not disclose customers' data and privacy to third party.

-End-

**j. Case Sharing of Behavior of Security Personnel**

**Case 1: Corruption in recruitment**

The Security Office of a security company is responsible for recruiting security guards and needs to supervise their work. In hiring an estate security guard, the officer solicited and accepted \$1,500 from a candidate during the interview as a reward for hiring him as a security guard. The security guard then introduced friends to the Security Officer for a job, and then Security Officer charged a total of \$ 9,500 in " tea money " (ranging from \$ 1,500 to \$ 2,000 each) to six other applicants as a reward for hiring them. The Security Officer took a total of \$11,000 in bribes. The Security Officer was exposed for taking bribes and was eventually prosecuted and sentenced to six months' imprisonment, subject to the return of \$9,500 to the security company.

(Source: Website of Independent Commission Against Corruption)

**Case 2: Using false documents for security work**

A 70-year-old man who bought two false identity cards and false Security Personnel Permit from Shenzhen. He has falsely reported his age to three property management companies, reported his age for 10 years less. He successfully obtained employment and held security positions and earned a total salary of about \$540,000 over a seven-year period. During the inspection of the Police License Branch, it was found that the man's security card number belonged to another person and the case was revealed. He pleaded guilty to obtain pecuniary advantage by deception, use false documents to deceive principal, forged identity cards. Even though the man was a competent security guard and was given a commendation, but the judge pointed out that the suspended sentence could not be given. He had to be given a heavy sentence for deterrent and was eventually sentenced to four months' imprisonment.

(Case No. TMS942/2015)<sup>4</sup>

---

<sup>4</sup> Sing Tao Daily (17 April 2015) [Online] Available from: <https://std.stheadline.com/daily/article/detail/80718/%E6%97%A5%E5%A0%B1> (accessed on 14 Feb 2019)

## Chapter 4 – Sample of Teaching Material

### 4.2.2b Best Practices of Guarding Operations

#### Unit of Competency

3.4.1 Guarding Operations

3.4.2 Adult Training and Learning

#### Intended Learning Outcome

On completion of the class, it is expected that trainees are able to:

1.	be familiar with the focus of practicing security work and can demonstrate to other trainees;
2.	be familiar with the key points and considerations of Guarding Operations and be able to impart the accurate knowledge to trainees; and
3.	be familiar with the characteristics of adult training, master and apply it to security courses

#### Lesson Outline

<b>A</b>	<b>Best Practices of Guarding Operations</b>
a.	The main focus of security and guarding works
b.	Prevention and detection of crime or accidents
c.	Crowd control measures
d.	Handling and following up of crime or accidents
	<b>Demonstration of Practical Security Work</b>
e.	Personal protective and auxiliary equipment of security personnel
f.	Practical use of auxiliary equipment or applications

<b>B</b>	<b>Adult Training and Learning</b>
g.	Characteristics of adult training and learning
h.	Common methods of adult training
i.	Common taboos and frequent mistakes of adult training

## A. Best Practices of Guarding Operations

### a. The Main Focus of Security and Guarding Works

As security personnel, the work is to protect the property and personal safety of clients. The staff's understanding of his/her position is very important. It is not only giving employees professional judgment and application skills, but also clearly knows the legal basis for the implementation of the work. The bottom line cannot be exceeded.

The role and function of security personnel is to protect life and property and to avoid losses as much as possible. The main priorities are as follows: -

- to prevent unauthorized persons from entering housing estates and buildings
- to register visitors' data and to take appropriate measures to prevent unauthorized persons from obtaining the data of such persons
- to supervise the persons and the movement of vehicles under Cap 374O Road Traffic (Parking on Private Roads) Regulations; and to take appropriate measures to impound unauthorized vehicles parked on private roads
- to patrol
- to prevent and detect crime, accidents
- to prevent stolen or destruction of valuables
- to report and record accidents accurately
- to deal with emergencies in accordance with the contingency plan established by the employer
- to monitor the security system
- to keep the keys properly
- to keep and follow the work instructions set by the employer

Security personnel must be familiar with the relevant procedures established by the company and conduct regular drills to ensure that appropriate actions or measures can be taken instantly in case of emergency. This is to ensure the safety of customers and passers-by.

## **b. Prevention and detection of crime or accidents**

The prevention and detection of crime and accidents can be carried out in a number of ways, including the prevention of unauthorized access to housing estates and buildings, patrolling (patrolling of buildings), monitoring the security system, etc.

### **(1) Prevention of Unauthorized Access to Housing Estates and Buildings**

To prevent unauthorized access to housing estates and buildings by strictly enforcing visitor registration (see below) or monitoring of main entrance and exit. Apart from open areas for the public, it is important to ensure that the gates are closed and to inspect the relevant places regularly, or to monitor the CCTV to prevent inflow of trespassers.

The security guards must carry out the visitor registration procedure, politely make enquiries and registrations to visitors, including the purpose of the visit and the visiting unit, and require the visitor to present a certificate of identity, such as Identity Card or company staff card. If the visitor refuses to produce the document, the security guard shall first verify and make the relevant records with the guest or the company visiting then allows visitors to enter. Any person who has failed to verify his identity should be refused entry to the building until his identity is confirmed.

Security guards must also be aware of strangers who follow guests or visitors into the building. If they are in doubt, check and register

Visitor registration data must be properly preserved. It cannot be disclosed to other visitors, and not accessible to any unauthorized colleagues. The visitor register shall not be kept for a long time, generally not more than one month. The security guard shall handle the visitor register in accordance with the time limits and methods set by his/her company.

Preventing unauthorized access to housing estates and buildings is the best way to prevent crime.

### **(2) Patrolling (Patrolling of Buildings)**

In carrying out patrols, security guards should have a clear understanding of the route and checkpoints. He/she should bring along with a complete set of equipment, such as communication equipment including a walkie-talkie or telephone, telephone equipped with patrol application, flashlights, writing or recording tools and photographic equipment.

Patrols can generally be classified in an upright, horizontal or elastic point-to-point method. Guards should be aware of suspicious points during patrols. It should make record of patrol by cards, electronic/RFID patrol wand or sign-offs at checkpoints. Security guards must be aware of and accustomed to the surrounding environment of buildings in order to be easily aware of anomalies with the usual, and to detect unusual and suspicious areas at an early stage, such as unlocked or opened gates of merchants, and tools unusually placed in public places. Pre-discovery of problems can reduce the chance of crime or accidents.

Patrols must be aware of damage to facilities, public lighting systems, fire safety and hygiene. If anything is found, it requires follow-up. It must be clearly documented and, if necessary, photographed. In the event of an emergency, the control center or superior should be notified on the walkie-talkie so that support or immediate follow-up action can be made. For example, some cases like the discovery of pipe bursts, burglaries, etc.

After the patrol, security guards must record the results and findings of the patrol; follow up on any relevant accidents. Important incidents must be reported to the superior.

Patrol is an important way to detect crime or accidents, and early detection of potential risks can be corrected immediately to prevent serious accidents.

### (3) **Monitoring of Security System**

The Security Monitoring System uses CCTV or other security equipment, vehicle access systems, etc. to monitor the entry and exit of persons or vehicles. It is to prevent unauthorized vehicles from entering buildings or obstructing roads. By checking the vehicle access system is operating properly, it can prevent accidents when vehicles enter or exit. The car park data are recorded by using the computer system. If the car park is not equipped with a computer system, the security guard must record the vehicle's access, including the number plate number, the time of entry and exit, whether he has a valid parking permit or is a visitor vehicle, the visiting unit, etc.

Some security surveillance systems are connected to CCTV, alarm and video systems, video intercom systems, etc. Security personnel must monitor CCTV displays. On the one hand to monitor any suspicious person, incident or accident, and, on the other hand, if the alarm is triggered, they can know the location and accident instantly. He/she can immediately notify nearby colleagues to come to the support and deal with the case.



Security guards are required to check the effectiveness of the sirens, the function and quality of the video recording system regularly, and if there is any damage, repairs should be arranged immediately. Otherwise, there will be no records or clues to trace if there is an accident while the video function fails.

The security guards responsible for monitoring the security system must be attentive and careful in order to monitor effectively. The use of security systems can effectively monitor housing estates and buildings to prevent serious accidents, or to be able to know the location and circumstances of the incident instantly in the event of an accident. Therefore, the most effective response and follow-up can be made.

**c. Crowd Control Measures**

Crowd gathering is most likely to cause accidents, usually occurring in shopping malls, ground floor or main lobbies of commercial buildings; so appropriate measures must be taken to control crowd gathering.

First of all, waiting for a lift in a commercial building always get a large number of visitors stay together, especially in the morning or during lunch hour. It will certainly cause the crowd to gather in the lobby, if the arrangement is not well arranged, the crowds will not be able to flood into the lift space. It will cause chaos and be prone to accidents. Security guards must arrange for waiting queues, and the position of the queue should not block guests from leaving the lift to reduce the risk of collision and congestion.

Shopping malls often hold large-scale events in order to attract people, so security personnel must take crowd control measures to reduce accidents. Prior to the event, the security guards must communicate with the management department to understand the expected number of participants and the process for the event. If the number of participants is over, the maximum number of participants must be controlled in advance, including the adoption of an appointment system, by distribution of tickets, etc., in order to reduce the number of participants. If the number of participants exceeds expectations, security guards must respond early and set up queuing areas in advance. When the number of people reaches the upper limit, they must immediately close the queues and call on the crowd to leave.

Security guards must keep in mind that no main passages must allow crowds to gather, so as not to hinder the flow of people. Security guards must be familiar with the direction of the flow of people, guide the flow of people to their destination at the smoothest speed; prepare fences and ropes to pause the flow of people forward, and each junction must be guarded by a minimum of 2 people.

Security guards must maintain objective and calm when managing the flow of people. The longer the waiting time, the easier to make uproar. Security guards must be calm and polite and advise passers-by to wait quietly.

Crowd management must have a well-planned, crowd estimation, risk assessment and all-round contingency plans; and regular drills make it to become effective.

**d. Handling and Following Up of Crime or Accidents**

Security guards must detect and prevent accidents and crime. Companies must develop mechanisms and methods for dealing with accidents or crime so that security guards can clearly understand how to deal with them. Security guards must be familiar with the guidelines and procedures, together with regular drills, so that security guards can perform their duties under stressful environment when accidents occur.

If security guards find any suspicious or any accidents, they must remain calm and have a clear mind, follow the company's guidelines and procedures, deal with the cases instantly and report them to the relevant departments as soon as possible. There is a wide variety of accidents, such as fire, gas leakage, falling objects or people falling from height, collision, detection of suspicious items or explosives, burst water pipes, flooding, tree collapse, robbery, injury, destruction of property, etc.

Security guards, in the face of any accidents, must deal with them calmly, objectively, systematically and methodically. They must have a clear understanding of the use of various equipment and tools in order to deal with sudden accidents such as using of fire extinguishers, fire hoses, water-suction machine, pumps, etc. In any circumstances, the security guards must ensure that the incident is handled in a safe environment, and that the control room or other staff should be informed immediately to assist him or her. Security guards should not overestimate his or her ability or underestimate the seriousness of the incident. This is not only a danger to the safety of personal life, but also more likely to increase human life casualties and property losses because of mishandling. It affects the public interest too.

In handling an incident, the security guard should also record the basic information of the incident, including the time, place, person, and physical evidence or physical evidence, case number, etc., to make a detailed report of the incident later. Incident reporting needs to include the event's passage, handling, and results. Keeping detailed records of incidents can be reported to owners' corporations, owners and the Management Department, as well as to provide evidence to relevant government departments and insurance companies to facilitate their investigation and follow-up.

If a suspected crime occurs, such as the door is not closed, the occupier of the household may be informed. With the consent of the occupier, security guard can enter the scene for inspection together with other guards; or notify the police as directed by occupier. If the occupier cannot be reached but anything suspicious is found, the police must be informed immediately. If nothing is suspicious, wait for the occupier of household to come back for inspection. If there are any signs of explosion or forced entry into the house, the police should be immediately alerted and appropriate action should be taken (e.g. cordon-off of some areas). If any crime or accident is found to be beyond the capacity of security guards and staff, such as the risk of a sign falling, the guards should immediately notify the superior, fence-off the surrounding areas to prevent passers-by from approaching.

**e. Personal Protective and Auxiliary Equipment of Security Personnel**

The daily work of security guards must face with the risks of occupational safety and health. When there is a need to deal with sudden or emergency accidents, the risk will become higher. The company must provide appropriate personal protective equipment for the use of employees. Security guards also have the responsibility to understand the proper use of various auxiliary equipment in order to protect their personal safety and get rid of risks.

**(1) Common Risks in Security Work**

Security Personnel often face the following risks in their daily work:

- Human Fall from Height
  - Improper use of ladder
  - Ladder damage
  - Improper body outstretch in the terrace, roof or window side
  - Manhole or canal cover is not well-covered
- Falling or Spraining
  - Accident during patrol
  - watering or oil accumulated
- Personal Hit by Object
  - debris or objects accumulated
  - too low-positioned of facilities inside plant room

- Hit by Falling Objects
  - Falling of tile from building façade
  - Throws of the objects from households
  - Branches or debris during typhoon
  
- Car Accident
  - Hit by vehicle
  - Careless Driver
  - Stand at dangerous position
  
- Inhalation of Unknown Gas
  - Chemical or gas leak
  
- Burnt by Fire
  - Burnt by fire while putting out fire
  
- Hearing Impaired Caused by Noise
  - Renovation works
  - Vehicle noise
  
- Heat stroke or Hypothermia
  - On-duty outdoor when too hot or cold
  
- Electric Shock Injury
  - Leakage or equipment damage, aging of electrical appliances
  
- Contaminated by Chemicals or Germs
  - Contact with cleaning detergents, insecticides or other chemicals
  - Contact or assist people with illness
  
- Injury by Hand Tools
  - Injured while using tools, such as screwdrivers, scissors
  
- Pushed or Injured while Controlling Crowd
  - Treated violently when dealing with customers who are not satisfied

Because of the variety of risks and the different categories involved, security guards must understand the various types of risks and prevention methods. They must use personal protective equipment and assistive devices to enhance the protection of themselves and their guests. Security guards can take courses in occupational safety and health to enhance their awareness of occupational safety.

(2) **Common Personal Protective Equipment and Auxiliary Equipment**

The company shall formulate policies and measures for safety and security, specifying the personal protective equipment and equipment to be used in each post. All security guards must follow the instructions, wear and use protective equipment to reduce accidents, and minimize the hazards even in the event of an accident.

Common personal protective equipment is as follows: -

- Safety shoes: slip-resistance, anti-static
- Safety cap: anti-impact on head
- Safety gloves: anti-electric shock, prevention of hand injury
- Protective clothing: anti-bacterial, anti-infection
- Goggles: protect eyes
- Ear guard: anti-noise, protect hearing
- Safety belt: anti-human body fall
- Reflector / reflective clothing: anti-traffic accident
- Dust/bacteria mask / respirator: anti-dust, anti-bacteria, protect breathing system

(Trainer can demonstrate how to wear various protective gears and introduce their usage. If there is no physical demonstration, it can use photographs or short video to assist with the explanation.)

When using various protective equipment, be aware of the following: -

- Check the validity date of the equipment; if the product expires, it must be replaced; cannot use the expired equipment because its protection function may be impaired;
- The use of equipment must be in accordance with the manufacturer's instructions and codes of practice;
- Equipment may not be modified without authorization;
- Check for damage to equipment before use, if damage is found, notify the superior/employer to replace it; do not use damaged equipment;
- Some equipment is a one-time use, it cannot be reused, such as masks;
- After the use of reusable equipment, it should be properly organized and stored in accordance with the guidelines to reduce damage.

**f. Practical Use of Auxiliary Equipment or Applications**

In carrying out security work, a number of auxiliary devices and carry-on equipment can enhance their efficiency. Security guards are required to properly inspect and use suitable tools and keep the equipment in a normal and functioning condition.

The following are a variety of commonly used tools or aids: -

- (1) Walkie-talkie
- (2) Patrol clock / patrol wand / smart card of security system
- (3) Pen and notebook
- (4) Smartphone / tablet with security / patrol application
- (5) Whistle
- (6) Flashlight (torch)
- (7) Fluorescent baton for traffic control

The following describes the use of various tools or equipment:

**(1) Walkie-talkies**

Walkie-talkies are important tools for security guards to communicate with each other, from control centers, superiors or colleagues. In the event of any emergency, the security guard must immediately send out messages and seek assistance from his superiors and colleagues. Security guards need to have a clear understanding of the methods and procedures for the use of the equipment to avoid delays in dealing with emergencies. When there is a crime, accident or other potential risk is detected, immediate release of information will enable the superior and control center to make immediate contingency measures and actions.

When using walkie-talkies, it should pay attention to the following: -

- Check the validity of the tele-communication license;
- Check that the function of walkie-talkie is normal;
- Ensure that the walkie-talkie is fully powered;
- To avoid arbitrary press, that may lead to the receipt of wrong messages;
- Use with care and do not damage the walkie-talkie and its functions;
- Make sure to tune to the correct channel before use and conduct a call test;
- Do not use the walkie-talkie to gossip except for business;
- Try to use hands-free device, to avoid customers or passers-by to hear the content of the conversation;

- In the absence of hands-free devices, use code-code communications as far as possible (security guards must read the meaning of the code name);
- Pay attention to the priorities of the incident, if not necessary, do not interrupt the other party's message;
- Pay attention to the language during the call and do not use foul language or language to attack others;
- The content of the call should not involve personal data or privacy, if necessary, use one-on-one calls or use telephone communications instead.

## (2) **Patrol clock / patrol wand / smart card of security system**

Regardless of which patrol system is used, the purpose is to record relevant patrol data. The simplest system can only record patrol points and times, such as patrol clocks or patrol books. Patrol wand, security smart cards and patrol systems can record the sequence and any error of patrol staff, time, and patrol points, actual patrol route and default patrol routes, and can use relevant data to make statistics and report. Some patrol recording points are located on facilities to ensure that staff patrols to those facilities. In conjunction with security software or applications, not only crime and accidents are prevented, but also the quality of property management can be enhanced.

Security personnel must be aware of the use of systems and tools to avoid errors, such as the failure to record the patrol time at the patrol point due to poor contact. There is a need for security guards to be familiar with the patrol route and equipment to be inspected to avoid omissions. Reports can also assist supervisors or supervisors in monitoring employee performance and service levels.

## (3) **Pens and notebooks**

Pens and notebooks can be used as recording the summary of different types of things that occur while performing a duty. In the event of any incident, a record of the relevant and important information, such as the time of the incident, the contact data of the parties concerned, the police case number, etc., may be taken for reference in the writing of the report afterwards.

Pay attention to the following when using notebook:

- Write the name, number and start date on the cover page, so as not to change with other employees;
- Write down the start and end times of each working day;

- Fill in the time order of the date the event occurred;
- No data should be altered or erased, simply deleted in the wrong place and signed;
- Don't tear off the inside pages;
- After the notebook is used up, a new book needs to be reopened and the old book retained and returned to the company for retention until the end of preservation duration.

**(4) Smartphone / tablet with security / patrol application**

Smartphones/tablet, like notebooks, is used to record event, but with more functionality. They are not only able to record text data, but also to take relevant photos and videos. Mobile phones or tablet can be connected to property databases; security guards can search the data of property instantly, such as floor plans, fire protection devices, etc.

In addition to recording data, smartphones/tablet can also distribute messages in real time, such as reporting damage to superiors instantly and notifying the engineering department for maintenance simultaneously. Smartphone/tablet can not only record events in more detail and clarity, but also shorten the time to process events and increase efficiency.

Security guards must be familiar with the operation of the software or application to avoid data loss due to operational errors and must ensure that the tool is powered sufficiently; and that the location is networked if data is released in real time.

**(5) Whistles**

Whistles are high-pitched and very special, attention-grabbing, and can be used when doing crowd management. They can be used to guide passers-by to stop moving forward or can move forward. In addition, when security guards are attacked or in danger, or when they are witnessing a threat to the public, they may blow whistle to show urgency and repeat them until they are supported by colleagues on the scene or may deter the attackers from stopping the attack. Whistle can be used to draw attention and alertness. However, care must be taken not to abuse them so as not to cause resentment among passers-by.



**(6) Flashlight (Torch)**

Flashlights are mainly used for patrolling dark areas and illuminating at night. Some outdoor areas may have inadequate lighting at night, which may affect security inspections, so night guards must be equipped with flashlights. In the event of a power outage, immediate lighting and assistance to occupiers can also be provided.

The flashlight used by the security guards must be strong and waterproof enough to reach an appropriate distance. When using a flashlight, avoid frequent switching to avoid affecting performance.

Unless crime detection or suspicious persons are detected, avoid the use of flashlights at units or on the head of others. Day staff should also be equipped with flashlights when patrolling, visibility of some facilities or rooms may be affected by lighting systems or electrical failures. If equipped with flashlights, security personnel can carry out inspection and follow-up.

**(7) Fluorescent baton for traffic control**

The staff on duty in the parking lot or road has to direct traffic; they must be equipped with fluorescent baton for traffic command. If there is any traffic accident or traffic signal failure, they can direct the traffic flow, entry and exit of the vehicle on the spot to reduce traffic accidents.

Employees must operate and direct clearly, never send out the wrong signal.

(Trainer can demonstrate how to use various equipment and introduce their usages; and if there is no physical demonstration, it can use photos or short video that assisted with the explanation.)

## **B. Adult Training and Learning**

### **g. Characteristics of Adult Training and Learning**

Adult's experience, learning motivation and model are having great differences with university, middle and primary school students. Adults possess a certain understanding and critical ability, they are more suitable for interactive learning mode. Do not fully adopt one-way teaching methods. Here are the characteristics of adult training and learning:

#### **(1) Learning Motivation**

Adults tend to have stronger motivations than young people do, because some work experience has been accumulated. They have to pay extra time to learn, so they often have a strong willingness and motivation to learn, otherwise they will not spend extra time or money. At the same time, adults have a clearer expectation of learning outcome than young people. They want to know the reasons for the class and what they will gain after class, so it is important that learning should meet their expectations. If the trainer has a clear understanding of the expectations of trainee and knows their motivation for learning, then it can be compared with the effectiveness of the course and balanced with it throughout the class. The classroom teaching and learning can be more effective.

#### **(2) Practicability**

Adult trainee already has a certain work experience; they must have certain expectations on the practicality of the course and the degree of application. In addition to theory, the classroom must be in line with practicality, so that the trainees feel that the course is helpful to them that help to promote their learning motivation. In their actual work, they can confirm what they have learned in the classroom and make better use of learning outcome. On the contrary, if the course lacks practicality, the trainees will feel dull and a waste of time.

**(3) Interactive Learning**

Adult trainees have certain communication skills and have different experiences to share with others, thus adult learning prefers interactive forms, including discussion, sharing and answering questions. The trainees can express their opinions and personalities in recognition of their abilities and values. Therefore, the trainer should use more interactive teaching methods and avoid one-way lectures. Even in one-way teaching of content, it can add question-and-answer session to it. That will increase the time of interaction with the trainees, to improve learning efficiency.

**(4) Autonomy**

Autonomy is consistent with learning motivation. Adults have a strong sense of autonomy to learning, so the role of trainer is closer to the guide rather than knowledge transferor. Trainer should adopt a more interactive and thinking-inducing mode to guide trainees' learning and thinking, allowing trainees have a certain degree under the boundary of learning framework. This flexibility will motivate trainees to learn on its own.

**(5) Objective and Respectfulness**

Adult trainees already have a certain level of knowledge and work experience. When trainee comments or objects to a certain subject, trainer must understand and respond objectively. Trainer must respect the views of the trainees. Trainer must provide positive response to the views of trainee, even if the views are wrong or not feasible. For example, trainer must thank trainee for his views and his input in the discussions. If trainer disagrees with trainee's views, he must make a reasonable explanation to explain his doubts, do not end it with a negative one.

## **(6) Understanding, Memory and Concentration**

Adult trainee is strong at understanding of knowledge theory and the application of knowledge, but the memory and concentration are weak. Generally, the focus time on listening in class is about 20 minutes; younger trainees generally achieve 40 minutes focus. If the course is part-time, adult trainees attend class after work or on their rest day. They often lack rest that will affect the physical spirit and concentration. The trainer must adopt a more flexible approach, in response to the learning state of the trainees, and change the mode of instruction, in order to arouse the attention of the trainee on the subject. Coupled with the weak memory of adult trainees, the transfer of knowledge should emphasize the correlation between theory and practicality, deepen the understanding of the trainee and enhance their memory.

### **h. Common Methods of Adult Training**

In view of the characteristics of adult training and learning, adult training has the following principles:

#### **(1) Understand the Needs and Expectations of Learner**

Adult trainees always use off-duty hours to further study, they should have more concrete and specific learning expectations towards curriculum and the classroom learning objectives. They will not be willing to spend more time on the inappropriate courses. Thus, let trainees clearly understand the learning objectives and effectiveness of the classroom are important. Trainer should also take a moment to understand the motivations and expectations of adult trainees so that the classroom can meet the expectations of trainees better. If the trainer finds that there is a serious difference between the expected learning objectives of the trainees and the learning objectives of the course, the trainer must clearly explain the objectives of the course and the learning outcome to the trainees so that the trainee is adequately prepared for it. This helps to avoid feelings of dissatisfaction in the future because the course does not meet their expectations.

**(2) Establish a Good Teacher-student Relationship and Learning Atmosphere**

Adult trainees have a certain personal opinion and life experience, so trainer cannot teach trainee in an authoritative way. Authoritative mode will cause the trainees' antipathy. Instead, the trainer should guide the trainees to express their opinions and respect different opinions, establish a good atmosphere of interaction and learning with the trainees. By increasing the discussion and experience sharing in the classroom, a better learning outcome can be achieved.

**(3) Increase the Participation in Learning Process**

Learning while teaching is one of the goals that adult's education hopes to achieve. Each trainee has different work experience; they should have different experiences and opinions on each subject area. The classroom should increase the participation of trainees, such as discussion, case sharing, reporting, problem solving task, so that trainees can use their expertise, share personal experiences and ideas, with others. This will increase participation and sharing between the trainees. Trainees are not only learning from the trainer in one-way, trainees can learn from each other through participation and interaction too.

**(4) Cultivate Self-directed Learning Ability**

Adult trainees should cultivate self-directed learning ability, persistent self-study, and keep pace with the times, that will be useful for the whole life. For example, the work should not be done simply by taking notes, the trainer can request and guide the trainees to collect information, organize, analyze and compile data, so that the trainee can achieve self-learning and apply the skills in different areas of knowledge.

**(5) Emphasize Repeated Study and Immediate Application in Teaching**

One of the characteristics of adult trainees is poor memory, so it is better to teach through repeated exercises to enhance the understanding, memory and mastery of topic. If there is a physical practice or simulation, this can make the trainees fully familiarize with the subject. This helps to increase the confidence of trainees on learning. If the trainees can immediately apply the knowledge learned in the classroom, they can confirm the practicality of what has been learned. This is not only share the learning results with the trainees, but also can increase the motivation of them. They will be more committed to the course.

**(6) Focus on Teamwork instead of Individual Competition**

Adult education focuses on the interaction between trainees, knowledge and sharing of experience, so team collaboration needs to be encouraged rather than increased individual competition between trainees. If increasing the competitive mood among the trainees, the trainees will not be willing to share knowledge or information, which seriously affects the effectiveness of interactive learning.

**(7) Use Different Evaluation Methods**

Each of adult trainees has its own strengths, some are good at memory, examination; some are good at analysis, exercises, and some are good at speaking, reporting. When designing assessment methods, it must consider the use of various assessment methods and then compiling into overall assessment. Focusing on only one assessment method will result in some trainees fail to reflect real learning outcomes, because they are not good at that evaluation method.

**(8) Interchange Various Methods**

The ability of adult trainees is very different, and their focusing time is less than that of young people, so teaching cannot be carried out in a single way. The trainer needs to pay attention to the concentration of the trainees, if their focus is strong (e.g. at the beginning of the class), trainer can teach the theory and knowledge. When trainer finds that trainees' focus is reduced, it needs to increase the interaction time, increase the level of trainees' participation. Inter-changing of teaching methods may increase the attention and input of the trainees and increase the achievement of learning outcome.

Based on the above principles, adult teaching can apply the following ways inter-changeably.

- One-way Teaching Mode
  - Lecturing
  - Video: images, short films
  - Demonstration
  
- Interactive Mode
  - Question and answer
  - Field trip (site visit)
  
- Group Mode
  - Group discussion
  - Case analysis and discussion
  - Game
  
- Practice Mode
  - Role play
  - Simulation
  - Practice
  - Speech and presentation
  
- Others
  - Reading

The above-mentioned teaching methods, their characteristics and advantages will be elaborated in detailed in Section 4.2.6b “Teaching Methods and Techniques”.

**i. Common Errors and Frequent Mistakes of Adult Training**

In accordance with the above training principles, adult training courses and trainers should avoid the following errors:

**(1) One-way Teaching**

Adult trainee has a higher motivation for self-learning, trainer must not only use one-way, authoritative teaching. Without adding other teaching methods that allow trainees to participate, it can make the trainees feel dull and lose interest in learning. One-way teaching is necessary for lectures, but not just delivering it in single way. It is important to pay attention to the reaction of the trainees during the lecture, such as where the trainee feels dull or does not understand. The trainer should change the way and respond to the trainees' response and ask questions. Give trainees room to think, let trainees speak out opinion or ask questions; otherwise it will not get a proper response when the trainees are in doubt about knowledge or theory.

**(2) Focusing on Theory while Ignoring Practice**

Because of having work experience, trainees may feel that the knowledge of the theoretical level is more alienated. They desire for practical application of knowledge instead. The trainer teaching theory should guide the trainee to think about how to prove it in the work or the real-life environment. The trainer can also share more examples or cases with trainee to deepen the trainees' understanding of relevant knowledge and theories, otherwise trainees will question the effectiveness of the course.

**(3) Lack of Respect**

Trainees are adult, they must be respected. Trainer must not verbally or physically make the trainees feel not being respected so as not to affect their learning emotions. For example, scolding in public, criticism of the lack of ability, rejection of trainee's opinion without explanation, making fun of or insulting the trainee, etc., are offensive to the trainees.



**(4) Examples with Orientation**

Adult trainees are generally sensitive to the voice of others, so when the trainer gives examples, do not involve any religion, race, gender, age, or even political orientation, so as not to arouse the dissatisfaction of the trainees. It even provokes unnecessary arguments or contradictions with the trainees, and between trainees.

**(5) Ignoring Trainees' opinion**

Adult trainees may have opinions on the content of the class or the arrangement of the class, the trainer should not ignore the opinion of the trainees without consideration. Trainer should objectively consider, refer to the opinion of the trainees, and then make a final decision. If the opinion of trainee is not accepted, the reasons should also be explained to the trainee, so that the trainee can be convinced. The conclusion cannot be drawn by authority alone.

## Chapter 4 -Sample of Teaching Material

### 4.2.3 Determine the Training Needs and Evaluate Training Effectiveness

#### Unit of Competency

3.5 Determine the Training Needs and Evaluate Training Effectiveness

#### Intended Learning Outcome

On completion of the class, it is expected that trainees are able to:

1.	Apply critical thinking to judge the training needs according to the needs of the organization, and effectively conduct training needs analysis;
2.	to design courses that meet the needs of the institution and the trainees based on the training needs analysis; and
3.	use effective methods to evaluate training results.

#### Lesson Outline

<b>A</b>	<b>Training Needs Analysis</b>
a.	What is training needs analysis
b.	The function of training needs analysis
c.	Types of training needs analysis: organization, department (task), staff
d.	How to conduct training needs analysis
e.	Methods of training needs analysis
<b>B</b>	<b>Evaluate Training Effectiveness</b>
f.	Purpose of evaluation of training effectiveness
g.	Procedure of evaluation of training effectiveness
h.	Methods of evaluation of training effectiveness
i.	How to select proper and effective methods of evaluation
<b>C</b>	<b>Exercise Sample: determine the training needs and evaluate training effectiveness</b>

## A. Training Needs Analysis

### a. What is Training Needs Analysis

To design suitable training courses for organizations, it must first understand the training needs. That will help to avoid wastage of resources. Training needs analysis is a systematic understanding and analysis of the organization, staff and work before designing and planning training courses or activities to develop future training strategies.

Training needs analysis is the basis of training programs. Institutions must regularly conduct training needs analysis, understand the future development of the organization; or understand the current need to improve in certain areas. The analysis of the types of work projects and capacity requirements, analysis of staff needs and competencies, that may help to develop a sound training plan. As a result, training can achieve the outcomes and meet the needs of both the organization and staff, thus achieving a win-win effect.

### b. The Function of Training Needs Analysis

Training needs analysis is the first step in designing a training program, which has the following substantive benefits:

#### (1) **Determining Performance Gaps**

One of the important purposes of the training needs analysis is to identify performance gaps. Gaps can be divided into several categories:

- Gaps between institutional strategy and actual performance – the organization pre-sets the strategy and expected performance, if there is a gap between performance and expectations, the organization must identify the causes;
- Gaps between service levels and staff performance – the organization sets a level of service for each service to ensure the quality; the training needs analysis provides an understanding of the reasons why the staff is not meeting the level of service; if it is due to factors such as insufficient knowledge or skills of the staff, or behavioral problems, or even emotions, organization can use those important data to develop appropriate training programmes.

**(2) Motivating Employees**

One of the benefits of the training needs analysis is to understand the needs of employees and to understand whether employees will have problems with skills or knowledge in dealing with their daily work, which affects their performance and mood. If the organization understands the employee's sense of commitment to work, its desire for improved knowledge and promotion, it can develop training programmes that meet the expectations of employees, which can increase employees' sense of belonging and motivate employee morale.

**(3) Deployment of Human Resources**

The policy and deployment of human resources are very important to the development of the organization, such as the recruitment of new positions, personnel arrangements, any departmental changes or expansion. The training needs analysis will facilitate the deployment of human resources can be appropriately allocated. Effective arrangements help to reduce the mismatch and the cost of training.

**(4) Determining training costs and value**

The data collected by the training needs analysis becomes an important database of human resources, which assists organizations in determining training programmes, the priorities for training courses, resources and financial arrangements for training; then mapping with the value of training to facilitate future analysis of training effectiveness.

**(5) Assisting in Restructuring / Transformation**

Institutions are often faced with changes for meeting strategic development; inter-departmental departments are often faced with mergers, spin-offs and even dissolutions; staffs are also faced with job changes. Training needs analysis can assist in organizational restructuring. For example, through training needs analysis, it helps to understand whether training existing staff can match the strategy of the organization, or to recruit new staff is better for it.

## **(6) Successful Promotion of Training**

The most important objective training needs analysis is to make organizations and staff at all levels aware of the needs and values of training, to persuade organizations to invest resources and to receive the support of their staff. It can be recognized and supported by all parties, thus it can promote systematic training programmes successfully. It helps organizations and staff to make progress on improvement.

### **c. Types of Training Needs Analysis: Organization, Department (Task), Staff**

The classification of training needs can be divided into three levels: organization, department and staff.

#### **(1) Organizational Level**

The training needs at the organizational level are mainly divided into strategic and organizational requirements.

- Strategic requirements

In terms of strategy, organizations must constantly seek change and innovation in facing with market competition and customer demands, so there are certain requirements for training in order to match the positioning and strategies of the organization, such as the change of the operating environment and the advance of technology, which have a certain impact on the organization. This will help driving the development of the organization.

- Organizational requirements

As the organizational strategy changes, the organizational structure must be aligned, such as departmental restructuring or consolidation, changes in human resources planning, communication or regulatory models, etc.; all of which will create training needs of varying degrees or levels, such as job skills or communication culture.

Under the changes in organizational strategy, the organizational structure and staff must keep pace with the pace of the organization. Appropriate training programmes will enable staff and organizations to work together to promote the sustainable development of the organization.

#### **(2) Departmental Level (Task Level)**

The training needs at the departmental level are mainly based on the skills that needs at work. In order to match the strategic development of the organization, the requirements of human resources and work skills are always different, so a large number of training needs are generated for the following reasons:

- Jobs and functions - employees must understand the skill requirements of the job in order to be complete and perform the task; for example, managers must understand personnel management skills, supervisors must know supervisory skills, security guards know not only security work, but also customer service skills;
- Productivity - training needs arise when a supervisor or department believes that an employee is not performing at its best; in order to improve the employee's productivity, training is required;
- New hires - newly hired employees must be trained so that they understand the organization's culture, systems, codes and work guidelines;
- Employee transfer - the organization arranges for the transfer of employees to different positions for organizational development or the individual development of employees, which brings training needs to employees;
- Employee promotion - similar to the transfer of employees, in addition to the new position brings the training needs of the position, but also the promotion brings other new task for employee, such as supervision skills, mediation of subordinate disputes, time management, etc.;
- Working mode - with the development of technology or product innovation, there will be a change in the mode of work; such as the application of a smartphone on a security patrol system, or the application of a face recognition system in access control, etc.; security guards must learn how to operate and apply in order to cope with the needs of the work;

- Changes in the law - the law will be updated or amended in the event of social, cultural, technological and political changes; when the law changes, it will lead to changes in work patterns or operational requirements, so training is necessary; otherwise employees will be prone to breaking the law due to lack of proper training; for example, when the Personal Data (Privacy) Ordinance enacted, security staff must be trained on how to implement visitor registration procedures and how to handle customer personal data to avoid violations

### **(3) Employee Level**

This level of staff training needs is more diverse, it can be divided into work level and individual level:

- Work level - usually related to the job, the employee must have certain knowledge or skills in carrying out the work, so there must be a training need; which can be driven by an organization or department to enhance staff training to meet job needs or improve productivity, such as strengthening knowledge of crisis management, customer service skills, etc.. Enhancing the level of professional services and performance will improve customer satisfaction. Organizations or departments can also arrange employees with good performance to try different types of jobs, arrange different training for them may improve their performance repeatedly. This may boost staff morale, retain staff and develop loyal staff as well.
- Personal level - employees may face different problems at work, in addition to work skills and knowledge, the physical and mental health of employees is equally important to their work performance; some training needs such as how to deal with stress, relief, job safety and others are appropriate to the different physical and mental needs of employees. This helps to reduce the chance of employee injury, to help employees perform their job better, that will benefit the long-term development of the institutions too.

**d. How to Conduct Training Needs Analysis**

According to the above three types of training needs, training needs analysis can be carried out at the following levels:

**(1) Organizational Level**

Organizational level analysis should focus on analysis of the gap between organizational strategy, objectives and customer expectations, analysis of the gap between organizational strategy and the actual performance of the department; if there is a need to improve the performance of the department, so as to achieve the objectives of the organization and customer expectations, it is necessary to provide specific training to employees. In addition, organizations will prepare for the future development, so if they analyze the situation of the existing departments and staff, they can prepare for training as early as possible. They can avoid a broken line (i.e., the departments and staff have failed to keep up with the pace of organizations) when making strategic changes.

This analysis can be done by comparing human assets, departmental structure and performance, market information and data, details are included in the following sections.

**(2) Departmental Level (Task)**

At the departmental level, it mainly analyzes the need for job skills and knowledge in each position, and then compares human assets. Using the analysis at the organizational level (the gap between departmental performance and organizational objectives), then analyze the gap between service level and objectives, the gap between employee performance and service level, the gap between employee skills knowledge and job requirements, so as to understand the training needs for various job positions.



### (3) **Employee Level**

This is mainly analyzed the employee's work and personal needs. According to the superior's comment on employee's performance assessment or daily work record, procedure requirements, etc., then carry out analysis of the gap of staff performance and work requirements, so as to identify training needs; analysis of the gap between knowledge and actual work done, and the employee's personal expectations, attitudes, behaviors, etc., so as to understand their personal needs.

Whether it is the training needs analysis of organizations, departments or individuals, it needs to be divided into current (including the past) and future considerations. Departmental development and future objectives are expected to prepare fully, for example, the future development of the organization and its staff must be considered, this can promote the sustainable development of the organization and its staff; otherwise, training will only become a tool for rectification that will be lack of foresight and impetus.

#### e. **Methods of training needs analysis**

There are many methods for training needs analysis, depending on the need.

- If the analysis is conducted by level, it can be analyzed according to the three levels of organizations, departments and employees that mentioned in the previous section;
- If depending on the person being trained, the analysis can be carried out by the classification of employees, such as new recruits, promoted employees, employees with leadership potential or underperforming employees;
- If analysis is depending on time series, it can analyze past, such as gaps in the performance of departments in the past. It can analyze the present, such as the need for current job skills. It can analyze the future, such as future development strategies of the organization, and examine how departments can change their work patterns or culture to cope with the changes, for example, replacing employee positions with technological products.

The methods listed below can be applied to the different analyzes described above.

**(1) Establishing Employee Database**

Building an employee database is the most important basis for analysis, employees are important assets of the organization, and the training is for employees too. The organization must keep full and comprehensive employee data, such as education, skills, personality, potential, job performance, experience, and even interests and personal development ambitions. Organizations need to analyze whether departments and employees are competent for the job, so it is necessary to compare the gap between employee data and job requirements, in order to find out the need for training.

**(2) Market Analysis**

Organizations must conduct regular market analysis to understand market needs, conduct benchmarking with competitors to understand the shortcomings of the organization's performance, or to analyze the improvement needs in the organization, systems, procedures and staff. Organizations then identify training needs and develop training plans to improve performance and market competitiveness. For example, through benchmarking, security companies know that competitors are more responsive and efficient in responding to emergencies; in order to improve their resilience, they can increase their responsiveness through training.

**(3) Job Requirements Analysis**

Every position (position) has job requirements; employees must have certain knowledge skills and be competent for the job. Through analysis of the job requirements of each position, and then compared to the current staff's knowledge level and skills, this can identify training needs. By comparing the employee database, it can identify the gaps between job requirements and employee knowledge, skills, and then the organization can identify the needs for training.

**(4) Departmental Performance Assessment**

Organizations should conduct regular performance assessments of departments. This is not only assessing the performance of their departments but also review their ability to assist the organization in achieving its desired objectives and strategic development. Through the performance assessment of the department, it can examine whether the department is performing its due functions and performance, understand what causes the performance to fail to meet the standards, understand the reasons that hinder the development of the department. If the reasons were leadership, coordination, communication, investment, morale, knowledge or skills, etc., organizations can identify the training needs for solving the problems.

**(5) Staff Performance Appraisal**

Like departmental performance assessment, the department should regularly conduct staff performance appraisal. After a period of employment, the new employee will also be evaluated by the superiors to review whether the employee's performance is up to the desired level. If the employee's performance is not satisfactory, it has to identify the gap between the employee's ability and job requirements, to identify training needs. If the employee's performance is not due to lack of knowledge and skills, it is necessary to analyze its causes, to identify ways to improve and whether training is the most effective way improve employee performance.

If the employee performs well, the performance appraisal will also examine the employee's potential or future direction of development. This may be conducted in line with the development strategy and human resources plan of the organization, it can also provide an analysis of the training needs of the staff development.

**(6) Staff Expectation**

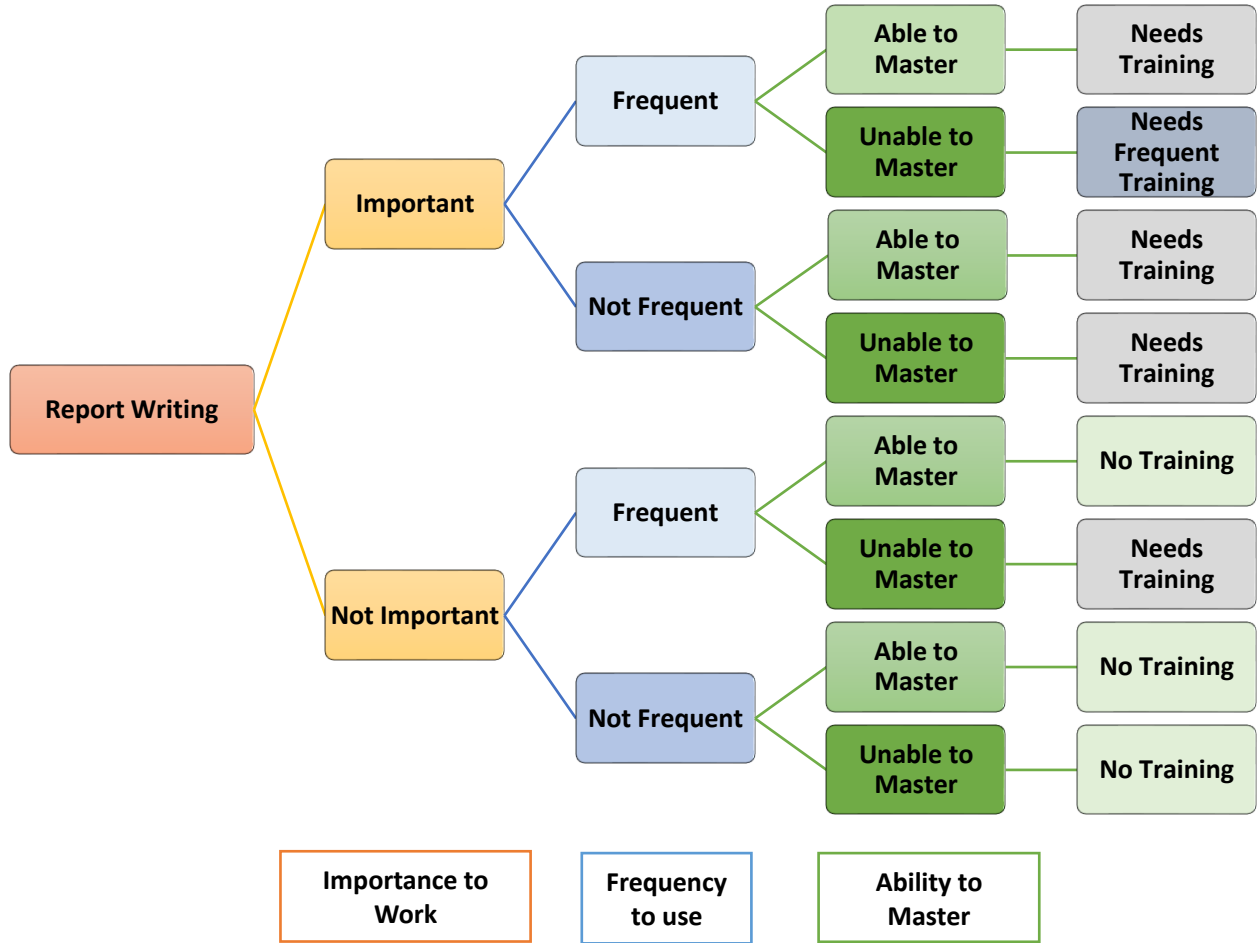
Employee's need for self-development or other personal goals will lead to expectations for the future. Whether the employee is comfortable with the job, or that he or she thinks there are deficiencies, the employee's confidence in the job, the pressure or fear of the transfer, etc., will affect their job performance. How to develop their strengths, improve one's ability to work or add value to oneself will create expectations for learning. Organizations should fully understand the needs and expectations of employees, assist employees to formulate personal development goals and plans, compare the direction of personal development and organizational development, human resources plan, etc. This helps to identify staff's training needs for personal development, and complementarily, to achieve a win-win situation between employees and organizations.

In addition, as a way to motivate staff morale, the organization should understand the employees' expectations for the development of self-competent or physical and mental development. If organizations can assist employees to achieve their goals through training, not only can stimulate staff morale, but also make employees have a higher sense of commitment to the organization, thus become loyal employees. This is very helpful for organization's sustainable development.

In fact, the analysis of employee performance gaps can be analyzed through market research, in addition to internal data collected through assessment, interview with employees and their superiors, observation on work place, etc.

The resources and training costs, time of the organization are limited and cannot meet all the training needs at the same time. It is suggested that the organization can make an analysis on urgency so that the organization can make a choice according to priorities.

Here is an example of how to analyze whether techniques are important to job requirements, the frequency of use, and the staff's mastery of skills, making it easier for organizations to make decisions on training plans.



## B. Evaluate Training Effectiveness

### f. Purpose of evaluation of training effectiveness

When designing a training plan, it must also consider how the effectiveness of the training is. Organizations must use many resources, including manpower, money, space and time, to arrange training for their staff; it is hope that the training programme will achieve the desired results and objectives.

The evaluation of training effectiveness has the following purposes:

#### (1) Organizational Level

- Evaluation of training effectiveness allows organizations to understand whether the training programme can achieve the desired results, whether it can be in line with the strategic development and transformation of the organization. The organization can predict the future progress of it; and if the training does not achieve the desired results, the organization must seek other solutions;
- The effectiveness of the training is to review whether the resources invested in the training are value for money. The organization can decide on the directions of the training programme, including maintaining the training resources, increasing the resources to promote vigorously, reducing the resources and even eliminating the relevant training programmes;
- The evaluation of effectiveness of the training programme can be used to understand any shortcomings in the training, thus the training plan should be revised; for example, changing the training content, changing the training targets or training arrangements, so as to enhance the effectiveness of the training. As a result, the training resources can be used properly so that the organization and staff can gain the best benefits;
- The training programme can be continuously improved its effectiveness by referencing the training evaluation. Evaluation can review whether the training programme and arrangements can achieve the desired training objectives, such as the appropriateness of the training method, the applicability of facilities and tools, the competence of the trainer, the level and standard of learning, etc.

#### (2) Departmental Level (Task)

- In departmental level, the evaluation of training effectiveness can review whether the training has a positive help to enhance the work knowledge or skills of employees, how effective it is in helping staff to improve in workplace, etc. Organizations can review and assess the training programme objectively and systematically;
- The evaluation of training effectiveness can also be accompanied by a review of whether the work requirements are reasonable or need to be revised, for example, by increasing the handling speed with training if the trainings are effective; however, if the objectives are not met, organization or department need to review whether the work requirements are appropriate, and whether they need to be reviewed and revised;
- Evaluation of training effectiveness can analyze the effectiveness of driving employees to improve their work knowledge, skills. Departments or employees can understand the extent of the improvement of employees' abilities after training. As a reference for future work arrangements or promotion, this facilitates the deployment of human resources.

**(3) Employee Level**

- Understand the employee's satisfaction with the training program is useful to analyze whether the training program meets the needs of the employee and meets the employee's expectations;
- Through evaluation of training effectiveness, employees can understand their ability and extent of work, understand the potential of self-development, so that staff can enhance their self-confidence and coping ability in carrying out their work; this can also enhance staff morale.

**g. Procedure of Evaluation of Training Effectiveness**

The timing and sequence of conducting evaluation of training effectiveness can be done in stages. First, set clearly about the purposes and targets of training, then develop the order of assessment, and process it on sequence.

**(1) Pre-training**

Participants are evaluated before the training. Pre-training data and post-training data can be compared after the training to determine the effectiveness of the training. Pre-training assessment can assess the employee's work skills or knowledge, employee's knowledge of the work process, productivity, etc., and also collect the expectations of employees, supervisors, departments, organizations, to training; at the same time, it can understand the reasons and expectations of employees for their participation in the training. It helps the trainer and training institutions to make relevant adjustments to meet the needs of the trainees.

**(2) In-training**

During the training, the evaluation on trainees' progress should be carried out in a systematic manner. When the training content is rich, the assessment of learning outcome may be conducted by phases. It should avoid one-time assessment only at the end of the course, which affects the effectiveness of assessment. A medium-term assessment can be made during the trainees' study period, thus to closely monitor the progress of the trainees. For enhancement of effectiveness, the trainer can also make appropriate adjustments or increase counselling for individual students.

**(3) Post-training**

After the completion of the training course, the results of the trainee's learning must be evaluated and analyzed. Whether the course can improve the knowledge and performance of the staff in the workplace are important. The post-training evaluation provides effective data for the organization, department and staff to assess the overall performance of the course and staff. It helps to determine the contribution of the training course to the organization and staff.



## **h. Methods of Evaluation of Training Effectiveness**

There are many ways to evaluate the training effectiveness. It depends on the application of the course to determine effective assessment methods. The evaluation of the effectiveness of training often focuses on four aspects, namely, the reaction level, the learning level, the attitude level and the result level. The following are four commonly used assessment methods:

### **(1) Reaction Level**

The reaction level mainly assesses the degree of trainees' response to the training course and the satisfaction of the trainees with the course. Here are the methods: -

- Teaching and learning questionnaire - e.g. collecting input on classroom arrangements or teaching methods of trainer; conducting questionnaire allows trainees to express his or her views on the course, and the trainer can understand the trainees' response;
- Classroom observation - observe the response of the trainees in the classroom, such as the degree of participation or the degree of responsiveness to the question; it may assess the positive or negative response of the trainees.

### **(2) Result Level**

Results-level evaluation brings overall results and the benefits to the organization. Here are the methods: -

- Comparative measurement - the purpose of the training courses is to enhance the effectiveness or quality of staff; by comparing pre-training and post-training data, it helps to assess the benefits brought to the organization; for example, to train the skills for staff to deal with customers and his/her service attitudes, evaluation can measure the number of complaints against staff, and then to examine whether there is a downward trend in the number of complaints against staff; If the organization wishes to upgrade the level of service, it can compare the pre-training and post-training service achievement on performance pledge, it helps to identify the range of improvement;

- Cost-effectiveness - to verify the existence value of training courses, organizations will evaluate the cost-effectiveness of training programmes; with the resources and costs invested, compared to the benefits that training brings to the organization, thereby analyzing cost-effectiveness. Organizations can compare the data of different training courses that is needed for decision-making in the organization's strategy.

**i. How to Select Proper and Effective Methods of Evaluation**

The appropriate evaluation methods should be selected in order to effectively improve the actual benefits of training. First, it must be clear about the purposes of the training, and the targets of the training, in order to choose the appropriate and effective methods for evaluation of training effectiveness.

Referring to training purposes, if the purpose of the training is to improve the work skills or techniques of trainee, evaluation will need to be conducted on a practical basis; If the training is for improvement of trainees' knowledge level or critical thinking, it is better to arrange a written examination, essay writing or written report; If the purpose of training is to improve the work attitude of employees, it is more appropriate to use observation report in work place, performance appraisal of supervisors, and by data comparison methods; and if the purpose of training is to enhance the performance or sustainable development of the organization, data comparisons of organization performance before and after the training must be used to assess the successfulness of the training.

Regarding the content or coverage of training, the evaluation methods would be different for a single-time training and continuous training. If it is single-time training, it can use a one-time assessment method; if it is a continuous course, since the assessment methods of different topics should vary, it cannot use single-assessment method. For example, the evaluation of the training courses for security trainers must be designed based on topic-by-topic.

For the targets of training, the adult training methods should consider the adult learning characteristics; it should pay attention to the application of knowledge or skills rather than reciting data. Therefore, the design of examination questions should be practical or scenario-based, rather than data-based.

When designing training programmes, it must consider the purposes, targets and methods of training to design appropriate and effective assessment methods. Therefore, the results of the courses can provide effective and material information to the organizations and trainees; they can grasp the future direction easily.

## **C. Exercise Sample: Determine the Training Needs and Evaluate Training Effectiveness**

### **Assess the training needs of trainee on using Power-point presentation**

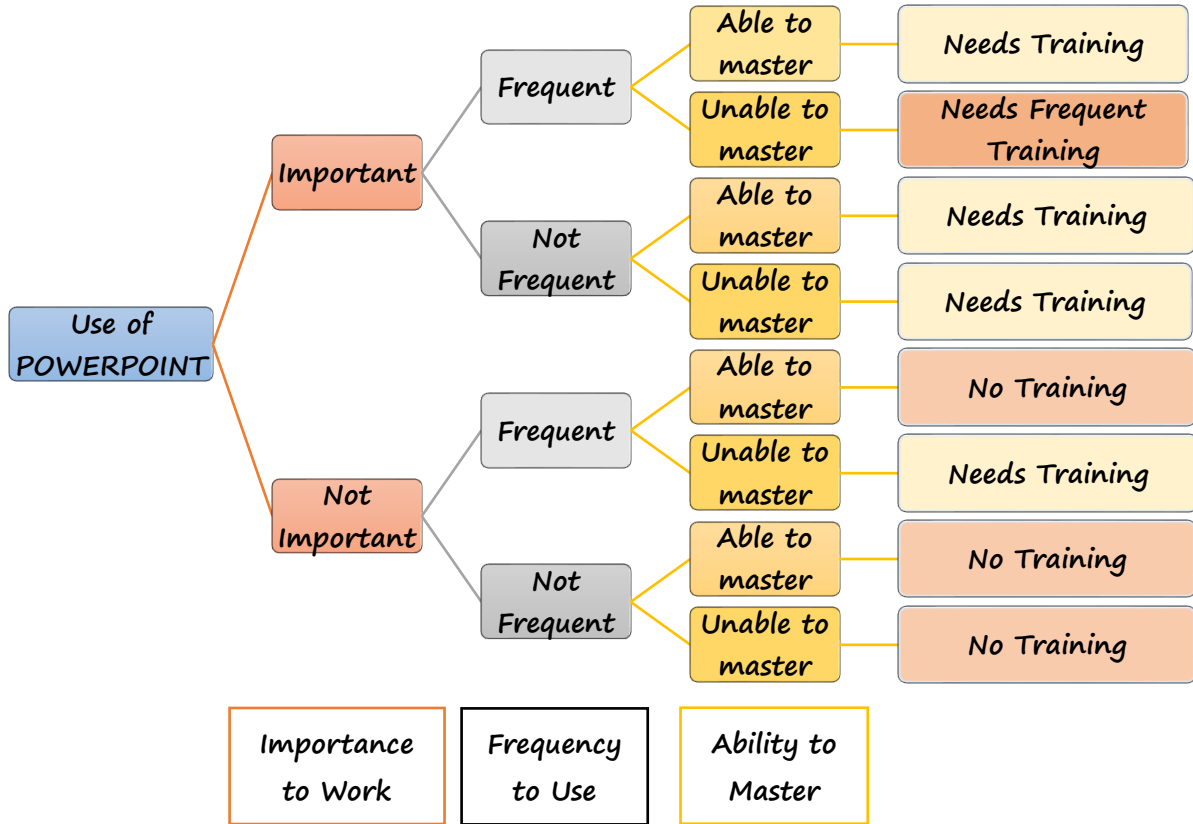
Ask the trainees to answer the following questions, and then draw a map of training needs on their own. Trainee may have thorough understanding on training needs analysis.

Trainees have to respond to the following questions first: -

1. Can Power-point presentation improve the effectiveness of the organization's performance on training?
2. Does the organization have Power Point software for employees to apply?
3. Does your supervisor expect you to know how to use Power Point?
4. Do you think learning Power Point will help your personal development?
5. Do you expect you / your organization will use Power Point frequently?

Assuming that the answers to questions 1 and 3 are "yes", the trainees then respond to the following questions and draws an analysis chart by their own answers: -

1. Is using Power Point important to your work?
2. Do you need to work with Power Point frequently?
3. Do you have any difficulty in using Power Point? Can you fully master the application?



## Chapter 4 - Sample of teaching material

### 4.2.4a Competency and Skills

#### Unit of Competency

##### 3.6.1 People Skills and Communication Skills

#### Intended Learning Outcome

On completion of the class of 3.6.1- People Skills and Communication Skills, it is expected that trainees are able to:

1.	acquire the theory of communication skills and human relation skills;
2.	apply communication skills in lecture and class effectively; and
3.	possess communication and people skills that can build up good relationship with trainees.

#### Lesson Outline

<b>A</b>	<b>People Skills and Communication Skills</b>
a.	Purposes and process of communication
b.	Barriers of communication
c.	Human relations and communication skills
d.	The importance of Observation
	<b>Communication Skills</b>
e.	Methods of communication
f.	Considerations for selecting communication methods
g.	Communication methods in training and class
h.	Points to note in communication in class
	<b>Building Relationship Between Trainer, Trainees and supporting personnel</b>
i.	The importance of building relationship between trainer and trainees
j.	Building relationship between trainer, assistant trainer and supporting personnel
k.	Communication, training and the establishment of human assets
<b>B</b>	<b>Exercise Sample: Exercise of Observation</b>

## A. People Skills and Communication Skills

### a. Purposes and Process of Communication

Communication is the process of sending message from sender to the recipient, when the recipient receives the message; he/she interprets the message. When the interpretation of the message is consistent with the original meaning interpreted by the sender, this is an effective communication.

Communication has many functions and purposes, they are listed in the following: -

- (1) Information or knowledge sharing - one of the important purposes of communication is to share information or knowledge, such as trainer teaching trainees knowledge in the classroom, school makes notification of student examination arrangements, etc.;
- (2) Expression of emotions - communication is an important way to express and relieve emotions, such as sharing happiness or sadness with friends, emotional reactions to the other person's behavior or language, etc.
- (3) Influencing or controlling other people's behavior - using communication to influence other people's thoughts or behaviors, such as the boss delivers work instructions to subordinates, parents demand their children to work hard, etc.
- (4) Motivation - communication cannot only calm other people's emotions or influence other people's thinking, but also motivate others' morale, such as the boss's encouragement to subordinates, the trainer's encouragement to trainee, etc., in addition to morale, it can improve other's performance or work effectiveness.

The process of communication is divided into the following parts;

- (1) Constructing message content - the message sender has specific message content to convey to the recipient;
- (2) Encoding of content - the sender encodes the message content in order to pass the message, before the use of text, the encoding can be done by knot rope, symbols, pictures, sounds, facial expressions, body movements, then follow the discovery of text, language, Moss Code, animation, computer language, etc.;

- (3) Channel (pathway) - the channel or media that the sender transmits the code to the recipient, such as the text message previously transmitted by letter, which is now transmitted by e-mail or mobile phone application;
- (4) Receipt of messages - the recipient receives the message through the channel, the distance, clarity and time to receive the message depends on the channel used;
- (5) Decoding - once the recipient receives the message code, he or she must interpret it to understand the content and meaning of the message, such as seeing the one's facial expression, then interpreting the meaning and judging whether the person is friendly or hostile.

These are the five basic processes of communication, and good communication will include part six

- (6) Feedback - feedback by recipient after receiving the message from the sender; Recipient sends a message of feedback to the sender, which can be an answer to the question, confirm or clarify the sender's question, or respond to the sender's message, such as joy or anger; It clarifies the recipient's misunderstanding of the message and reduces the misinterpretation of the message.

#### **b. Barriers of Communication**

During the above-mentioned six communication steps, there will be many communication barriers that affecting the quality and effectiveness of communication, which is causing both sides misinterpret the message, causing misunderstandings or disputes. That will affect the performance of the organization, and affect learning outcome in the classroom, and will affect the interpersonal relationship of individuals, team spirit, etc.; so, it is important to understand the barriers to communication and eliminate them one by one. General communication barriers are the following: -

- Language barrier - if one of the parties is not fully aware of the language, it is unable to understand the content of the message and affect the effectiveness of communication;
- Cultural background differences - even if the communicator uses the same words or languages, the difference in cultural background will produce different interpretations of the message, such as the Hong Kong people's interpretation of the "unit" as one of the spaces available in the whole building, but the Mainland China's interpretation as an institution or department within an organization;

- Emotions - emotions can affect the accuracy of the content of the message, and also affect the interpretation of the message by both parties, such as the issuer's objective and well-intentioned comments, the recipient may be interpreted in anger as malicious attack or provocation;
- Bias - if the sender or recipient is biased against a person or thing when communicating, the reading of the message often permeates the subjective feelings of the self to interpret the message, and it is easy to make errors with the original intention of the other party to convey the message;
- Messages overloading - there is a lot of media today, and there is a lot of information to be distributed and received; and when the volume of message is too high, it is easy for the recipient to fail to focus on important messages, miss the key points, that will interfere with the recipient's understanding; Often due to excessive content, the trainee is unable to understand and integrate the knowledge, that is affecting learning outcome;
- Professional terms or jargons - some organizations and groups have commonly used professional terms or jargons; the organizations or groups are used to communicate when everyone is very clear about the meaning of the language, but for others, some incomprehensible words can create a communication barrier;
- Silence/ no response - in the course of communication, if the recipient does not respond or reply, the sender fails to know whether the recipient's interpretation is wrong and fails to clarify at once;

When understanding there is an opportunity of those obstacles appeared in the communication process, the communication parties must pay attention to whether there is barrier affects the communication process and the interpretation of the message, then adjust for the obstacles to solve the problem.



**c. Human Relations and Communication Skills**

Communication skills and interpersonal relationships are inseparable. People with good communication skills, interpersonal relationships are relatively good too. Communication can help people to understand each other and respond to each other, and then gradually establish relationships, acceptance and consensus.

To build good interpersonal relationships between people, it has to be based on mutual respect and acceptance, affirmation and appreciation, empathy to understand other people's feelings, and respect for individual differences between people.

To build good interpersonal relationships, it must first let others know the people themselves. Through communication, it lets others understand their own cultivation, connotation, attitude and views of people, and then build interactive relationships with people. People's communication based on five communication skills and techniques:

- (1) Ability to construct messages – the ability to make clear communication, well-organized expression of language, messages or non-verbal messages (e.g. sound, intonation), and the relationship messages (reactions such as expressions, physical distance) to make the content of the message clear to the recipient;
- (2) The Ability to interpret information - the ability to distinguish, interpret and organize this interactive situation, know how to effectively assess and understand the object of communication, and properly understand the context of communication and the message of communication;
- (3) Self-cognitive ability - each person has multiple identities at the same time, so each person must have a clear understanding of himself, be able to express his or her thoughts and abilities at the right time, and be able to express himself/herself in the right way in different situation;
- (4) Ability to assume roles - as mentioned above, each person has multiple identities at the same time, the ability to show different identity roles in different situations; such as the way trainer communicates with trainee in class, and the way he/she communicates with his/her parents when he returns home, it can reflect his/her different roles in different situations;
- (5) Ability to clarify the goal - communication has many different purposes (see paragraph a), so it is important to identify the purpose of communication, list priorities, and achieve the default communication objectives in different ways.

With the above various abilities, people can apply different communication methods to build interpersonal relationships, such as building first impressions with a smile and a good answer, using of listening and responding, discussing and sharing ideas to build and consolidate relationships, and lobbying in the course of conflict to resolve differences, etc. Those are necessary to build interpersonal relationships.

**d. The Importance of Observation**

According to Albert Mehrabian, an American psychologist, there are three important elements in communication: the content of the conversation (7%), the tone of the voice (38%), the nonverbal behavior (i.e., facial feelings, body language, etc.). When communicating with people, instead of paying attention to the content of the speech, but by paying attention to the other person's tone, facial expression and body language, then we should understand the other person's message of "silence". Observation is an effective way to understand the message of "silence" in the communication process.

Observation is also a performance of focus. When focusing on communication with the other side, it is observing the other side's message content and response: agreed, denial, doubt, acceptance, resistance, joy, anger, etc., it can make the recipient of the message to think about how to continue to interact with the other side, thus to achieve the purpose of communication.

In the classroom, the trainer's observation of the reaction of trainees is an important part of teaching. Trainee may not be able to speak freely in the classroom, so by observing the facial expression of the trainee, trainer can know the degree of trainees' understanding of the content, such as whether there are questions but dare not to ask; whether the class does not meet expectations; whether it is dull or unable to concentrate on the class, etc.. Through observation, trainer can adjust the classroom rhythm or interaction to increase the degree of focus of the trainees, or explain a topic in more detail, or to remove the doubts of trainees, etc. That will increase the effectiveness of learning.

### e. **Methods of Communication**

Nowadays, the most important means of communication are words or language, and the direction of communication can be divided into one-way or two-way interaction mode. Written words can convey messages of deep and more complex meanings and can be recorded in detail; they can be kept for a long time. When people communicate in written words, because there are records to pursue, the preparation of the content of the message is usually more deliberate. After the re-examination of the content, it is transmitted to the designated recipient through the media, such as contracts, legislation, supporting documents, etc.

Verbal speech is relatively unable to convey messages of more complex thinking; it cannot be kept unless recorded. When people communicate in verbal speech, they have a shorter process of thinking and are able to respond in real time, so they are susceptible to emotional influences. On the other hand, verbal speech can enrich the meaning of the message in tone and rhythm, and it is easier to adapt. The default message content can be changed in real time in response to the environment or the response of the recipient, the message can be delivered more flexibly.

A one-way communication model tends to be caused by the person sending the message to the recipient but does not anticipate a response; or does not adjust or change the message content or delivery method because of the other person's reaction, such as press releases, announcements, and work instructions from the boss to subordinates. The two-way interactive communication model focuses on response, and the sender interprets, revises, or adds the message to the recipient's response, then repeating the process until a conclusion is reached or the two sides agree to the conclusion of the communication, such as the boss and the subordinates discussing the work at a meeting, trainer and trainees conduct question-and-answer or thematic discussions in class.

With integration of text and language, one-way and interactive ways, coupled with the application of technology, there are many practical applications of communication methods. The followings are commonly used communication methods:

- Talking face to face - people have direct face-to-face conversation, using language as the media, plus in the "silent" message in section “d”, the two sides can most directly convey the message. Whether it is one-way or interaction depends on the attitude of the participants, such as if using commands or instructions, it is only a one-way communication. If there is communication and mutual response, then it is interaction. The current use of video communication is close to the talking face-to-face, it can reduce geographical and time constraints; but the most real physical interaction, feelings and emotional response, may not be able to read and be understood;

- Phone call - through the sound by using communication channel to connect with the other side to talk, but it is not able to see the other person's facial expression and body language. So, it may not be able to fully interpret the other side's message, it can only be interpreted from the verbal language;
- Letters - text messages are sent to the recipient, which can only be received by the recipient at intervals of time if mailed by paper; it can be received and responded immediately if they are sent out by e-mail;
- Communication apps - with the popularity of smartphones, people often use communication applications or social media to communicate with others; it mixes text, sounds (or recordings), images, photos, and short films to convey messages. The reality is that if the two parties are only sending a message to each other, but do not expect the other party to respond; or if the other party's response is not in accordance with the previous message but sending out a new message to the other side, this can only be classified as a continuous multiple one-way communication. It cannot be regarded as interactive communication;
- Others – common language communication methods also include speech, posting, video and other relatively one-way messaging methods; while the written text communication methods have announcements, notes, blogs, etc.

#### **f. Considerations for Selecting Communication Methods**

Choose the right communication method, do not use the wrong method, which will affect the effectiveness of communication; when choosing the right methods, the following should be considered: -

- The complexity of the content - if the content of the message is complex and cannot be explained in a few words, it is better to write in text first, which can be explained by images and charts. It can give the recipient a certain time to read and digest its meaning in detail and can be read and verified repeatedly if it is not understood at once, such as books. However, if the content cannot be interpreted by the recipients based on the words unilaterally, the sender must then explain it through language. Therefore, the recipient can understand the content fully. If in doubt, recipient can voice it out instantly, for example, classroom lectures, publication of research reports, etc.

- Time - Time is an important consideration, that is, how much time the sender has to organize the message content; when the recipient needs to receive the message, how much time is allowed to respond to the sender, etc. this will affect the choice of communication methods; If immediate response from the recipient is needed, direct and instant method must be used, such as telephone call or talking face-to-face, no message or email should be used; but if the message is not urgent and the recipient is not expected to respond immediately, it may use email or SMS or other methods that should take a longer time;
- Level of interaction - the degree of interaction required will affect the choice of communication methods; The most suitable way to interact is talking face-to-face, both sides can interact and read each other's expression, body language and mood changes, if it is unable to talk in face-to-face, it can use direct voice dialogue, e.g. telephone call; if time allows and thinking thoroughly is required before response, e-mail or correspondence can be used;
- Preferences or reading ability of the recipient - communication methods should be appropriate to the recipient's preferences, habits and interpretation ability; if the recipient lacks or does not have sufficient ability to interpret, it will greatly reduce the effectiveness of communication; for example, if the recipients may mis-interpret the message from text or image, or they are not used to read e-mail, this method should not be adopted, otherwise efficiency and effectiveness should be reduced;
- Geographical constraints- whether communication will be subject to geographical restrictions. If there is a need for detailed interactive discussions, the best way is to have face-to-face meeting; but if the participants are in different geographical areas, it can use video conferencing or related computer programs in order to achieve better communication results;
- Number of recipients - if the number of message recipients is small, it may be taken by any of the methods; but if the number of recipients is large, e-mail, announcements, or social media may be used;
- Emotions - If the communicator's mood fluctuates, it is not recommended to use speech or verbal language to convey the message. It is because the accuracy of the message content will be affected by the tone, expression, so written text will be more objective. On the contrary, if conveying a positive or negative message to the other side and will expect the other side's emotions will be affected, it should use face-to-face communication. The reason is that the sender can observe the recipient's emotional response and make appropriate adjustment or change for contingencies.

### **g. Communication Methods in Training and Class**

Following the various communication methods introduced in the previous section, and the considerations for choosing the right method, the trainer in the training and classroom communication should integrate written text and language, one-way and interactive mode of communication, to achieve the best training results.

As the trainer communicates with trainee in the training course, it can be divided into the following parts: -

- (1) Administration -includes training Purpose, course outline, assessment method and classroom arrangement, etc., important information must be transmitted to the trainees in a written manner, and trainer can then give key tips and explanations in verbal language to make the trainees fully understand; the trainees can retain the text file, which is readily available when necessary;
- (2) Course content - this section is the focus on the communication between trainer and trainees; since trainees may not be able to understand the content and absorbed at once. Notes or handouts with text can help the trainees to understand the content. In the classroom, the trainer should explain and elaborate the content of the knowledge to the trainees. In the course of the explanation, if accompanied by text, images or demonstration, the trainees can easily master the knowledge. There are two parts in the process of delivery:
  - One-way teaching - this part is a one-way transfer of knowledge to the trainees, so there should be no other interference in the arrangement, such as talking between trainees;
  - Interaction - when trainer has taught a certain amount of knowledge, it should start the interactive time, such as the time for the trainees to ask questions; the trainer may assess the level of absorption of knowledge or skills when the trainees participate in the discussion or participate in the actual exercise, then correct their mistakes or deepen their understanding;
- (3) Course assessment - if the course is assessed by the trainees, in order to ensure that the trainees are being objective and are not under pressure, opinions should be collected in a nameless and written manner. In the classroom, trainer can also ask trainee's opinion directly, so that trainer can review the method and effectiveness, and make changes instantly. For the assessment of trainees' achievement of the learning outcome, there are written tests, oral tests and practical applications, etc., see Section 3.9 for details.

In addition, trainer's observation in the classroom is also an important way to communicate. As mentioned above, body language contains important messages. When trainer conveys knowledge to trainees in one direction in the classroom, the facial expressions and body language of the trainees have reflected their commitment to the class, their understanding of the content, and even their satisfaction. For example, the focus of the trainees, jotting down the notes, or a yawn, can reflect their level of commitment. Interactive teaching must increase trainees' concentration and input, enhance the learning outcome. One-way teaching is essential in class; trainer should adjust the time of one-way and interactive learning by observing the response of trainees. Generally, students can concentrate for not more than forty minutes; adult's concentration time is even shorter, so the trainer should insert interactive time in the classroom arrangement. One-way and interactive way should be used alternately, thus improve the focus and input level of the trainees.

#### **h. Points to note in Communication in Class**

In the classroom, the trainer is in the leading role, he/she can dominate the timing, communication mode and learning atmosphere. Therefore, trainer must pay attention to his/her own communication methods, but also pay attention to communication with the trainees in order to achieve positive results and prevent the occurrence of negative situations.

In addition to actively observing the reaction of trainees, the trainer should also pay attention to his/her tone of voice, facial expressions, and body language. The eyes of the trainer are very important to the trainees, because the trainees will value their own performance and the trainer's evaluation of them. When trainer sees the trainees with considerate focus and attention, it will make the trainees feel the concern of the trainer. This is an incentive for trainees. When the trainee asks questions or speaks, if the trainer gives a positive and encouraging smile or nods as an encouragement, the confidence of the trainee will also be increased.

Words or body movements of trainer must make trainees feel respectful, such as addressing the name of the trainees, the use of a full palm to invite the trainees to speak instead of instructing him to speak with his fingers. The trainer should keep a smile and a positive response even if trainees answer incorrectly or make ridiculous remarks. Do not let trainees feel being made fun of or insulted.

During interactive communication in the classroom, the trainer should encourage trainees to speak and participate in discussions, such as asking trainees easier questions that giving trainee's confidence to speak, and then bringing out more in-depth questions for them to think and respond. The trainer must listen attentively and show the importance he/she attaches to the trainees.

In addition to paying attention to his/her own words and deeds, trainer must also pay attention to the communication between the trainees, such as whether the trainees interfere or make fun of the others when they speak; whether the discussions will go beyond rational discussion and turn into personal attacks or emotional explosion. If so, the trainer must intervene and stop it at once to avoid disputes that affect classroom order and learning mood.

Because of the difference in identity, the trainees have a certain degree in awe of the trainer, so trainer should pay attention to whether the distance from the trainees' body will cause some pressure on the trainees. For example, when the trainee is encouraged to speak, trainer should stand directly in front of the trainee, but must keep a certain distance so that both sides can make eye contact without putting pressure;

Classroom communication should also maintain a quiet environment, so that the trainer and trainees can listen without interference. Trainer and trainees cannot speak together; trainees



should be quiet when the trainer is speaking. If the trainer feels disturbance in the classroom with too much noise interference, it is necessary to control the order of the classroom.

**i. The Importance of Building Relationship between Trainer and Trainees**

The importance of building relations lies in the fact that the two sides should build mutual trust, respect and develop equal and harmonious teacher-student relations. This will not only promote the effectiveness of learning, but also improve the curriculum too.

Using good communication skills, understanding the learning needs of trainees, understanding the progress of the trainees, teaching based on different talents, and enhancing the trust of the trainees to the trainer, those are the keys to enhancing of the learning outcome. It is because the trainees will clearly know the purpose of the class, understand and believe that trainer cares about them will enable them to understand the relevant knowledge and skills, this will increase their enthusiasm and commitment to the course. It will certainly increase the trainees' achievement of learning outcome.

There are different ways to build good relationships, including setting up a model so that trainees may refer. For example, requiring the trainees to be punctual while the trainer must be punctual; the trainer must also respect the trainees and be polite to the trainees, and should not casually yell at the trainees. Do not make the trainer is higher above than students. In the classroom management and evaluation, it must be fair and impartial, objective, in order to get the trainees' respect. If the trainer can objectively help the trainees understand their learning ability, strength and weaknesses, the trainees will trust the trainer more. Even in the daily work should problems encountered, they are willing to share with and seek advice from the trainer.

To establish a good relationship, let trainees in the classroom do not have any pressure, and then through interactive exchange of views and discussions, it is not only trainees can increase knowledge, but the trainer can have gains too. The results in adult education are more obvious, the trainees themselves have a lot of work and practical experience. If trainer can lead them involved in classroom discussion, this can bring a great deal of experience and knowledge sharing in the classroom. It may enhance the understanding of topics and other areas of the training, that achieving the purpose of learning.

On the other hand, a good trainer-trainee relationship has a positive impact on the course itself; the trainees will have a feeling of joy or dislike about the course due to the relationship with the trainer. If trainees like the course, it will not only generate a sense of input, but also pay attention to the development of the course, therefore, they will give comment or well-intentioned

suggestions so that the curriculum can be continuously improved. The trainer can also make academic reviews and improvements in response to the views of the trainees. If the trainees dislike the course because of the trainer, they will not only feel alienated, but also not give opinion for the course; even worse, they may even break the order in the classroom, or make malicious criticism and attacks on the course.

In view of establishing a good trainer-trainee relationship, the trainer must establish a positive concept of equality. He/she should not consider trainee as inferior to his/her status, especially for adult trainee, he/she should not be regarded as an authority and ignore the views or opinions of the trainees or acted to blow the confidence of the trainees. Trainer and trainees must respect each other in order to establish a good learning and interaction relationship and increase the effectiveness of learning.

**j. Building Relationship between Trainer, Assistant Trainer and Supporting Personnel**

Some guided or field exercises or presentation/briefing exercises require the participation of assistant trainer. Also, the class must be supported by other administrative, information technology or facility managers in order to proceed smoothly, so communication between trainers and assistant trainer, and other support staff is also very important.

First, trainer must make clear to assistants and other support staff of all the classroom arrangements and requirements, such as equipment, audio, demonstration supplies, printed materials, etc.; if requirements are more complex, it is best to put detailed description in words and images to reduce misunderstandings. Do not make a request suddenly, the reality is that it may not be able to be completed on-time, thus the quality will be affected. The trainer must also check before class whether the auxiliary equipment is ready, that they are operating properly and that they can be remedied in a timely manner if there are deficiencies.

Communication with assistant trainers is also very important. Trainer must make the assistants aware of their role in the classroom and the expected teaching outcomes; such as projects for demonstration or assessment criteria, so that there will be no difference in the content and quality of teaching. Trainer should make a clear division of labor, content and teaching methods for avoiding of differences. Even if there is disagreement between trainer and assistants, disputes in the classroom or in front of the students must be avoided, this will seriously affect the students' trust in the curriculum and trainers. If there are different views or ways of doing things, they must be mediated properly before class for the sake of the course and the students

**k. Communication, Training and the Establishment of Human Assets**

Communication is an important element for the organization to understand the needs of the staff; employees also need to communicate to understand the organization's work requirements and development expectations. Training is an important and long-term method for the organization to build up human assets. Training brings the following positive benefits to organization's human assets:

- Improving the work knowledge and skills of employees - through training, the knowledge and skills of employees can be enhanced in response to the needs of the organization or the individual development of the employees, to help employees to have up-to-date information or technology; new knowledge of staff can be put into work to enhance the competitiveness of the organization;
- Building a sense of belonging and employee cohesion - the organization provides continuous training to employees, which can increase employees' sense of belonging to the organization, stimulate employee morale and promote the overall work atmosphere of the organization; To establish a harmonious working atmosphere in which employees can formulate long-term personal development plans within the organization, while assisting the organization in its long-term development;
- Establishing institutional culture of self-learning - if organizations value staff training, invest resources continuously, this will establish an institutional culture of self-learning; employees will not be replaced by outdated knowledge skills, and departments will not be eliminated because of their failure to keep up with the changes in institutions along the times; Keep pace with the times, it may assist organizations to continuously improve performance and efficiency, organizations and employees can achieve a win-win situation;

- Flexible use of human resources - the organization values training and creates a diverse range of human assets for the organization; When an organization needs a staff with a particular expertise or skill, it is preferred to review the human resources pool within the organization, and it is easier for the organizations to find suitable internal candidates without seeking from outside if they focus on training; If the organization is richer and more flexible in human resources, which not only accelerates the development of the organization, but also increases the opportunities for individual development of its employees. It is also the best way to motivate them.

Training brings many positive benefits to the organization. For the establishment of long-term human assets, organizations must understand the needs of organization and staff, requirements, training records and training effectiveness, so that organizations can match for work deployment, promotion, etc., and develop appropriate and effective training programs. Organization must make suitable arrangements (such as time co-ordination) and deployment of resources, so that staff can participate in training; departments also need to set up a detailed database clearly list the training needs of staff, thus to enable the organization to maximize the benefits of human resources.

## B. Exercise Sample: Exercise of Observation

Exercise Purpose: Let trainees understand the message of body language

In the class, trainer prepared the paper note; write the task on the note. Trainees need to use facial expression or body language to express the mood or state according to the note, and then let other trainees guess the answer; It can also be performed by one trainee, then the whole class observes together and guesses the answer.

Topics can include the following emotions and states:

- happy
- do not understand
- very engaged
- feel dull
- asleep
- hungry
- anxious
- nervous
- panic
- frightened
- full of confidence
- arrogant
- irritable
- angry
- calm
- excited
- confuse
- ridicule

Trainer can consider the situation in the classroom to adjust, modify the content and arrangements of observation. The purpose is letting the trainees understand that the audience may react through physical language; this may increase the communication and understanding of the audience.

## Chapter 4 -Sample of teaching material

### 4.2.4b Competency and Skills

#### Unit of Competency

3.6.2 Literacy Skills to Clearly and Accurately Prepare Training Materials

#### Intended Learning Outcome

On completion of the class of 3.6.2 - it is expected that trainees are able to:

1.	collect relevant training information and data according to training objectives and targets; and
2.	prepare training materials, notes and lectures clearly and accurately according to the training objectives and targets.

#### Lesson Outline

<b>A</b>	<b>Literacy skills to clearly and accurately prepare training materials</b>
a.	Understanding targets and objectives of training
b.	Understanding of personal ability
c.	Methods of data collection and compilation
d.	Types of training material
e.	How to select training material effectively
f.	Points to note in preparation of training material, notes and scripts
	<b>Scripts</b>
g.	Significance of scripts
h.	Points to note in preparation of scripts
<b>B</b>	<b>Exercise Sample: Exercise for Preparation of Teaching Material</b>

## **A. Literacy Skills to Clearly and Accurately Prepare Training Materials**

### **a. Understanding Targets and Objectives of Training**

When trainer prepares a classroom plan, he/she must understand the purposes of the training and must understand the training targets as well to design the appropriate classroom plan and materials, choose the right method and information. Then it can achieve the best training results.

Understanding the training objectives and expected results are important to the preparation of the trainer. It can be a failed course if the classroom design, content and arrangements do not meet the desired results. The purpose of the training is twofold, on the one hand, the objectives of the organization, and the objectives of the participants on the other. There is no contradiction between the two but there will be certain differences. When trainer designs classroom arrangement and teaching material, it is better to integrate the objectives of the organization with the participants' expectation. This can make the trainees involved in the classroom and achieve the desired results.

Understanding the targets of training is very important to the trainer, for example, the cultural background of the trainees must also be used as a reference. Taking an example that the life patterns of students born in China or Hong Kong, they are very different. When explaining “watchman” in Hong Kong in the past, the non-domestic-born trainees may not be able to associate and understand. The educational background of trainees must also be considered. If trainees are highly educated people, they are easier to understand the theoretical knowledge. They will expect an intensive discussion in class. Teaching them should integrate both theory and practice as well. If trainees are less educated people, trainer needs to explain in a direct and simple way. Trainees will pay more attention to the practicality of knowledge or skills, preferably to apply it right away after learning. If trainees have no work experience, when the trainer gives an example, he/she cannot use workplace as an example, but can use the school or family as an example for their easy understanding. If the trainees have well-versed work experience, trainer can use the workplace as an example or background for discussion.

Most of the trainees who participate in security courses are prepared to work in security industry. With wide educational or cultural differences, trainer must conduct the training in simple language, with accurate information and data, and should be practical. Therefore, when the curriculum is designed and arranged, it is best to consider the differences in trainees' learning ability. When design an appropriate classroom plan and teaching material, trainer should consider the background of the trainees, the purposes of participation in the training, the expectations of the trainees and organizations, etc., and integrated all in the course.

## **b. Understanding of Personal Ability**

Apart from understanding the targets of training, trainer must also have a clear understanding of his/her own abilities and expertise. Do not over-confidence or under-confidence that may affect the quality of teaching.

The classroom plan and teaching materials need to be designed according to the purpose of the training course and related information. The knowledge is passed on to the trainees in the classroom, trainer will guide the trainees to think, analyze, judge, apply and continue self-learning on their own, so the following abilities are required;

- Integrated data and writing capabilities - At preparation of teaching material, trainer must have the ability to collect data/information, organize and integrate data/information, express, explain and interpret; and the ability to write and express by words, present text, charts, images on notes or textbooks;
- Speech competence - In the classroom, the trainer must dominate the learning, schedule and time of the trainees, and the trainer must have the ability to speak in order to infect the trainee's learning mood;
- Leadership and management capabilities - Trainer must have leadership and management skills to lead the trainees' discussion, control classroom order and stop any inappropriate behavior;
- Time management capacity - Trainer must master the rhythm of the classroom, complete the scheduled of teaching within the time limits; in response to the understanding and progress of the trainees, trainer should properly adjust the time and schedule of each part, make full use of the time to achieve the best results;
- Understanding the ability of the trainees - The ability of the trainer to understand the feelings of the trainees with empathy, such as uneasiness and stress, satisfaction, or feeling dull; which contributes to the establishment of the trust and respect of the trainer; Trainer can also boost the morale of trainees in the most appropriate language or action.



In addition, the trainer should be aware of his/her own weaknesses. For example, a research-based trainer may lack of practical work experience, when he/she is facing with experienced trainees, he/she should not emphasize the areas they do not know. He/she should instead invite trainees to share their work experience to confirm the practical application of knowledge. If trainer is not good at memory, he/she needs to have a suitable presentation script that highlights the points that must not be missed. Otherwise, trainer may forget to teach those important contents. If the trainer is good at memory but not good at on-the-spot changes or guiding trainees into learning, it should add other elements of activity to the classroom to induce the focus of the trainee, such as adding the appropriate video or animation to help in explaining theory or its application.

Therefore, the trainer should understand his/her strengths and weaknesses, to complement each other, choose the appropriate method and prepare the relevant teaching materials, use the best way to teach knowledge to the trainees. It is easier to win the trust of the trainees, and then committed to learning.

### **c. Methods of Data Collection and Compilation**

When preparing teaching material, collecting and consolidating data/information is a top priority. Start with the content and level of the course, and then collect relevant and applicable data or information to be used for teaching material.

The sources of the data are quite diverse; depending on the nature and timeliness of the data, there are several categories as follows: -

- Legislation - For some training courses, the legislative data are very important. As the legislation is regularly amended, the collection of up-to-date legislative data is very important to the content of teaching material, it is because the content of the security training courses involves a lot of legislation;
- Archival data - some government policy documents, such as guidelines issued by the Security and Guarding Services Industry Authority for applications for Security Personnel Permit, court judgements may provide information for case studies;
- Statistics - Statistics collected by government or professional bodies, such as the number of security guards, average salaries, etc. are of reference value;

- Books, project reports, periodicals - Exploring theoretical knowledge and research, integrating past data for analysis, which is very helpful in preparing theoretical and knowledge-based materials, such as training needs analysis;
- Newspapers and magazines - Which include news and timely reports, or comment articles, can provide up-to-date insights on the subject or cases that can be used as teaching material;
- Films or short video - Data from many different media today can be used as teaching materials, such as how to operate fire extinguishers and fire hoses, how to impound cars, etc., those are practical and very helpful to security training courses.

At present, except from the books, the data and information for preparing teaching material of security course is mostly available on the Internet. It is much easier to collect data or information than ever before. The trainer should keep the data and views up to date. The content sits in security training courses must include the latest legislation, practical guidelines, cases, security equipment and technology, so it is important to keep the information up to date with the development of industry and technology.

When organizing your data, it needs to consolidate it according to the purposes.

If the data is for exploration of facts, it can be sorted out by the reality of the data, who, when, where, what, and how; For example, when analyzing the case of violations by security guards, it can use the "Five W" to organize the data;

If the data is used for explanation, it will need to organize its definitions, and different interpretations by different people their; it can be classified according to different persons' perspectives; for example, the interpretation of the work requirements of security guards, employers and employees may have different views;

If the data is used to analyze causation, the causes and results of the phenomenon can be analyzed and the relevant results can be summarized; for example, analyze the result of sleeping when the security guard is on duty;

If the data belongs to the evaluation/comment, it can be classified according to its merits, good or bad, reasonable and unreasonable. By sorting out various phenomena or technologies, and then summarize its effectiveness or applicability; for example, whether the security guards should implement the three-shift system, the advantages and disadvantages of various intelligent security systems, and their impact on security guards, etc.

When the trainer collects data/information, he/she should pay attention to the purposes, targets

and level of training. Basing on the content and topic to design teaching materials in an appropriate way, trainer can demonstrate the knowledge and skills-related data in systematic way, so that trainees can absorb easily.

#### **d. Types of Training Material**

The teaching material contains the content of the subject, the materials used in the course of study, the resources used in the teaching activities, and the resources used to help the trainees achieve its learning goals. Materials are designed according to teaching purposes and targets. There are different types of teaching materials, the following will introduce commonly used materials and those use for security training courses.

- Textbooks or training packages - If the course teaches general knowledge and if there are suitable textbooks or training packages available, it can be used; the trainer can choose the appropriate chapter or full set for use in the classroom; training package covers the general theory and knowledge, but higher-level learning cannot rely solely on textbooks, it needs other materials to supplement;
- Notes - Notes cover the main teaching content, which contains the data and explanations to be covered by the course, to facilitate the follow-up of the content taught by the trainer; notes are mostly text-based, and then depending on the content supplemented by charts or images, photos for commentary; according to requirements of QASRS of Security Training Courses, notes (training manual) are required to be provided to trainees;
- Projection of presentation – It is the most commonly used material in the classroom; it highlight the main points of presentation, or the images, photos, short video, etc., all will be integrated into the presentation, so that the trainer can clearly explain the content to the trainees, the presentation not only contains text, images, but also can add sound recording to the teaching; Trainer uses presentation to support the classroom commentary; presentation can also draw the attention of the trainees as well, otherwise trainees will bewilder when nowhere to focus;
- Films or short video - There are many films or short video on the Internet that can be used as suitable materials, such as some news clips can be used as case analysis or sharing, demonstration of equipment; for example, the use of fire extinguisher, introduction of the latest technology or security products like face recognition systems, etc., those can be used as teaching material, and more likely to attract the attention of the trainee, it can reduce the dullness of one-way transmission of knowledge;

- Physical objects - Show the real objects to the trainees and demonstrate how to operate them, so that the trainees can personally touch or operate the objects, their understanding and use of equipment will be advanced; this part cannot be substituted by words or speech; Security training courses will often use physical objects to explain and demonstrate, such as walkie-talkies, reflective clothing, safety helmet, patrol wand, etc., so that trainees have a substantial understanding of equipment, and learn how to operate;
- Software or applications - If there are teaching software and applications that can be used in the classroom for trainees to try and operate for themselves, it can achieve the best learning outcome; If resources permit, it is better for all trainees to have a chance to try it out, where they can raise questions at once, and to correct errors immediately; this can achieve the highest level of learning outcome; when they return to work, they can apply what they have learned in the classroom immediately without further exploration.

There are other materials such as sound files, models, equipment, supplementary reading materials, etc.; anything that can assist in teaching and learning so that trainees can understand the content of the class can be used as a teaching material.

#### e. **How to Select Training Material Effectively**

When choosing teaching materials, it must consider the curriculum design and classroom design together and must have comprehensive consideration to select the most suitable materials in order to promote the effectiveness of teaching and learning.

How to choose the right material? Which will have the following considerations: -

- The purpose of the training - This must be considered, because of different training purposes, the use of teaching materials must be different; for example, the purpose of training is knowledge and skill application, the material must include practice, otherwise theory only cannot achieve the best result. If the purpose of the training is theoretical thinking, the material may be in written forms more, such as books, project or research reports, journal papers, etc. The purpose of the security training course is emphasizing knowledge and practice both, so different materials need to be selected according to different topics, such as teaching of legislation should base on text, while supplemented by online news or cases in video; teaching of fire prevention must base on demonstration and practical use of equipment, this helps trainees know how to use the learned skills;
- Value - Due to the large amount of data available as a teaching material, a selection must be

made; a more valuable and meaningful teaching material must be chosen on the same subject, for example, for QASRS of Security Training Course, where training packages, trainer’s notes and related equipment are more appropriate than books; as time is required for publication of books, information such as law may not be up-to-date, furthermore books are more theoretical and less substantive; if some legal cases are selected, they should be representative and precedent-setting cases;

- Timeliness - When selecting information and teaching materials, it need to consider its timeliness, do not use ineffective or outdated materials, especially due to rapid development of scientific and technological products, it must use the latest, newest and closest physical materials, such as teaching of patrolling should not use patrol clocks, but should use the electronic and intelligent patrol systems;
- Interests of trainees - When choosing materials, it needs to take into account of the interests of trainees, otherwise the trainer can't get the attention of the trainees; for example, today's trainees like smart products, trainer can use smartphones in the classroom to connect to questionnaires or question-and-answer games, thus increase the attention level of trainees, it will increase trainees’ participation, increase interaction between trainer and trainees, and improve the learning outcome; or else, if only books or text briefs are used, and the trainer dictate the class solely, the trainees would feel boring, even if the adult trainee's self-control ability was better, their ability to focus will be lowered due to working at day time; therefore, it is necessary to choose some teaching materials that can enhance the interest of trainees;
- Balance of depth and ability - Trainer must understand the level and ability of the trainees, it is needed to balance the depth of the material and trainees’ ability to master; for example, the trainees is not good at learning by words, the presentation slides should not be too much text, otherwise the trainees will feel hard; notes or supporting articles must not be too difficult, otherwise the trainees will lose confidence and learning motivation. The trainees of the security course may not be well-educated, so the material must also be expressed in a simple way, and the text can be replaced by images or short video in the presentation so as to make them well noted of the contents; If there are notes for them to take home, they can refer to the notes if needed even at workplace, which can help to improve the effectiveness of their work.

In overall, the training material is material or tools to help the trainees' learning, any helpful things can become a teaching material. Since selection must be made, the trainer must be in line with the purposes of the course, the interests and ability of the trainees, the value and timeliness of the teaching material, integrate with the mastery of the trainer and his/her ability to interpret, thus can achieve a higher effective learning.

**f. Points to Note in Preparation of Training Material, Notes and Scripts**

When preparing materials, notes and presentations, it should be aware of their sequential order, continuity and integrity.

- Sequential order- The preparation of material should take into account the level of trainees, from simple to deep, starting from the personal experience of the trainees, from simple information to more complex applications; first to learn the easier knowledge, then proceed to more complex theory; For example, in security training course, first teach the basic duties of security guards, and then gradually explain the main points of each job and its precautions, and follow the demonstration of practical operation of patrolling around the building;
- Continuity - When compiling teaching material or notes, it must take care of the continuity of the subject, the topic with sequential order or related subject content must be continuous, it cannot be presented in a partial form, otherwise the trainees will feel confuse, they cannot organize the flow thus affect the learning progress; adding relevant or in-depth knowledge before the basic knowledge is forgotten, the trainees will be easier to grasp; for example, when a security guard understands the scope of his duties, then he should learn the legal grounds of these duties;
- Integrality - When compiling all kinds of materials and notes, each independent part must work together to compile complete concepts to achieve the desired learning purposes; for example, the training packages for security courses, supplemented by notes, presentation, short video and physical objects, thus theoretical and practical knowledge are in parallel, this could meet the expected learning outcome.

In addition to the above three main principles, the adaptability of the trainees should also need to be considered. As mentioned in the previous section of the interests and abilities of the trainees, those must be considered when preparing the training material; otherwise, even if the teaching material or notes are in line with the above principles, if the trainees cannot absorb and master them, the results will be greatly lowered.

The diversity of materials is also a feature of nowadays learning, on the one hand, it can integrate the knowledge of various models; on the other hand, it can increase the interest of trainees. As such, today's trainer needs to diversify the material according to the above principles to achieve the goal of teaching and learning.

**g. Significance of scripts**

A script is a prepared text in a speech, so that the speaker can fully interpret the intended speech content without any missing.

There are two types of script, one is the interpretation of the full text, and that is, the speech will read out word for word, to ensure that no salutation, content, acknowledgement, etc. are omitted. The script will first let professionals proof read it - this is the form of presentation or speeches on important occasions. The advantage of this form is that the time of the presentation can be predicted; the speaker can read the speech in advance, counting the time required for the presentation, which is important for a time-bound speech. Some speakers want the speech to be smoother and recite it in advance.

Another type of script is point-form only. When the speaker is very familiar with the content of the speech, even if there is no script, it can be fully interpreted. Meanwhile, the use of language in some of the occasions needs not to be too cautious; it can use point-form script. The script only lists the topic and or sub-topics of the speech or lists the key points in order to prevent omission. The advantage of this point-form approach is that the speaker has absolute flexibility in the presentation; he/she can adjust the arrangement and proportion of the content according to the response of the audiences and can make more changes to arouse the audiences' sense of participation and enthusiasm.

In the training class, the trainer has generally prepared notes, so it is rare to prepare the full text script. Do not read the handout or notes word by word, otherwise trainees will feel very dull. Trainees also have the ability to read, they can read handouts, notes and presentation slides, so trainer can use point form scripts. The content of the class should be explained to the trainees, and many examples should be given to guide them to think, analyze and apply their knowledge and skills.

## **h. Points to Note in Preparation of Scripts**

The scripts mentioned here is what the trainer is intended to teach in the class and is now often replaced by presentation slides. Therefore, this section will focus on the considerations for preparing the presentation slides instead

First, set specific goals. When complete the class it hopes to achieve the training goals, such as the expectation that trainees can get what information or knowledge, knows what skills to use, etc. Only with specific goals, the content can be clearly expressed.

Secondly, it is required to understand the level of trainees, their ability to interpret, their learning motivation and expectations. In order to understand the objectives of the trainees and their expectations, the preparation of presentation slides must base on the perspective of the trainees. The use of the language/text/images must be accepted and understood by the trainees. Through the presentation slides, handouts, with classroom explanation, it can achieve successful communication to increase the learning outcome.

Thirdly, it must consider the focus of transfer in the classroom. The focus is bound to account for the most important part in class and must be detailed in the presentation slides and handouts. According to the importance level of the objectives, the expression needs to be slightly different. For example, data or information, or more in-depth theoretical knowledge are explained from simple to hard, from easy to difficult, from theory to practice, as the plan of the design and arrangement of the presentation's sequence. After explaining the key points, you can add discussion, sharing, demonstration and other activities.

Generally, the focus of the trainees' attention will be on the beginning and end, a good opening will attract the trainees, strengthen the trainees' involvement in class. The content of the presentation should be classified according to different topics, and then separate into sections, systematically explained to the trainees one by one, in which the one-way statement, self-answering and two-way interaction can be separated. One-way statement mainly explains to the trainees the knowledge, in which appropriately put in the photos or pictures, video or sound channel, all can strengthen the trainees' attention; Two-way interaction can be done in two-way communication with trainees through questions and answers, discussions, use of other media such as smartphone applications, etc. Trainer can understand the level of understanding and learning progress of the trainees.

In order to make the lecture smooth, there must be a link between each section, for example, "continuing next" to give trainees a better consistency in class and increase their learning results.

Good presentation slides and handouts must be integrated by the speaker during the presentation,



knowledge and demonstration skills can be taught in a vivid manner during lectures, and never read the contents of the briefing or handout straightly so that the trainees see and hear exactly the same, which will seriously affect the involvement and enthusiasm of trainees and reduce the learning outcome.

**B. Exercise Sample: Exercise for Preparation of Teaching Material**

Propose some lecture topics, let the trainees use the smartphone to access the internet to find suitable pictures or short video as a teaching material, and can share with classmates.

Here are some topics listed for reference:

- How to use the fire extinguisher
- How to start the automatic sprinkler system
- Human lifting precautions
- Methods to impound the vehicle
- Workplace accident of security guard
- Burglary methods
- The latest anti-theft device

## Chapter 4 -Sample of teaching material

### 4.2.4c Competency and Skills

#### Unit of Competency

#### 3.6.3 Presentation Skills

#### Intended Learning Outcome

On completion of the class of, it is expected that trainees are able to:

1.	acquire effective presentation skills;
2.	apply presentation skills to teach knowledge and skills in training class and attract trainees' attention effectively; and
3.	use presentation in training class to drive the learning atmosphere.

#### Lesson Outline

<b>A</b>	<b>Presentation Skills</b>
a.	What is presentation
b.	Objectives of presentation
c.	Psychological state of audience (trainee)
d.	Types of presentation
e.	Points to note in different types of presentation
	<b>Presentation in Training</b>
f.	Common types of presentation in training
g.	Outline and content of presentation
h.	Interactive and learning-driven presentation
i.	Time control
	<b>Emotions and Confidence</b>
j.	Emotion control of speaker
k.	Methods to build up confidence in presentation
l.	Contingency
<b>B</b>	<b>Exercise Sample: One Minute Presentation</b>

## A. Presentation Skills

### a. What is Presentation

Presentation speeches are delivered in public, accompanied by body movements and expressions, in voice language to convey messages to the audience. Speeches often revolve around specific topics and can include sharing information, expressing positions, promoting or motivating, or even discussing them. It can be transmitted from one person to multiple people at the same time, or it can be used as a mode of interactive communication. Since the speaker is personally present to the audience (except via video or video), he/she can use body language to enhance communication and use different aids such as projection, images or objects to effectively deliver the topic of the speech. The speaker can observe the audiences' reaction in real time to make communication more effective.

Trainer has always been a speaker in the training class, so presentation skills is very important to the class.

### b. Objectives of Presentation

There must be a clear purpose for the presentation and speech, otherwise it may take the wrong way, waste the time but not achieving the desired goal.

Generally, presentations/speeches will the following purposes: -

- Information/knowledge sharing - Present and explain what speaker knows or information to the audience in the hope that the trainees/participants will absorb more new information or knowledge, skills, etc., such as lectures in class, presentation of research reports, etc.;
- Issuance of instructions - The purpose of some presentations is for the superior to issue instructions to subordinates or participants to follow instructions, such as the organization's work briefing/conference, the security company's morning meeting, etc.
- Expressing opinions, positions or personal feelings - To explain the rationale of speaker's views and positions to participants; on the other hand, to wish their views to be accepted or agreed upon on the other, such as a seminar speech on government policy;

- Lobbying - In addition to expressing speaker's intentions and positions, and at the same time expressing the hope that participants would support the views of the speaker, and thus making some changes in mind or action, such as environmental groups giving speeches to lobby the public to reduce waste, teachers lobbying trainees to study hard;
- Motivation or motivating morale - The speaker influences the mood of the participants through speeches, thereby stimulating or encouraging the morale of the participants and acting in one direction, such as the address of the employer of an institution at the mobilization assembly, or the principal's message of encouragement to the graduates.

Speeches in the training class, which are dominated by sharing and interpreting information, knowledge and skills, together with lobbying and motivation; of course, it will have some instruction mode to give the directions to trainees.

**c. Psychological State of Audience (Trainee)**

In order to make the speech to attract trainees' attention, it must understand the psychological state of them. Then, communication can be carried out effectively. It is important that the speaker (i.e. trainer) must understand the general state of mind of the trainees.

- Satisfaction of expectations and demands - Trainees listen to lectures in the classroom, and must have specific needs, such as the desire to acquire new knowledge, the desire to prove their abilities' so the trainer needs to understand the needs of the trainee, meet their expectations and demands in the class, then trainees will focus on listening to the lecture;
- Memory is short - The memory of trainees in class is short and limited, so don't teach too much; otherwise, the trainees will also increase the sense of frustration and lose interest in the classroom;
- Ability of understanding - People are more likely to understand information and strengthen cognition in a story or case, so the speaker should not only talk about theory or knowledge, it should be explained by example or story, thus trainees can understand and recognize easier, otherwise it is difficult to be accepted by trainees;

- Speed of processing messages - people cannot process a large number of messages at once, and their ability to absorb messages are different. Some people are good at absorbing knowledge through listening, some people are good through reading, some people have to absorb knowledge easily through body movement; so, trainer cannot pass knowledge in a single way. Otherwise, only part of the trainees can be taken care. The knowledge should be classified systematically, subdivided by chapters and sections, in order to make the trainees feel easier to grasp;
- Focus - people have difficulty in controlling their thoughts, focus will get away; in order to make the attention of the trainees back to the topic, the trainer should pay attention to the state of the trainees, then draw the attention of the trainees in due course, such as asking questions, raising tone, or moving position;
- Sense of security - People tend to feel uneasy about things they don't know, and uneasiness can make trainees lose their focus; so the trainer must make the trainees feel safe in class, including environmental safety and psychological safety; Psychologically, it must let trainees know the arrangements in the class, such as when will have a small break, the main content of the lecture, whether there is any trainees' participation in the class activities, etc.;

When understanding the psychological state of trainees accompany with the appropriate presentation methods and classroom arrangements, it can get the trainees devoted in the classroom learning, thus increase the effectiveness of training.

#### **d. Types of Presentation**

The types of presentations can be distinguished by content or form. If by content of the speech, it can be divided into information types and types of lobbying, such those purposes mentioned in section "b", including the sharing of information or knowledge, the issuance of instructions are included in this type of speech. For those speeches aimed at expression of positions, lobbying, motivation or arousing morale belong to the type of lobbying.

If basing on the form of speech, can be divided into the following types;

- Proposition - the speaker basing on the set theme of the speech, calculation time and preparation of auxiliary devices, etc., it can be delivered by one speaker or by more than one speaker around the topic to make a speech; Most of the lectures in the classroom belong to this type, each class will have a specific teaching topic, and then subdivide the different sub-topics;

- Improvisation - The speaker makes a speech in a sudden situation, he/she does not have much preparation, no detailed presentations and supporting equipment; it usually delivers in oral manner, so it is generally brief and pertinent; For example, respondents comment on an event, trainer responds to trainee's questions in class, and then bringing out another topic and explain it;
- Debate - Multiple speakers express different views on the same topic, ask questions and discussions with each other, which combines propositional and improvisational speeches; the first part of which is a propositional speech, then followed by an interactive question-and-answer session with an improvisational presentation; for example, an election forum, a current affairs seminar; and a higher education course that may adopt a debating approach that allows trainees to debate over a topic, thus intensify trainees' thinking on the subject, deepen cognition and form the self-cognition.

e. **Common Types of Presentation in Training**

According to the preceding two sections, most of the lectures used in the security training courses are on the areas of information sharing, such as teaching of security guards' main duties, how to implement the relevant legal provisions, etc. Those are mainly the content of sharing information and knowledge, with the aim of enabling trainees to carry out security work effectively after completing the security course.

In addition to sharing information and knowledge, the purposes of issuing instructions, lobbying, and motivation are presented in the classroom. For example, managing classroom order, delivering exercise or examination requirements to the trainee are issuance of instructions. The purpose of the training may include changing the attitude of the trainees to the event or the attitude towards the work, such as improving the attitude towards the service of the customers. In order to change the practice of the past, the trainees must be convinced to accept another approach or attitude, such a speech is lobbying. Trainer will also often encourage trainees to overcome his own learning or work difficulties, help trainees build self-confidence in learning, the incentive in the speech is motivation.

The form of the security training course is mainly propositional, 16 hours of class, each section has a specific theme, such as patrolling requirements, methods of response to emergency etc., the trainer can prepare the content of the speech and notes, projection or presentation and using of auxiliary devices according to subject content, such as walkie-talkie, etc. Therefore, most of the time in the classroom will use propositional speech. During the class, the trainees may comment or raise questions on a topic, thus triggering the trainer to explain the relevant subject matter; or discussing news with a reference value that just happens; the trainer is proposing to discuss with the trainees, this is an improvisation approach.

#### f. **Points to Note in Different Types of Presentation**

The purposes of the classroom speech are to enable the trainees to grasp the knowledge passed on by the trainer, which in turn deepens, and leads the trainees to form a pattern of continuous self-learning.

When delivering a speech, the trainer should be aware of the following:

- Non-verbal messages - face-to-face communication, a large number of messages delivered in non-verbal means, including facial language, body movements and tone; so the speaker must pay attention to facial expressions, tone and body movements; the tone of the lecturing speech should be cordial and firm, showing the trainer's familiarity with the subject, thus increase the trust of the trainees on the trainer; trainer can use facial expression to convey the response to the audience, use body movements to emphasize the focus or auxiliary explanation, such as showing the trainee by demonstration of welcoming action; however, the use of the body movements should not be too much, because the trainees' visual focus will change too much along with the movement, that causing confusion;
- Vision - The vision reflects the trainer's self-confidence, on the other hand it shows the trainer's concern for the trainees, so the trainer must focus on the trainees, but don't keep an eye on some trainees, instead, look at all the trainees evenly and let them feel being concerned fairly;
- Simple language - classroom speech must be in simple language, do not use excessive professional terms; if there is a difficult term or sentences, it must be explained; the purpose of imparting knowledge is to hope that trainees can understand, not to let the trainer showing off, so the language must be simple and easy to read, vocabulary is easy to understand and sentence must be in simple structure;
- Vivid language - lectures must not be read out, do not repeat the text of the presentation or notes (except the emphasis on some main points), must be flexible in using of spoken language, vividly like telling a story to arouse the interest of the trainees;
- Control of tone - the tone must be clear, so as pronunciation too, so that all trainees can hear clearly; if the voice is insufficient, please use the amplification to assist; as the content changes, the trainer can use the tone of to guide the mood and sense of involvement of the trainees, such as the more relaxed tone of asking question, it helps to increase the trainees' desire to respond, while reducing the pressure at the same time;
- Speed of speech - the speed of speech should be slower than usual, it is more convenient for



the audience to absorb and master their focus; speaking too fast will give trainees a feeling of tension, which make them lose focus on the content;

- Be aware of the reaction - at any time of the presentation, keep an eye on the trainees' reactions, their facial expressions and body movements; and use examples they are interested in to drive the learning atmosphere.

Other considerations such as time management or emotions management will be covered in more detail in other sections.

### **g. Outline and Content of Presentation**

The presentation must be designed according to the proposition outline and content, so that the speaker can clearly focus on the content to deliver to the participants within a limited time.

The presentation outline must be aligned with the topic, and then data collected by outline to organize the content of the presentation. Ask yourself the following questions when writing the outline to guide for thinking:

- What is the purpose of the presentation?
- What do participants want?
- What is the core focus of the speech? In what way?
- How can I get the audience's acceptance? By information, data, arguments, evidence, physical objects.

Then list the different topics, subtitles, and organize the content and the presentation (or notes) by the answers above.

The outline and content should be laid according to the following principles: -

- First easy, then difficult; from simple to difficult - first explain the simple knowledge for introduction, and then make a detailed statement and explanation; for example, first introducing the job duties of security guard, then explain down to execute the job duties;
- First theory, then practice – first explain the theoretical knowledge or rationale, and then explain how to practice its application based on these grounds; for example, explain the implementation of security work that must comply with the Personal Data (Privacy) Ordinance, and then explain how to protect the personal data of the customer when carrying out the registration of visitors;
- First cognition, then practicum - first explain the application of knowledge skills, when

trainees understand, and then they learn the actual operation; such as explaining the purpose of using the walkie-talkie and the code of practice, and then let the trainees use the walkie-talkie for trial.

Security training courses already set a uniform outline and all security courses under the Quality Assurance Scheme must be strictly adhered to; however, the order of content can be arranged flexibly by training institutions or trainers.

#### **h. Interactive and Learning-driven Presentation**

Lectures in the classroom must drive a learning atmosphere and lead to interaction with the trainees, so it is important to be able to drive and impress the trainees by the presentation skills. To achieve this effect, it may refer to the following methods:

- Use cases - choosing representative cases is more persuasive, this increases credibility and infection when interpreting content or presenting opinions, and is more likely to interact and participate in discussions if the cases are familiar to the trainees are; for example, in the discussion of a fire, it can discuss the fire incident of the Carly Building and the Kowloon Bay Mini Godown;
- Use inverse or analog - when interpreting events or applying technology, inverse comparison or analog can be used to make trainees more aware of and participate in the discussion; for example, to discuss the auxiliary tools that security guards should carry when patrolling the building, try to compare the results of two situations that the security guards with walkie-talkies or forget to bring, it can intensify the trainees' understanding and recognition of the topic; and analog can be used to explain more abstract concepts, making it easier for the trainee to understand; for example, use a kind tone, it likes a tone of speaking to a sibling;
- Using of personal experiences - especially for adult training courses, trainees not only wants to acquire new knowledge skills, but also wants to enrich individual experiences and insights by sharing experiences, so trainer can use personal experiences to generate interactions of trainees, exchange of experiences, sharing of processing methods and insights, thus it can achieve the best interaction of learning outcome; for example, trainer can share the successful methods of dealing with lost property, or experience of detection of crime, and then guide the trainees to share their own experiences and exchange ideas;
- Asking questions - this is the most common method, which can be used at the beginning of the presentation, with one or two questions as an opening remark, then asking the audience/trainees to take a stand by showing up their hands, or voting with a mobile phone apps, which not only can attract the attention and input of the trainees, but also the trainer can adjust the content of the speech in response to the results; for example, asking a question,

“who has been being complained by requesting visitor to register before allowing him/her to enter the building?”

To drive interactive learning, the most important thing is to understand trainees, often pay attention to their reactions, and add interactive activities that the audience can ideologically or behaviorally engaged.

**i. Time Control**

Time control of speeches is very important, not too long, nor shorter than the scheduled time, so the control of time should cost a little more thought.

First, we must know the scheduled time. The training class should base on the time and training purposes, then set the outline and main content, and plan the timing of the class. The planning will refer to the importance of the content, depth and extensity of information, and then determine the various topics and sub-topics of different parts and their time allocation. Some interaction activities, demonstration should be counted too.

Plans should also consider that when variables appear temporarily, which of the content cannot be ignored, which can be simplified or omitted. These needs to be planned to avoid neglecting the most important content due to lack of time, or this may affect the learning outcomes. For lengthy class, a short break should be arranged so that both the trainer and the trainees can take a short rest. Trainer needs to be aware that during the early moment in the class, he/she may think that there is plenty of time, then take a long time to explain the content, but resulting in less time left in the latter part. Therefore, the trainer must follow the scheduled time to avoid anticlimax.

Short speech needs stricter control of time. Trainer best in the preparation of the speech by preview timing first. If the time does not match with schedule, it can add and delete the content to match the time limit.

If there is a trainee presentation or trainer demonstration in the class, it can easily exceed the scheduled time, such as making a report presentation by trainees, other trainees raise questions, trainer response and make a summary; or when some technical demonstration is carried out, perhaps the trainee does not understand and needs to repeat more than once, it will easily exceed the predetermined time; the trainer must be flexible to cope with it, do not finish before the trainees understand it.

**j. Emotion Control of Speaker**

When facing with trainees, there will be different degrees of stress for trainer. Experienced

people may be less stressful; whom familiars with the subject will be less too. Stress will affect the speaker's mood, and then affect his/her performance, so that the trust or input of the trainees will be greatly reduced. Therefore, trainer must properly control the mood.

Nervous emotions are natural reactions; as long as the trainer has a demand for himself or herself, they will be afraid of poor performance. When it is accepted this is a natural response, trainer can use some soothing methods to reduce the impact of the mood.

If trainer has emotional tension or even a trembling voice, he/she can take a deep breath to soothe his/her emotions before starts; or take a short outdoor walk (of course, the weather and temperature are pleasant), adjust the mind, or wash the face, show an encouraging smile in the face of the mirror. If everything is ready, when trainees arrive early in the classroom, trainer can chat with the trainees; on the one hand, to increase interaction, on the other hand it helps to forget the tension.

If the stress was caused by unfamiliar with the subject, trainer should increase the practice or rehearsal to get familiar with the content. Trainer cannot read line-to-line from the notes in the class, so he/she must be familiar with the content. If the examples, cases or experience used are not recorded in the notes/presentation slides, those should also be preview in the mind before the class commences.

If there is any content forgotten, train can pause for a moment to think about it. Do not panic even cannot think of the words, it should jump to the next section first, and then wait for a small break to think again or make a supplement when remembered then in due course.

In addition to stress, another major emotional reaction that makes trainer prone to is being provoked or stimulated by trainees; such as the trainees who do not respect others, and even likes to challenge others to show-off his/her self-image. Trainer should be patient and calm, be empathetic and provide proper guidance to trainees.

### **k. Methods to Build Up Confidence in Presentation**

A successful trainer will not be born instantaneously, but after non-stop accumulation of experience, learning, building of self-confidence and practice. The following ways to build self-confidence can be used as a reference:

- Self-observation – record the speech, and then doing self-observation and review of the tone of the speech, wording, facial expression, body movements, etc., keep on review and improve, self-confidence will be built up then;
- Memorizing the speech or content – for the presentation or public speech, if speaker is not familiar with the content, that will certainly lower his/her confidence; trainer can memorize the content or speech to enhance self-confidence;
- Grooming – well grooming has the effect of enhancing confidence; clothing must be combined with the occasion and identity; choice of clothing cannot give people a feeling a childish or lack of solemn;
- Posture - the speaker's standing position must be straight-up in order to give people a feeling of confidence;
- Speed of speech - the voice, the clarity of the words, the speed of speech will affect the showing of confidence; speaking too fast or too slow, unclear pronunciation will give people a feeling of lack of confidence, it must be practiced more; use a firm tone, clear and correct pronunciation for the speech will build up trust from the trainees;
- Observation - observe more speeches of other speakers, learn about the strengths of others, avoid making the same mistakes; speaker can improve and enhance self-confidence through learning and observation;
- Self-motivation - before the presentation, speaker should encourage himself/herself in the bottom of his/her heart; self-motivation and encouraging can increase self-confidence.

## I. Contingency

During speeches or classes, different emergencies may occur that affect the proceedings of the class, so the trainer will also need to respond to sudden accidents.

- Fire or other hazards - in the event of a fire or other disaster on the way to lecture, evacuation should be carried out immediately, trainer should remind the trainees to remain calm and leave as soon as possible as instructed or via an emergency route;
- Sick or fainting - lecture should be suspended immediately and the administrative section should be notified to arrange emergency services; trainer should cooperate with the emergency rescue service, calm down the other trainees and leave space for the rescue team;
- Disputes between trainees- to separate the disputed trainees first, let the two parties have room to remain calm, and then deal with the case slowly; remember that there must be no physical contact when handling the case;
- Emotions out-of-control - if the trainee experiences emotions out-of-control during class, causing nuisance or out-of-control behavior, the trainer should no longer stimulate the trainee first, then seek assistance from the institution; the most important thing is trying to help trainee calm down;

The above examples are some emergencies in the classroom. Trainer is the dominant person in the classroom, so trainer has to lead the action or deal with problems. It must seek support if necessary, do not push too hard. Even if the progress of the classroom is hindered, emergency case should be handled first.

Affected classroom hours or content will need to be determined depending on the extent of the impact. If only a few minutes to dozens of minutes are affected, it may consider deleting the break time or postponing the class time to supplement it. If the hours are affected, it should consider making supplementary lessons. Please note that the QASRS of Security Training Course is set at minimum of 16 hours, if the number of hours in class is affected by an accident, it must arrange some other time to make up for it in order to meet the requirements of training hours.

## B. Exercise Sample: One Minute Presentation

Trainer arrange trainees to take turns with a one-minute short speech, allowing the trainee to build the confidence of the speech, while the other trainees watch and learn from sides.

The topic can be chosen by the trainees, or the trainer prepares a different topic for the trainee to draw out, and then use 5 minutes' time to prepare, and start the presentation.

Reference topics are listed below:

- Self-introduction
- My daily work
- My interest
- My favorite singers
- My favorite movies
- My favorite sports
- My favorite food
- My favorite travel places

The presentation allows the trainer to assess trainees' performance in the following ways:

- Voice
- Tone
- Pronunciation and clarity
- Confidence
- Eye contact and vision
- Attention to audience
- Time control
- Content
- Getting the audience's attention
- Driving the atmosphere

## **Chapter 4 - Sample of Teaching Material**

### **4.2.5a Preparation of Training**

#### **Unit of Competency**

3.7.1 Assessment and Defining of Training Needs

3.7.2 Planning and Design of Training

#### **Intended Learning Outcome**

On completion of the class, it is expected that trainees are able to:

1.	assess and determine the training needs effectively;
2.	plan and design proper and effective training according to the determined training needs; and
3.	plan, design proper and effectiveness course outline according the determined training needs and plan.

#### **Lesson Outline**

<b>A</b>	<b>Assessment and Defining of Training Needs</b>	
	a.	What is training needs
	b.	Significance of assessing training needs
	c.	Methods of assessing training needs
	d.	Defining of training needs

<b>B</b>	<b>Planning and Design of Training</b>	
	e.	Considerations for training design
	f.	Establishment of training objectives
	g.	Steps for setting up of training plan
	h.	Design of course outline



## **A. Assessment and Defining of Training Needs**

### **a. What is Training Needs**

Training is a systematic way to develop an individual's behavioral patterns, skills, and abilities so that he or she can use his or her knowledge skills at work, life or other levels.

In order to build up human assets, progressive organizations are required and willing to provide training to their employees. Individuals also hope to add value to them through training to meet different needs. Training needs are discovered when an organization finds that the behavior or performance of a department or employee needs to be improved or enhanced, and that the employee wants to increase his or her knowledge or skills to achieve the relevant objectives through training. To understand the training needs of organizations and staff, an effective analysis, such as needs analysis, can be conducted to determine the level of need for training programmes, to decide whether to conduct training programmes and how to implement them.

### **b. Significance of Assessing Training Needs**

If the organization wants to achieve its intended purpose through training, it must conduct a training needs analysis to make the training really fulfill the real needs but not to waste resources. The assessment of training needs requires a systematic analysis and understanding of the organization, staff and their job duties; designing and planning of training courses and activities will be done afterwards so as to develop future training strategies.

Assessment of training needs is valuable to both organizations and employees. For organizations, the gap between institutional strategy and actual performance can be determined, and the gap between service level and employee performance can be determined. With understanding of the actual gap and having sufficient data, organization can design a suitable and effective training plan.

Organizations can also understand the needs of their staff through assessment training needs. Organizations will know whether the staff will have problems due to lack of skills or knowledge in their daily work, which will affect their performance and mood. When organizations understand their employees' sense of commitment to work, their desire to improve their knowledge and skills and their promotion, they can develop training programs that meet their expectations, increasing their sense of belonging and boosting employee morale.

By applying the data collected in training needs analysis, the recruitment of new employees,

personnel arrangements, departmental changes or expansion can make the most appropriate and effective deployment of human resources. It helps to reduce the cost of human resources and training. Assessment of training needs can also help to determine the priorities of training, determine the resources to be invested, and make financial arrangements for relevant strategies to match the value derived from the training.

Training needs analysis can be used as one of the options to assist in institutional restructuring. Through the analysis, it can be seen whether training can be used as one of the programmes of institutional restructuring. For example, by allowing staff to learn the latest technology, thereby retaining the section or allowing the sector to take up other duties, thus opening up more room for development.

Assessment of training needs will make it easier for organizations and staff to understand the needs and values of training, to persuade them to invest resources, to receive the support of staff, and to be recognized and supported by all parties. It contributes to promote systematic training programmes successfully and help organizations and staff improvement continuously.

**c. Methods of Assessing Training Needs**

The approach of training needs analysis can be divided into the needs of the organization, the work itself and the staff. There is a variety of methods for assessing training needs.

(1) Organization

- Market analysis - organizations must conduct regular market analysis to understand market needs, conduct benchmarking with competitors to understand the shortcomings of the organization's performance, or to analyze the organization, systems, procedures, quality and staff improvements; organization can identify training needs, then develop appropriate plans to enhance its performance and increase market competitiveness;

- Departmental performance assessment - organizations should conduct regular performance assessments of each department to assess whether the performance of each department meets the desired objectives and strategic development; through the performance assessment of the department, it can examine whether the department is performing its due functions and performance, understand what causes the performance failure in meeting the standards, that may hamper the development of the department, etc., if the deficiencies are due to the leadership, coordination, communication, staff commitment, morale, knowledge or skills of the staff, then training needs are being identified.

(2) Work

Each position (post) has job requirements; the employee must have certain knowledge skills to be qualified for the job. Through analysis of the job requirements of each position, and then compare the level of knowledge and skills of current employees, it can identify training needs. If there is any new position or departmental restructuring that creates any change in job requirements, it can identify the need for training by comparing the gap between new job requirements and employee knowledge and skills.

(3) Staff

- Performance appraisal - the organization regularly evaluates the performance of employees; after a period of employment, the supervisor conducts assessment on the employee to review whether the employee's performance is at the desired level; if the employee's performance is not ideal, the difference between the employee's ability and the job requirements can be compared to find out the training needs; if the reason is not due to a lack of knowledge and skills, it is necessary to analyze the causes to identify ways to improve, and assess whether training is an effective way to improve employee performance; if the employee performs well, performance appraisal will also examine the employee's potential and future direction of development, it may carry out in line with the organization's development strategy and human resources plan, therefore, it is required to analyze the training needs of employee for further development.

- Assessment of employees' competence - based on the employee's performance appraisal, organizational and work-based needs, and then analyze whether the employee's knowledge, skill, ability and behavior can cope with the current and future work. If there is a gap, it means that the employee's knowledge, ability, technological-know-how or behavioral attitudes fail to cope with day-to-day or future work. Organizations can use training to enhance the knowledge, skills and abilities of employees.
- Employees' expectations - Employees' expectations of learning are created for their future development, their desire to develop their strengths, their ability to improve their work, or their self-added value; organizations should fully understand the needs and expectations of employees, to assist employees to develop personal development goals and plans, compared with personal development and institutional development direction as well as human resources plans, it can identify training needs; this creates mutual benefits for both employees and organizations which can achieve a win-win situation for both.

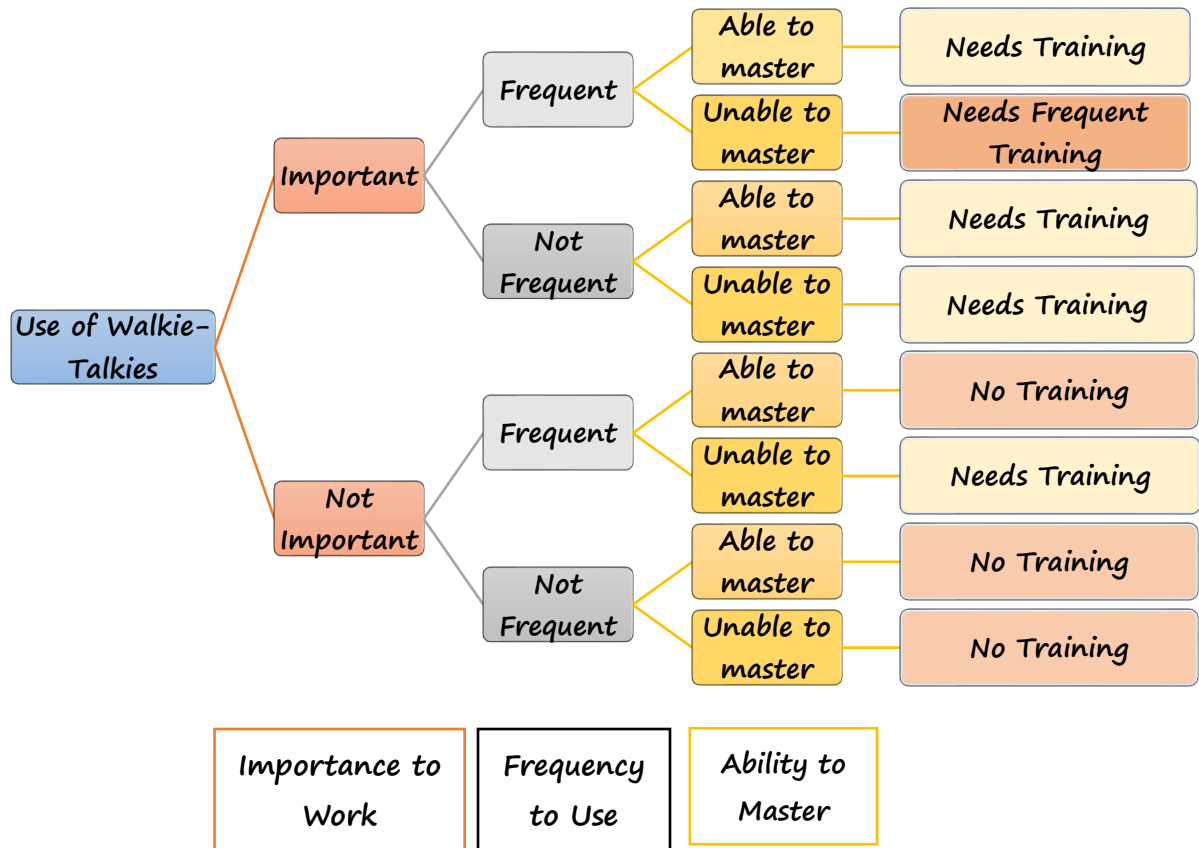
The actual application methods are as follows:

- Collect internal data and information for analysis, such as number of employees, employees' qualifications, skills, etc., includes: -
  - Data from other reference organizations can be collected through market research for benchmarking to improve the overall performance gap of the organization; for example, security companies compare the performance of their security guards, the ability to execute their duties and the degree of loyalty to the employer, etc.;
  - Through the daily work assessment of employees, direct interview with employees and their superiors, observation of the actual work of employees, etc., identify and analyze the gap between staff ability and work requirements;
  - Employees' opinion or views can be collected through interviews or questionnaires to understand their expectations for self-improvement, or any difficulties that employees are facing with when dealing with their works; those information views are collected for analysis.

**d. Defining of Training Needs**

When the analysis of training needs is completed, the organization considers resources and costs, the importance of training to the work, and the degree of application, to determine whether arrange training on relevant subjects and who needs to be trained.

For example, assessment of security guards on the operation of walkie-talkie skills, it can refer to the following analysis to determine whether it is needed to arrange training for those staff:



From the above analysis, it can be judged whether the staff in that position has the need to participate in training. The organization and staff can make an effective judgment, that facilitate the effective use of resources to arrange training programs for the most needed employees. This helps to improve the effectiveness of the organization and skills of staff as well.

## **B. Planning and Design of Training**

### **e. Considerations for Training Design**

If the training programme is aiming at achieving the desired results, it must be carefully considered in the design of the training; it may include the following considerations:

- Validity - when designing a training plan, it must consider the validity of the plan, i.e. whether the training can be targeted to remedy the problem accurately, and achieve the desired goal; goals can be the organization's strategic objectives, the performance of the department, the improvement of job skills, or the employee's self-improvement, enhancing morale or sense of commitment; so the plan must be designed based on the expected objectives; otherwise, it will only waste the resources and will lower the staff morale;
- Systemic - the design of training must take a systematic approach, including the steps taken to design objectives, establish course outline and substantive arrangements, assessment of effectiveness, review improvement, and all should be consistent; it must be designed in line with the consistent systems and procedures adopted by the organization without arbitrary changes, or it will affect the continuity of training and will make it difficult to conduct effective assessment;
- Training standards - there are specific requirements for certain professions or skills in terms of statutory requirements or specific areas, so they must be considered when planning. In addition, a set of standards, rules and level of training should be set before training to facilitate the implementation, and prevent errors; this can prevent the training from failing to achieve the desired results;
- Timeliness – time for training will be affected by whether the training is aimed at the knowledge, skills, abilities and behavioral attitudes, or whether the training is done with one-time training to achieve improvement purposes, or takes a longer period, whether it is delivered through internalization, etc.; such as training employees to operate security equipment, it can be done in a one-time training session; but to improve the cooperation of employees in carrying out security work, it must take a longer and continuous training program to achieve results;

- Training targets - design training must consider the targets of training, their academic background, language ability, age, work experience, etc. these will affect the design of the curriculum; understanding the background conditions of the trainees can design a suitable course for them, and even the trainees' expectations should also be taken into account, otherwise it would be difficult to design courses that would attract trainees; for example, if the targets are adult trainees, the course must include more practical applications and exercises;
- Time available for employee - one of the considerations of the training plan is that the staff can participate in the training course; if the employee himself is busy, can he still participate in the training in the rest of the work? If not, can the organization arrange training during working hours? Can the employee leave the job and transfer to training? This is all necessary for the organization to consider. In order to keep employees focused on classes or lengthy training, some organizations may even arrange for employees to take a holiday, so they can concentrate on the training class in order to improve the effectiveness;
- Teaching Resources - resources affect the design of training, including trainers, knowledge and technology, classroom space, learning resources, aids, internships and practical exercise; these resources will have a direct impact on the organization's planned training; whether it is to be trained by the organization itself or to send its staff to other training institutions for training, or whether the external trainer or external training institution will be invited to arrange for training within the organization, etc. must be considered. For example, if there is no qualified security trainer in the organization, or there is no classroom space, organization cannot apply for QASRS of Security Training Courses, therefore staff must be sent to attend security training course in suitable training institutions outside;
- Financial Resources - the organization design its training plan must consider its own financial resources, and will calculate the investment and returns, in order to set up low-cost training courses with high-efficiency;

A suitable and effective training course can be designed if careful consideration is considered; if considering the important factors, the purpose of the training and the expectations of the participants, proper training course would be set.

## f. **Establishment of Training Objectives**

The first step in the implementation of the training plan is to set out the objectives of the training, so that both the organization and the participants can clearly understand the significance of the training plan and the expected results. It will effectively manage the expectations of all parties, and enable the lesson design, course outline, teaching methods, content, teaching materials and assessment will not deviate from the theme and will achieve the desired objectives.

The objectives of the training must be targeted to the needs, for example, if the training needs are inadequacy of the security guards in handling emergencies, the objective of the training should be set to enhance the capabilities of the security guards in dealing with contingencies in order to cope with emergencies.

When setting the goal, it must set priorities, identify primary and secondary goal, design the level of the goal, and identify the main topic and sub-topic. When describing the objectives of the training, here are several considerations:

- Must be clear, easy for everyone to understand;
- need to include the expected trainee's performance after training;
- include the expected outcome;
- include any medium-term or ultimate goals;
- all trainees should be clear about the goals.

When setting training objectives, the following “SMART” requirements must be met:

- (1) Specific – the objectives must be clear, simple and easy to be understood, it can be used for a specific subject purpose, it cannot be too vague or abstract; for example, “a high level” may let people wonder how high it is.
- (2) Measurable – the objectives must be measurable, otherwise the effectiveness of the training cannot be measured after the training, it is not clear whether the training can achieve the objective; for example, “a good method” is more difficult to be measured, while “a fast method” will be easier to be measured;
- (3) Achievable – the objectives of the training must be achieved with the ability of the trainee, otherwise the course must not achieve the objectives; for example, the trainee who does not understand English, even after completing an hour training course, he cannot be able to respond to the customer in fluent English, so this cannot be set as an objective;



- (4) Realistic – the objectives must be consistent with the real-life environment, it must not be too abstract or out of reality; for example, “able to handle all emergencies”, the word “all” is unrealistic;
- (5) Timed – the objective has to establish a specific statute of limitations; such as "after completion of the course" and "in the current financial year".

In summary, the objectives of the training shall include the target of the training to achieve the expected performance, results and achievements at a specific time and space.

**g. Steps for Setting Up of Training Plan**

When assessing the needs for training, it should consider of all factors, thus a comprehensive training plan can be established. In order to ensure the training programme should cover the proper scope and topics, the following steps can be taken when setting up the training plan:

- (1) The development of training objectives (purposes) -  
It is the basis for setting up training programmes so that the relevant parties are well aware of the objectives of the training and the expected outcome.
- (2) Determining the training targets -  
According to the training needs analysis to determine the training targets, to determine the content and methods of training.
- (3) Determination of the course outline -  
Base on the training objectives and targets, and the expected outcome, then determine the content of the training, and the depth of that content, and follow by drafting the course outline.
- (4) Deciding on the size and form of training -  
As mentioned in the previous section, it has to decide the number of participants, as well as the forms in which they are used; such as whether the training delivers on a one-time basis, whether it is conducted within the organization or arranged for outsourced training institutions, etc.
- (5) Deciding on the timing and location of the training -  
Decide on the specific time and place of the training, e.g. once a year or bi-annually;

- (6) Deciding on the trainers, teaching resources and training methods -  
Determine the qualifications of trainer, choose the right person within the organization or appoint the trainer externally, determine the resources required for teaching; such as audio-visual equipment and aids, demonstration tools, etc., and determine the methods used in the training, such as classroom lectures, hands-on demonstrations or exercises, or on-site simulation learning and or other ways.
- (7) Determining of the financial budget of training -  
According to the above planned, then estimates training expenditure and budget, it needs to obtain the consent of the organization before it can be implemented.
- (8) Communication and confirmation of training programmes -  
It is required to communicate fully with relevant people, so that the plan not only obtains the consent of the organization, but also being recognized by department heads and staff. This will improve the knowledge and skills of employees and bring benefits to the department as well as the organization; if the programme is not recognized by relevant parties, participation of departments and staff will be reduced.
- (9) Implementation of training plan -  
Formal implementation of training plan includes practical arrangements for training, and then according to the plan to evaluate the effectiveness of training;
- (10) Revision of training plan -  
After assessing the training effectiveness, includes receiving comments from the trainees, the supervisor of trainees or the department heads, it may review the success/failure of the training programme, then it should examine what needs to be improved, and make further improvements and amendments to the training programme.

Of course, the steps can be flexibly added, deleted or modified in the light of different organizations and actual situations.

#### **h. Design of Course Outline**

It is the main catalogue of courses, which is used as important information for the introduction of the course, so that all participants in the course can be aware of the objectives, content, teaching methods and assessment methods of the course. Trainer may edit the content of the course according to course outline and prepare teaching materials, design the specific arrangements of the lesson, and prepare the assessment questions, etc.

The course outline must cover the following: -

- course objectives and intended learning outcome;
- trainees' ability, knowledge, or educational requirements;
- teaching models and methods;
- language of instruction - medium of instruction, homework, examination and assessment language (text);
- lesson mode and time allocation, the time spent by the trainee, including the number of hours per week and total hours, the total number of weeks, or months, etc.;
- the content of the course;
- teaching resources, such as the use of auxiliary devices, reference material;
- study activities (if any), such as site visits or study tours;
- assessment methods and proportions, time for assessment.

The preparation of course outline will enable the trainees to know the detailed teaching arrangements, they can plan for meeting the schedule and understand whether the course will meet their expectations.

For designing of course outline, the most important thing is that the course content must be in line with the objectives of the course, the content should be arranged from easy to difficult. Trainees may gradually understand and learn in-depth knowledge and skills. Trainees should learn the theory first before the application and practice, so that trainees first understand the relevant knowledge, and then learn practical operations. For example, it should first understand the duties of security guards, then practice how to operate some of the security equipment that will be used in the implementation of the work; it should first understand the security guard's proper work attitude, and then to have case analysis and discussion.

## Chapter 4 - Sample of Teaching Material

### 4.2.5b Preparation of Training

#### Unit of Competency

3.7.3 Training Material and Teaching Plan

3.7.4 Mode, Means and Schedule of Training

#### Intended Learning Outcome

On completion of class, it is expected that trainees are able to:

1.	prepare proper teaching material and teaching plan in accordance with training objectives and course outline;
2.	select the effective mode and methods of training in accordance with training objectives and plan; and
3.	Integrate all needs, objectives, training materials, plans, training methods and other data to develop a suitable schedule for training.

#### Lesson Outline

<b>A</b>	<b>Training Material and Teaching Plan</b>	
	a.	Types of training material
	b.	Skills of preparation of training material
	c.	Significance of teaching plan
	d.	Content of teaching plan
	e.	Feasibility and points to note in teaching plan

<b>B</b>	<b>Mode and Means of Training</b>	
	f.	Various training mode and resources required
	g.	Pros and Cons of various training mode
	h.	Selection of suitable training mode and means
	<b>Schedule</b>	
	i.	Considerations for class scheduling
	j.	How to arrange training schedule

## A. Training Material and Teaching Plan

### a. Types of Training Material

There is a wide variety of training materials, so it is necessary to choose the right materials. On the one hand, to attract the interest of trainees while on the other hand to help trainees' learning. It also helps to guide the trainees to deepen the understanding of the topic, thus achieve the learning outcome better.

The following will list the materials commonly used in security training courses:

- Text type - text type materials include textbooks, notes, reference books, periodical articles, government reports or statistics, etc. In addition, training institutions need to update data frequently. Some institutions should add organization-based topics and data, so it is best to use the form of notes, it can keep up to date with the latest information and the needs of the organization.
- Multimedia type - including a variety of media and video material, such as web pages, short video, image photos, sounds, can be broadcast using the classroom audio-visual system. As short video or news are livelier and more interesting, they can attract the attention and interest of trainees and increase the affection. For example, if a fire is described only in words, it may not make the trainees know the extent of the fire, but if the news footage of the Garley Building fire is used, it will certainly give the trainees a deeper experience. In addition, not all activities can be demonstrated in the classroom, such as the application of wheel lock on vehicle, it is difficult to arrange the car and lock to train the trainees, it is better to show the video of impounding vehicle lock in the lesson, so that the trainees will have a preliminary understanding of the actual operation; Trainer also uses PowerPoint briefing projections to explain the contents of text notes;
- Physical type - when teaching practical knowledge, the trainees are easier to absorb if the practice is used; if the trainees are actually involved in the exercises, it is better to ensure that the trainees understand the technique of operation; for example, for learning to use personal protective equipment, the trainer must demonstrate how to wear it first, then arrange trainees to trial; another example of using of intelligent patrol system, it should give the trainees a chance to watch the real intelligent patrol system, teach them how to use it and avoid any mistakes, so that the trainees can master the relevant knowledge and skills, enhance their self-confidence in future work;

- Others - other personal work or life experiences, etc., can also be shared with trainees as teaching material.

In security training courses, all the above types of teaching materials can be used. For teaching of information types of knowledge, more text is used; if showing of cases, media or video is used more; if teaching the use of practical skills, more physical objects are used as teaching material. The appropriate use of various teaching materials can naturally enhance the effectiveness of teaching and learning.

#### **b. Skills of Preparation of Training Material**

The production of training material can be in accordance with the principles mentioned in the previous section, and then referring to the needs of the curriculum and the level of trainees and choose the most appropriate type. For example, if the trainees' level of understanding "text" is low, rely on text type material is not good; it should use more sound, video and physical object as material instead.

When producing training materials for security courses, the following elements must be considered and covered:

- Legislation and regulations - the implementation of security services involves a lot of knowledge in law, the content must be included in the material, the content should include relevant provisions of legislation as well as the interpretation, some cases can be added as teaching materials also;
- Information-type data - the content of the security course includes a wide range of data and information, such as the Code of Practice issued by the Security and Guarding Service Industry Authority, the classification and requirements of security company licenses, the primary duties of security guards, professional conduct, etc.; all information related to the objectives of training programme must be included in the teaching material by the way of text, picture, image or video; those information must be accurate and updated regularly;
- Technical data - some technical data such as practical arrangements and equipment operation manual can be presented in the form of figures, flow charts, diagrams or short video to make it easier for trainees to understand, it can facilitate memory; such as workflow for handling lost property, procedures for reporting duty, etc.; presentation of flow chart or diagram must use a single page, do not make it across several pages;

- Discussion material - in the training course, some discussion topic will be added in order to enable the trainees to gain a deeper understanding of the topic, the trainees can think critically and make judgement before absorbing the knowledge, then internalized the knowledge for themselves; therefore, the trainer can choose some real cases or simulated situations for trainees to discuss on how to deal with it; such as cases of impounding vehicle, or registration of visitors; the choice of cases must be relevant to the topic, newest and most updated;
- Physical demonstration - the course will use equipment / object to demonstrate how to operate, so that the trainees can master the operation of technology; such as the use of walkie-talkies, intelligent patrol system, etc. The use of physical teaching material must consider environmental factors, including whether it is suitable for indoor demonstration, the cost of equipment, wear and tear, etc. When trainees involved in the practice, adequate time must be reserved for all to ensure that all trainees can take part, otherwise it will be unfair for those who fail to participate.

When preparing materials, the content must fit the topic, in line with the objectives of training, and the selection of materials must consider the level of trainees and their ability of attention. It must also consider of the arrangement of lesson time and environmental factors. It is difficult for the trainees to understand on its own, so it is necessary for trainer to make us of teaching material. Trainer must emphasize the main points by using of the PowerPoint presentation, and then explain in detail in the classroom. If involved in some technical operation, trainer should first explain the basic information, and then demonstrate the application of skills, followed by trainees' practice. All kinds of teaching materials are complementing each other in order to achieve the best training results.

### c. **Significance of Teaching Plan**

Teaching plan is an extended teaching arrangement according to course outline. Teaching Plan not only includes the purpose and content of the course, but also the order, manner and lesson objectives, the assessment method and the proportion, time allocation, teaching materials and reference data, etc. The teaching plan is a complete elaboration of the curriculum designed by trainer so that trainees have a clear understanding of the course that will reduce the uneasiness or stress of the trainees.

The objectives of the course and how the teaching plan achieves these objectives are listed. Teaching Plan of the QAS Security Training Course should clearly list how the training course achieves the purpose of the training, the direction and requirements of the course, how the course is structured, how the content and time are allocated, what the teaching methods and activities are, what the teaching resources and the method of assessing the effectiveness of the training are.

On the one hand, the trainer and the trainees may have a clear understanding of the teaching arrangements; the trainees can know the progress of the class and the content of the teaching is in line with the planned arrangement, and the trainer can arrange the content of lessons and teaching activities as planned. In addition, arrange assessment according to the progress of training. On the other hand, it also allows the head of the organization, the department head or the supervisor of the trainees, the monitoring authority of the course to assess and review whether course is appropriate, whether the course can achieve the intended training objectives.

d. **Content of Teaching Plan**

Teaching plan mainly covers the implementation of teaching concepts and how to arrange all lessons or related activities so that the curriculum can achieve its intended purpose. The plan includes the following:-

(1) The Objectives of the Course and the Teaching Strategy

Teaching plan will set out the objectives and teaching strategy of the course, the arrangement and methods used to achieve the intended purpose of the course, and any specific requirements of the trainees for completion of the course, etc.;

(2) The Structure and Content of the Course

This part introduces the structure and teaching content of the course; such as the distribution and proportion of the knowledge of legislation and its application, the main content of the lecture, etc.



## (3) Teaching Activities

The main teaching activities are arranged and allocated; such as the proportion of lectures, the number of hours of practice, site visits, etc. The QASRS of Security Training Course must list the teaching arrangements for a minimum of 16 hours of courses that covers all the required topics, such as lectures, discussions, demonstrations, question-and-answer, examinations, etc.

## (4) The Number of Lessons, Schedule and Allocation of Study Hours

The number of lessons, the time and the specific date, the number of study hours that the trainees will invest in are included in the plan. QASRS of Security Training Courses, which take only 16 hours at least, will list the 16-hour time allocation and, if divided into two days, it will list the 8 hours of lesson arrangements and topics each day;

## (5) Assessment Methods, Weightings and Times

List the methods of assessment of trainees, e.g. independent homework, group exercises, etc.; and the weighting of various methods, such as examination and homework, each accounted for 50% of overall assessment. QASRS of Security Training Courses specifies the assessment method, it is a 60-minute examination, in the form of multiple-choice questions. The examination is usually arranged after completion of the 16-hour lesson.

## (6) Materials and References

Teaching plan will end up listing the teaching materials used or important references, such as the selection of the textbook, which can be used as the main reference, and those supporting reference materials are listed in teaching plan.

**e. Feasibility and Points to Note in Teaching Plan**

The first consideration is whether the plan can achieve the teaching objectives; and if it fails to achieve its intended purpose, it must be revised to meet the expectations of the parties concerned.

The next is the feasibility of the plan, such as whether the arranged teaching activities are in line with the content of the teaching, whether the activities can be carried out in the classroom or elsewhere; If it needs to be carried out elsewhere, it must be determined in prior, and contingency plan must be prepared too. For example, in order to introduce the security system designed for specific estate, it is necessary to arrange field visits and demonstrations; therefore, it must pre-determine the feasibility of field visits, and if the estates suddenly fail to arrange the visits, a replacement plan should be decided in advance.

Paying attention to the proportion of time allocation is required. The proportion must be consistent with the importance of content and theme. For example, in the QASRS of Security Training Courses, the time for explaining the legal basis for the execution of duties of security guards, which accounts for more proportion than topic on customer service, thus the time reserved should be relatively high.

When preparing the schedule of classes, it must pay attention to whether there are other factors affecting the dates of classes; such as public holidays, and whether the dates of training will be clashed with other important days of organization. If there are other external factors, the arrangement must accommodate those factors and pre-listed in the plan, so that the trainees will clearly understand the arrangement.

In the planning of the security course, it is important to pay attention to the requirements of the curriculum, such as the need to cover the specified content, the arrangement must be started from easy to difficult, first to teach knowledge, then for technical demonstration, discussion or activities. When planning the teaching activities, the course of activities is affected by the number of people, it must be considered too, for example, if the class is small, the time required for the practice is relatively small; if the class is large; time required must be increased correspondingly.

## B. Mode and Means of Training

### f. Various Training Mode and Resources Required

There are many teaching methods, including classroom lectures, demonstrations, tutorials, group discussions, case studies, questions and answers, role-playing, games, visits or field trip (survey), simulation exercises, and reading. Classroom lecture, and demonstration is an instruction mode, the trainer mainly uses a one-way direction to teach trainees. The other methods are participative mode; they involve trainees to participate in the teaching and learning process.

Teaching resources will directly affect the choice of teaching methods, if there are no resources to support, the choice of teaching methods will certainly be limited.

Computers and video equipment in the classroom are basic teaching resources, such as microphone, loudspeaker, computer, projector, projection screen, visualizer, pen (white board marker), and whiteboard, etc.

	Teaching Methods	Required Resources
i	Lecture in Class	Classroom
ii	Demonstration	Classroom, objects for demonstration
iii	Tutorial	Classroom, movable desks and chairs
iv	Group Discussion	
v	Case Study	
vi	Question & Answer	
vii	Reading	Classroom, reading material
viii	Role Play	Props/Tools for situations and characters
ix	Game	Game tools
x	Visit/Field Trip (Survey)	Receiving organization, transportation arrangement (depends on location)
xi	Simulation	Simulation of live scenes, equipment and props

In order to make the above teaching methods work well, the provision of adequate resources is SCS-based training for the Security Services Industry (May 2020)

very important.

g. **Pros and Cons of Various Training Mode**

Each teaching model has its own advantages and disadvantages, which depends on the purpose and expectations, class size and resources available for teaching. The following are the pros and cons of the various training mode for reference:

(1) Classroom Lecture

In the classroom or other venue, trainer deliver a speech related to the topic, this is one-way instructive method of training and suitable for information-based knowledge transfer, experience sharing, etc. The advantage is saving of resources; one person can teach more people at the same time, even hundreds of thousands of people can be the audience. The subject of the lecture should be clear, the timing and the whole process are controlled by the trainer.

The disadvantage is one-way communication; the effectiveness depends on the ability of the trainer. It will have lower participation level of the trainees that make the trainees feel dull easily. The trainees are more difficult to concentrate and pay attention to. Since there is lack of interactive communication, it reduces the in-depth understanding and application.

(2) Demonstration

Demonstration is done by the trainer by showing the skills or the operation; it is generally used in technical or practical operation, in which it cannot make trainees understand the knowledge solely by words and language. For example, the uses of walkie-talkies, operation of intelligent patrol system, etc. The advantage is that trainees are easier to engage in and understand the practical operation, will not solely based on text. The disadvantage is that the trainees are observers only, whether they can master the operation of the skills or knowledge is still unknown. If the number of trainees is more, the demonstration needs to be broadcasting-on-lived to let all the trainees watch it clearly. Or else the number of trainees cannot be too many.

(3) Tutorial

The tutorial is to divide the trainees into small groups and then discuss the topics of lecture. The discussion can be in the form of a topic specified by the trainer with reading materials, and then the discussion led one or some of the trainees. Therefore, it will combine several ways of group discussion, sharing, reading, questions and answers in the course of tutorial. The advantage is that tutorial will follow up the study after lecture; it deepens the trainees' understanding on the subject. The disadvantage is more resources are involved, it is because the size of group is smaller than the lecture class, trainees cannot attend tutorial at the same time, unless supporting with more trainers and more classrooms

(4) Group Discussion

The group discussion is dividing trainees into groups, with an ideal number of four to six, allowing the trainees to discuss a topic, reach consensus and then present the result. It helps deepening their understanding of knowledge, sharing feelings and views among the trainees, and building friendships. The disadvantage is that it takes a long time for the discussion to be effective, and the trainees' active participation is necessary to produce the results. If the trainee is silent or if the discussion deviates from the topic, it will waste their time. Therefore, when the trainees conduct a group discussion, the trainer shall be patrolled around to guide the silent trainee to express his/her views, and to balance the views of the more intensely discussed group.

(5) Case Study

Case study and analysis is the use of real cases, bring out the topic of discussion, and then let the trainees explore the practical application of knowledge. The advantage is to let the trainees reflect the practicality of knowledge, more realistic, and increase the participation of the trainees. The disadvantage is that more time is required to let the trainees understand and discuss. Sometimes the trainees may not be able to obtain sufficient relevant information on cases, which may affect the effectiveness of the discussion; and some cases may be difficult for trainees to understand or participate in the discussion if they do not have relevant real life or work experience.

(6) Question & Answer

Trainer asks questions to allow trainees to think. Questions can be asked during a lecture, or at any other activities. The benefit of drawing the attention of the trainees, making them pay attention to the topic, and the questions can guide them thinking more. It helps deepening their understanding and application; and tests the level of understanding of the trainees. If anything, that is found to be misconstrued or not understood, the trainer can follow up immediately, clarify and explain it. The shortcomings are that may the pressure of the trainees; and if the trainee does not understand the question or do not know the answer, or if he/she chooses to remain silent, there may be an embarrassing situation.

(7) Reading

Reading books, articles, news, or reference information is a teaching method. Trainer looks for the right chapter/material for trainees to read in or before class and then share and discuss it in the lesson. It can improve trainees' reading ability, they will be easier to understand the topic if they pre-read the material before the lesson. The downside is that if it is done in class, the reading ability and speed of the trainees are different. Those complete earlier will be left idle, slow readers will be frustrated; if reading before class, the trainer cannot determine whether the trainees have completed reading, and any error or mis-interpretation cannot be known.

(8) Role Play

Trainer arrange for trainees participate in simulating situations, playing roles, responding to or dealing with cases or characters; then trainer give trainees comment on improvement on their role playing. Therefore, trainees can master practical skills, techniques especially responses. Trainees try to apply what is learned in the classroom by playing the actual role and collect the opinions of trainer and other trainees; they can review their own performance and perform better in the future when facing similar situations. The disadvantage is that some of trainees may not be used to perform in front of the others, stress and pressure may affect their performance.

## (9) Game

Using the game, it is easier for trainees to understand some concepts, it can build up the actual effect. For example, the teaching of the team spirit will often use the game methods. The advantage is that when atmosphere is relaxing, trainees may devote more, any boring knowledge will be turned into interesting through games. Trainees may experience the relevant knowledge and truth. The disadvantage is that there must have enough space to play the game; and the trainees sometimes too devoted to the game and forget the real meaning behind the game.

## (10) Visit/Field Trip (Survey)

Visit the knowledge-related sites or field trips will give trainees an understanding of the real workplace, configuration and workflow, etc. The advantage is that trainees can truly experience how knowledge is applied to practical work, understanding the practicability of the knowledge. However, the disadvantage is more resources must be mobilized. It is necessary to find the suitable place for visit, co-ordinate the schedule of visiting institutions, which may affect the original lesson arrangements. In addition, the visiting institutions may not be fully aware of the focus or content of teaching that may cause errors.

## (11) Simulation

Some important and safety-related operational skills must be completed by simulation to understand how to apply relevant knowledge and skills in order to achieve the effectiveness of training; such as fire drills and the use of fire extinguishers. Trainer can simulate unexpected situations to teach trainees to adapt, because trainees may never encounter an unexpected accident. Simulation exercises can allow the trainees to acquire real experience. Moreover, the disadvantage is that it requires a lot of resource for setting up the scene or equipment. When participating in simulation exercises, trainees' psychological state is very different from the real situation, which will affect the judgment of the trainees when facing with real environment.

Since there are too many teaching methods available, the right methods should be chosen to achieve the best results in teaching.

#### h. **Selection of Suitable training mode and means**

As mentioned previously, the choice of the appropriate method depends on the objectives and content of the course. Whether it is the transfer of information-based, or the transfer of practical skills, methods will vary. The length, scale, number of trainees and resources that can be mobilized would be considered too.

In the QASRS of Security Training Courses, if the number of trainees in each class is about 20, the following teaching mode can be selected:

- Lecture - this part should account for the highest proportion of time, because the need to clearly teach the responsibilities of the security guard, the basic principles of the law, the code of practice, etc., it is most appropriate to use lecture for the trainer teaches the trainees directly;
- Question and Answer – during the delivery of speech in lecture, trainer should add some question-and-answer session, ask questions to the trainees from time to time; this not only arouses the attention and sense of engagement of trainees, but also tests the trainees’ level of absorption;
- Case sharing - there are many legal cases related to the security and guarding services practically, such as false report of age or documents to apply for security personnel permit; trainer can share and discuss cases with trainees so that they can have a better understanding of the facts and generate a keen interest in their learning;
- Demonstration - when teaching some technical applications, a demonstration approach can be used to make trainees more aware of how to apply them, such as using of walkie-talkies, safety belts, and even writing reports;
- Role-playing - some practical skills can be taught in a role-playing method, such as explaining the duties of access control and visitor registration; role-playing can be used to give trainees a first-hand experience, learn about procedures, and choose appropriate words to respond to;
- Field visits - if the course is an internal training course of the security company, site visits can be arranged; such as visits to the control room to understand its operation, it may let trainees know about the surveillance procedures of the security system and the daily work procedures of the security guards.



Each security course should identify the most effective teaching methods in accordance with the characteristics of the organization, the expectation of the parties and the resources available.

**i. Considerations for Class Scheduling**

When designing a schedule for a course, it needs to consider the coordination of resources and the specific requirements for the course. For example, it needs to add the following considerations: -

- Basic requirements - QASRS of Security Training Courses must be a minimum of 16-hour course, and must be completed within eight days; thus, the time and schedule design must be complied with the requirements, it cannot be changed on its own;
- Schedule of lesson - the trainees attend full-time class, or attend class after work, or to take part in half-day during work hours, all will affect the scheduling of the class. If the course is arranged for new employees to attend before they start to work, a two-day class of eight hours per day is usually arranged for a total of 16 hours, and two consecutive days be recommended for more consistency in trainees' learning. If the trainees make use of half-day work, class for 4 hours can be arranged from Monday to Thursday in the afternoon for a total of 16 hours. If the trainees are studying after work, lessons can be arranged on 3 hours for any three nights of a week, plus a 7 hours lesson on Saturday, this can be completed within a week.
- Trainer and other matters - when arranging the class, it must match the time of trainer and classroom's availability, and also consider any public holidays and important festivals and important days of organization, etc., try to avoid scheduling the class on those days so as to prevent the trainees absent from classes.

**j. How to Arrange Training Schedule**

QASRS of Security Training Courses are limited to a minimum of 16 hours and the 16-hour course may be extended in response to training needs. The proposed time allocation is as follows: -

<b>Item</b>	<b>Topic</b>	<b>Proposed Time</b>
(i)	Role, General Duties and Responsibilities of a Security Guard	1 Hour 30 Minutes
(ii)	Conduct and Behavior	45 Minutes
(iii)	Uniform and Equipment	30 Minutes
(iv)	Legal Responsibilities and Relevant Legislation	4 Hours
(v)	Fire Prevention and Procedure	1 Hours 30 Minutes
(vi)	Handling of Emergencies	2 Hours 30 Minutes
(vii)	Visitor Control, Patrolling, Reporting and Recording	2 Hours 15 Minutes
(viii)	Occupational Health and Safety	2 Hours
(ix)	Courtesy and Customer Relations	1 Hour
	<b>Total:</b>	<b>16 Hours</b>

The above is only the time proposed to be allocated to the topic, and the trainer shall increase or adjust accordingly after considering the objectives, and other requirements of the training organization. The security experience and qualifications of the trainees should be considered for adjustment too. However, the total number of hours shall be not less than 16.

In planning the class schedule, consideration should be considered of allowing sufficient time for case sharing or demonstration; and a small break of five to ten minutes should be included to allow the trainees and trainer to take a break.

## **Chapter 4 - Sample of Teaching Material**

### **4.2.6a Methods of Training**

#### **Unit of Competency**

##### 3.8.1 Use and Operation of Teaching and Learning Resources

#### **Intended Learning Outcome**

On completion of class, it is expected that the trainees are able to:

1.	be familiar with the characteristics and advantages of various teaching and learning facilities, and apply it effectively in training; and
2.	master a variety of learning resources; make good use of resources in the curriculum design and lecturing, to achieve the intended learning outcome.

#### **Lesson Outline**

<b>A</b>	<b>Teaching and Learning Facilities</b>
a.	The common teaching and learning facilities
b.	Advantages of teaching and learning facilities and their application
c.	Demonstration of the integration of teaching and learning facilities with environment
	<b>Learning Resources</b>
d.	What are learning resources and their importance
e.	The source of learning resources
f.	The common learning resources
g.	Demonstration of learning resources
h.	How to best utilize of learning resources

## Teaching, Learning Facilities and Learning Resources

### a. The Common Teaching and Learning Facilities

Teaching facilities and equipment includes classroom, trainee tables and chairs, computer, projector, screen, projector film, visualizer, whiteboard (or blackboards), flip chart, audio and video system, etc. all of which are helpful to the study, and even teaching workshops, laboratories and libraries are teaching facilities.

The main teaching facilities/equipment for the QASRS of Security Training Courses must include the classroom, the trainer table and chair, the classroom environment must be safe in accordance with fire and building safety, the classroom must be properly air-conditioned, so that the classroom temperature is moderate while maintaining air circulation, the classroom must have adequate illumination and can be adjusted as needed. If trainer plays a video, he/she can dim the light. There must be at least 1.5m<sup>2</sup> spaces for trainer to teach in the fore part of the classroom. Each trainee should have 1.1 m<sup>2</sup> spaces for attending lesson and examination. In addition to tables and chairs, the following suggested some teaching facilities or equipment to facilitate the teaching of trainers and interaction with trainees: -

- Blackboard/Whiteboard (marker, eraser) (necessary)
- Flip chart
- Projector (necessary)
- Film and handout
- Computer (Internet-enabled) and multimedia, film
- Visualizer
- Security tools and equipment

As the resources available to various training institutions may not be the same, and may not be fully provided; even then, at least whiteboards (marker, eraser) and projectors must be provided. Otherwise, it will be difficult to deliver classroom lectures and teach the courses.

## **b. Advantages of Teaching and Learning Facilities and Their Application**

This section introduces the application of various teaching facilities and their benefits:

### (1) Blackboard / whiteboard (marker, eraser)

It is a basic teaching facility. Before the popularity of the electronic equipment, the blackboard is the most basic facilities. The trainer can write the main points on the blackboard / whiteboard. Nowadays most of the functions have been replaced by computer and projector. However, the blackboard / whiteboard is still indispensable, especially when the trainees ask questions or trainer wants to enhance the interpretation or elaboration, the trainer can write or draw extra information on the blackboard / whiteboard in detail. If there is group discussion, trainer can also write the main points of different groups on the blackboard / whiteboard for reference and further discussion.

### (2) Flip Chart

If the classroom does not have projector, trainer can use the flip chart to show the relevant figures, charts, photo images to the trainees, and make explanations. Beware that the dimensions of the flip chart should not be too small; otherwise, it is difficult for the trainees to see the content. Another usage is that trainer can put more blank paper on the hanger, so that the trainer can write the information before and after flipping, not like the whiteboard due to lack of space to remove the data. It is also convenient for trainees to list the highlights or draw for commentary during the presentation. When there are laptops and projector equipment, the usage is relatively less.

### (3) The projector and handout (film)

Projector are used for projecting the handout content in the form presentation (Power Point) projection, so that the trainees can look at the slides while listening to the trainer's commentary. Trainee can also read it through printed or softcopy handout after lectures, it may enforce their memory. By using the form of projecting presentation (Power Point) to teach, it can draw the trainees' visual focus, and follow with the trainer's explanation, it is easier to dedicate in the lesson and understand the content. If the old-style projector does not connect to the computer, projection film is used instead. The teacher can also write on the film during the course of speech and project it for letting trainees to understand. The device is gradually replaced by a projection screen with writing and touch-control functions.

(4) Computer (Internet-enabled) and multimedia, film

Computer connected to the internet, using of multimedia video, teaching films, etc., help to facilitate the trainer to share cases, information or demonstrate any skills. This can make the subject content more vivid, making it easier for trainees to focus and absorb relevant knowledge. If the trainees have doubts, the trainer can find the proper information through online resources for commentary and elaboration; it can solve the questions instantly, and even it may arrange broadcast of the latest news for sharing.

(5) Visualizer

Visualizer can project image of physical object onto the screen, so that the trainees can clearly see the relatively small objects or article, such as newspaper clippings; the trainer can also choose more teaching materials to share with the trainee, which may improve the learning outcome.

(6) Security tools and equipment

Security personnel often need to use tools or equipment, such as patrol wand, walkie-talkies, reflective clothing, etc., trainees can learn directly on how to use these security tools and equipment, this greatly increase their achievement of learning outcome.

It is desirable for training institutions to be able to provide the above facilities; and if they do not, the trainer will need to make the best possible use of the available facilities for teaching flexibly.

**c. Demonstration of the Integration of Teaching and Learning Facilities with Environment**

Trainer may use some time in lesson to demonstrate to trainees how to use the above-mentioned teaching facilities, and remind the trainees to be aware of the following:

- If the trainer is given a lecture in the classroom for the first time, he/she must arrive at least twenty minutes early, turn on and test all equipment; and may have plenty of time to notify the relevant department for rectification if there is any problem.
- Test the volume of the microphone and the sound before trainees' arriving, avoid over volume when turning-on the microphone or producing high frequency pitch and echo;
- It takes some time to start the projector for operation, so the trainer should go to the classroom earlier, turn-on all the equipment, thus the class can be commenced on time;
- When using the projector to project a presentation slides, image, movie or video, the lights near the screen should be dimmed to make the image clear;
- Inspect security tools and equipment to ensure that the relevant tools and equipment used for demonstration are in function orderly;
- When the trainer needs to look for teaching resources on the Internet, the projector should be adjusted to the pause mode; it is because the trainer may not be able to find the information smoothly, the suspension of the display can avoid embarrassment;
- When demonstrating the use of whiteboard or flip chart, remind trainees to write fonts bigger, it can use different colors of marker to enhance clarity and readability;
- When using of visualizer to demonstrate, remember that the angle of the physical object will be reversed when showing; if there is no auto-focus function, it needs to be manually adjusted.

Pay attention to the reaction of the trainees during the demonstration, and if they do not understand it, trainer can repeat the explanation and demonstration.

**d. What are Learning Resources and Their Importance**

Learning resources refer to any resources that can be used in the teaching and learning environment, which are helpful to teaching and learning, improving the quality and effectiveness of teaching. The resources include text, information, data, talent, equipment, facility and technology.

Classroom learning is limited to the knowledge that transferred in the class. QASRS of Security Training Courses is 16 hours only; if there is no other, learning resources to support, the knowledge learned by the trainees will be limited. Learning resources may help train to have better preparation of teaching material, finding the most appropriate information and technology for teaching of the trainees.

With the development of information technology and the rapid flow of information, both trainer and trainees can use computer and network to enrich their knowledge base and skills, keep abreast of the latest technology or equipment development, and then integrate that information technology into training course more effectively.

Learning resources provide a platform for trainees' self-learning, and trainees can use them even when trainer is absent. This does not improve the learning outcome only; it can develop the ability of life-long self-learning of the trainees.

**e. The Source of Learning Resources**

Teaching resources can be divided into tangible or non-tangible, tangible resources include libraries, museums, reference libraries, all collections, such as books, periodicals, newspapers and magazines, government archives, reports, laws, conference records and so on, literature archives, valuable or meaningful items are tangible learning resources.

Classrooms, libraries, discussion rooms, simulation workshops, studios, language centers or other places that provide space for trainees to study are learning resources too. They can be provided by the Government or public bodies in addition to those provided by schools or training institutions.

Trainer or the relevant personnel are teaching resources too. Trainer directly impart knowledge, guide and inspire trainees to continue to learn. Other specialized personnel are also learning resources, such as computer technicians, information technicians, librarians, language center trainer, laboratory technician and or internship instructors, etc. In the process of trainees' learning, they assist the trainees in different areas of learning, so that the trainees can achieve their learning objectives.



In addition to the tangible learning resources, there are a large amount of learning resources are non-tangible. Through the internet to exchange information, data, knowledge, technology, etc., all can be searched on the internet. Some of teaching resources such as books, periodicals, reports, etc. are made into an electronic version. All those can be accessed through the internet, this breaks the time constraints and geographical barrier.

Non-tangible learning resources include a wide range of learning sites or applications (e.g. dictionaries, translations), interactive learning platforms, image animation clips, sound-track, languages, and software programs that provide a diverse learning platform for trainees to learn in different ways. The Government and various agencies use their web pages to publish a large amount of information and data, which is very important for trainer to prepare teaching material and notes. Trainees can collect data and prepare for lessons learning or in-depth research topics; it will deepen their understanding and enhance continuous learning. Non-tangible information can be updated quickly and are very important for training up-to-date information, such as the latest legislation, codes of practice, etc.

#### **f. The Common Learning Resources**

Here introduces some of the learn resources commonly used in the QASRS of Security Training Course:

- Government resources - training courses involve a large number of law and code of practice, so it is necessary to visit the relevant web pages frequently in order to follow the latest legislation or codes of practice. For example, the Security and Guarding Services Industry Authority, the Judiciary (Hong Kong law, judgments), the Labor Department, the Occupational Safety and Health Council, the Environmental Protection Department, the Department of Health, the Food and Environmental Hygiene Department, the Transport Department, etc. all provide a large amount of useful information for trainees to learn;
- Security Equipment/Technology - there are a number of security companies on the market that provide up-to-date product information, functions and uses of security equipment, as well as demonstration videos that are useful for learning;
- Other product information - in addition to security equipment, security guards often need to use tools or equipment, such as wheel locks of vehicle, anti-smoking alarms, etc., it can be found online information or demonstration video at various web pages;

- Cases - many people today like to film the events they see and share them on the internet, many of which involve cases of non-compliance by tenants, or cases of security guards' attitude, which are of reference value and can also be analyzed and discussed in the lesson;
- Applications/Software - many of today's applications or software used in security work can be used as a source of information, they are also a learning resource for trainees; for example, electronic/intelligent patrol systems, building automated facility management systems, customer relationship management systems, and even building information systems, etc., which are systems used by security guards; if training institutions can provide such learning resources, trainees can better grasp the latest knowledge and technology;
- Workplace – workplace is another important learning resource for security guards; in addition to classroom learning, the actual workplace is the most important learning place for security guards; they must apply what they have learned in the classroom to their work, and the problems they face at work are varied, so security guards must keep on learning from other colleagues and supervisors, and they can learn from customers, the adjudicators, or other people they met, too; it helps in learning of new knowledge and skills for further enhancement.

In addition to the above, there are other general tangible learning resources, such as trainer, books or equipment, tools for demonstration, etc., trainer must make trainees well aware of all available learning resources and increase their achievement of learning outcome.

**g. Demonstration of Learning Resources**

Trainer should demonstrate some of the learning resources, such as websites that with search engines and related to security works. For example:

- Google Search  
<https://www.google.com/>
- Google Scholar  
<https://scholar.google.com.hk/>
- Bing  
<https://www.bing.com/>
- Yahoo

<https://hk.yahoo.com/>

- You Tube  
<https://www.youtube.com/>
- Security and Guarding Services Industry Authority  
<https://www.sb.gov.hk/eng/links/sgsia/index.htm>
- Police Licensing Office, Hong Kong Police Force  
[https://www.police.gov.hk/ppp\\_en/11\\_useful\\_info/licences/index.html](https://www.police.gov.hk/ppp_en/11_useful_info/licences/index.html)
- Security Services Industry Training Advisory Committee, Qualifications Framework  
<https://www.hkqf.gov.hk/security/en/scs/introduction/index.html>
- Hong Kong e-Legislation  
<https://www.elegislation.gov.hk/>
- Hong Kong Public Library  
<https://www.hkpl.gov.hk/en/index.html>

The above URL is dated 10 March 2020, which may change after that date, and a search engine can be used to find their new URL

#### **h. How to Best Utilize of Learning Resources**

If trainees can make good use of learning resources, they can learn not only in the classroom, but also after leaving the classroom can also continue to find their own resources, can make their knowledge non-stop accumulation, then extended to life-long learning.

As the internet information is so large that it may not all be correct, trainer needs to guide the trainees to understand how to organize the relevant information; for example, the data on the Government website are reliable, but the short films uploaded to the internet by other people may be only one-sided presentation, it may not reflect all of the facts, so it must be careful to apply it.

In fact, the organization itself must have experienced human resources and information on the different cases it has dealt with. Whether they are successful or unsuccessful, have great reference value. The handling approach is most appropriate to the organization's culture and follows its specific procedures; the organization can share these cases with colleagues, therefore staff can learn lessons from failed cases and avoid making the same mistakes again. These are valuable and useful learning resources.

## Chapter 4 - Sample of Teaching Material

### 4.2.6b Methods of Training

#### Unit of Competency

3.8.2 Training Methods and Techniques

3.8.3 Classroom Management

#### Intended Learning Outcome

On completion of class, it is expected that the trainees are able to:

1.	be familiar with the advantages and disadvantages of various training methods and techniques, choose the most effective methods of training and apply them in the class; and
2.	master the skills of various training methods, effectively apply to training thus enhance the achievement of learning outcome; and
3.	use classroom management skills to manage the class orderly and timely.

#### Lesson Outline

<b>A</b>	<b>Training Methods</b>
a.	Introduction of training methods
b.	Traditional and innovative training methods
c.	Training methods that suitable for security training course
	<b>Training Techniques</b>
d.	Techniques of lecturing
e.	Techniques of motivation and drawing attention
f.	Techniques of questioning
g.	Techniques of discussion
h.	Application of various techniques in improving teaching and learning effectiveness

<b>B</b>	<b>Classroom Management</b>
i.	Management of classroom order
j.	Handling of difficult students
k.	Time management

## A. Training Methods and Techniques

### a. Introduction of Training Methods

There are many teaching methods by various categories. If classified according to the objectives of teaching, it can be divided into:

- Methods of knowledge delivery
- Methods of building skills and techniques
- Methods of strengthen of knowledge, skills and techniques
- Methods of knowledge application
- Methods of examination of trainees' knowledge, skills and techniques

If according to the pattern of teacher-student communication, it can be divided into the following methods:

- Teacher-oriented approach
- Interaction approach
- Individualized approach
- Practical approach

If basing on the results of learning and its control factors, it can be divided into the following methods:

- Methods of giving trainees a clear idea
- Methods of proposing new or different materials
- Methods of guiding trainees on how to complete the work (doing work)
- Methods to influence or change the trainee's attitude, mind, or concept
- Methods to make trainees feel safe
- Methods to stimulate and motivate trainees
- Methods of evaluating or measuring the performance of trainees
- Methods of guiding or leading the study of the trainees
- Methods to inspire, direct, or moderate emotion of trainees

Regardless of which of the above classifications of teaching methods, in practice teaching will use the following methods to achieve the objectives:

**(1) Language teaching**

Language teaching is the use of language, trainer transfers knowledge and skills to the trainees verbally, it can quickly and effectively pass information, knowledge, views and experience through the language to the trainees. Form can be classified into the following: -

- Instructive Method (Explanation Method)

This is a typical teaching method. Speech is delivered by the trainer systematically, organized, and consistently teach the content in the verbal way. Trainees will get the information via transmission and explanation; the trainer is imparting knowledge and skills, trainees are accepting those knowledge and skills. This is a one-way teaching method;

- Question-and-Answer Method (Questioning Method)

It is also known as the conversational method. Trainer, in response to the background and the level of trainees, and the content of the lecture, asks the trainees questions, and then lets the trainees think and answer. Through the answering process, or repeating the process, the trainees acquire useful knowledge and enhance the interaction between trainer and trainees. That makes the content of the lecture more appropriate to the level and needs of the trainees;

- Reading Guidance Method

Trainer enables trainees to read different information and articles by instructing them to read books, reference, articles, news, journals, etc., and let trainees absorb new knowledge through understanding, thinking and analysis.

**(2) Intuitive Teaching Method**

The trainer uses physical objects or teaching aids to demonstrate, so that the trainees will have more specific and realistic understanding of related items and their applications; through trainees' direct perception, combined with vision, hearing, touch and even smell to absorb knowledge, thus make a deeper impression; it will have the following application mode: -

- **Demonstration Method**

Trainer integrates all language, physical objects, pictures, teaching aids (teaching materials), video, etc. then directly presented in front of the trainees, the trainer can explain, while demonstrating; the trainees can have a profound understanding and feeling of the object, this method is particularly suitable for teaching of work skills and techniques;

- **Visit Method**

The Trainer takes the trainees to a particular place, where the trainees learn in a realistic environment. Visits can have different purposes or levels. For example, visits to let the trainees learn new information or knowledge; to make it easier for trainees to understand and master the learned subject through visits; or after the end of the topic, let the trainees verify the knowledge through the visit. After the completion of a subject/course, it let trainees combine the content of the study, the conclusion, and then validate the knowledge by visits.



### (3) Practical Teaching Method

Practical teaching is a method that enables trainees to learn and master skills, behavior or habits, so that trainees can apply the knowledge learned, theory and practice integrated in parallel. After using demonstration method in teaching, trainer may use practical teaching method afterwards. It has the following mode:

- Role-playing

Ask trainees to take on different roles, use the knowledge learned in the lesson, make use of it and interpret different roles. Trainees on the one hand can deeply understand the problems and difficulties of application, and clearly understand whether they have fully managed of relevant skills. Trainer can advise on the handling methods of the cases, so that the trainees can learn more and have broader insights to help future applications in workplace. For example, trainees play the role as security guards and visitors, and then play the scene related to visitor registration process. During role-playing, the role can temporarily perform special character; it will let trainees learn how to deal with special or varying cases.

- Group Work

Trainer sets the topic; lets the trainees form the groups. The group size is preferably 4 to 6 people; the group member is required to complete the work at the specified time. Group work is often used for team training and leadership training. When the team works together, the team members must be interactive, inadequately complementary, and work collaboratively in order to get the job done in the most effective way. During the work of the group, the trainer should observe the work process of each group and ask the team members to review the results after they have completed their work. The trainer should share the observations with the trainees. During the review of performance, beware that the performance of the whole group should be focused to avoid the accountability of the trainee individually.

- Experimental Method

Trainer bases on specific procedures and requirements, equipment, guide the trainees to carry out independent operation of the object; from observation and study, trainees may directly experience and learn relevant skills, techniques;

- Practice Method

Practice Method will apply when trainees study of specific knowledge and skills. Under the guidance of trainer, trainees will practice the knowledge and skills learned in the work environment. Through integration and application, trainees will deeply understand the knowledge and theory learned, knowing the advantages and disadvantages, and any matters that should have more attention during the implementation. The acquired knowledge can be confirmed and applied in the actual work environment. Practice can be divided into classroom practice or off-campus practice;

- Exercise Method

After trainees learn the knowledge and skills, through homework or class exercise, it helps to strengthen the knowledge and skills learned; exercises will have imitation exercises and creative exercises;

#### **(4) Research Teaching Method**

Research Teaching Methods will make use the methods of discussion, dialectics and intensive discussion, that enables trainees to achieve the effect of gaining in-depth knowledge through collective discussion or self-exploration; research teaching method will have the following mode: -

- Discussion

Discussion allows trainees to discuss specific topics in groups, exchange views with each other to achieve mutually enlightening effect; unlike group work, because group work is dominated by skills, solutions or substantive work; but the rules of discussion will focus on discussion at the intellectual or theoretical level, and case discussion can be used as the subject. It lets trainees express their views, ask each other question and discuss, to draw the conclusions of the group. During the discussion process, trainer should participate in the discussion of each group one by one, lead the discussion, and observe group members' participation, performance, etc.; after completing the discussion, trainer often asks each group to present the conclusions, so that other groups may share the knowledge;

- Case Study

Case study will analyze the causes, outcomes and impacts of individual cases through subject-related cases; and case studies can be presented in the lecture by instruction and presentation methods, such as court cases or online short video, news reports, etc., and then follow by way of questioning or group discussions; thus give trainees a deeper understanding of what they have learned, how to build self-awareness, knowledge and insight; for example, to discuss the topic of fire prevention, the Garley Building fire can be used as a case study;

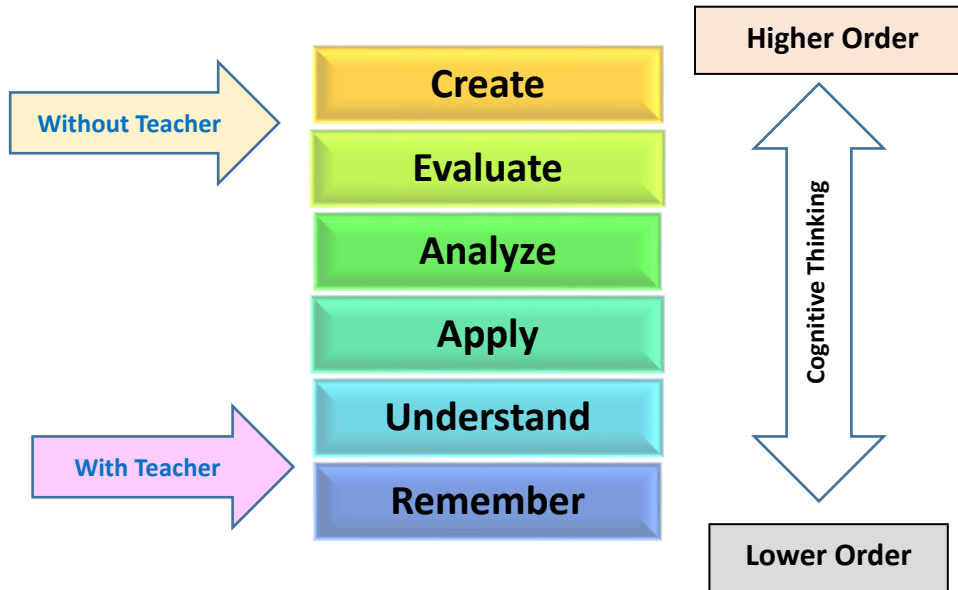
- Exploration

Discovery Trainer provides trainees with different contexts or teaching material, such as case, and then guides the trainees to make in-depth exploration of the subject to discover the corresponding knowledge or conclusions, even to create unique theories and knowledge; practical knowledge and skill technologies can also be applied.

**b. Traditional and Innovative Training Methods**

The traditional teaching methods are mostly trainer-led; trainer teaches knowledge to trainee, in the classroom and use of various methods that introduced in the previous section. Let trainees grasp and understand the knowledge. After study, trainees will do homework/exercise, practice, discussion, research and debate, then knowledge is internalized into self-cognition and ability. By using the traditional teaching methods, the trainer uses more time to train the memory and comprehension ability of trainees, followed by training the analytical and application ability of trainees. However, less time will be spent on the higher level of evaluation and creative ability. (see figure below)

Figure 1: Benjamin Bloom- Taxonomy for the Cognitive Domain<sup>5</sup>

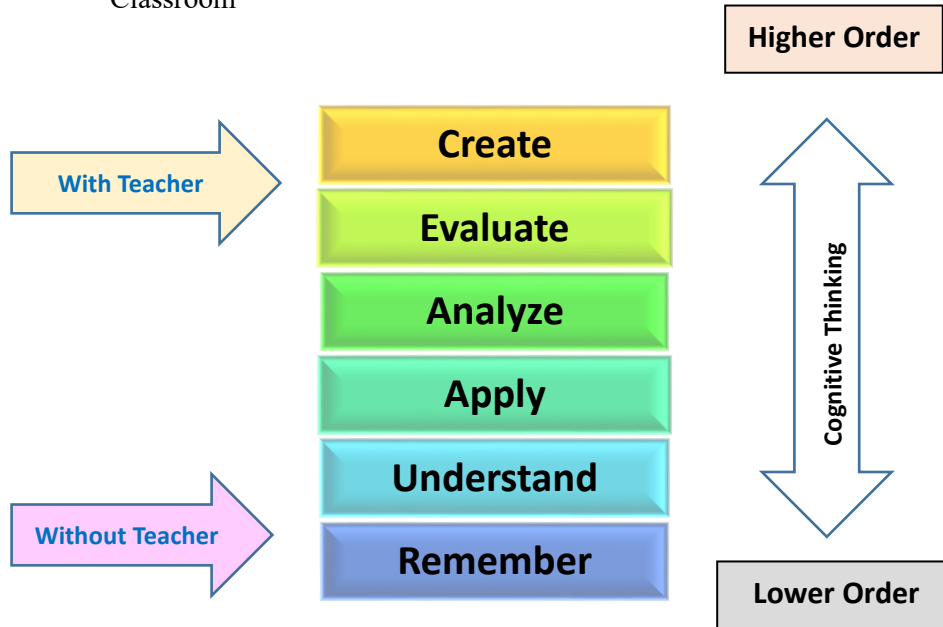


Innovative teaching methods, mostly interactive, in which blended learning models combine traditional teaching methods, incorporate different technologies and media, and apply them flexibly to teaching. For example, the application of some teaching software and applications, such as MOODLE, SOCRATIVE, etc. By allowing trainees to participate more and increasing of interaction, the trainer can be more flexible in the use of lesson time. For example, the use of real-time questionnaires, it invites trainees to take a stand on certain events or try to ask questions to the trainer or arrange prop exercises or tests in class.

Flip Classroom is a commonly used innovative teaching concept to change the aforementioned traditional teaching model by using the classroom content, teaching materials or related data to advance the training platform before class. Trainees must preview and learn on their own before class and write down the problems encountered. By the time of class, the trainer mainly responds to the question of the trainees, the lesson is discussion-based, interactive, cooperative learning or guidance individually. Training the lowest-level thinking ability such as memory, understanding, etc., do not need the participation of the trainer, the trainer involved more in higher-level thinking training such as creation, evaluation ability, etc. Thus, it will let the trainer play a more important role. Using the learning mode of flipping the classroom, the role and participation of the trainer (instructor) becomes the following figure:

<sup>5</sup>Anderson, L. W., Krathwohl, D.R. eds. (2001). A Taxonomy for Learning, Teaching, and Assessing: A revision of Blooms' Taxonomy of educational objectives. New York: Longman.

Figure 2: Application of Benjamin Bloom’s Taxonomy Domain for Assessing the Effectiveness of Flip Classroom<sup>6</sup>



**c. Training Methods that Suitable for Security Training Course**

QASRS of Security Training Courses are not courses to train advanced thinking skills, so flipping the classroom is not very suitable, but the hybrid mode can be integrated with traditional teaching methods and applied to security training courses.

Security training courses train the memory, understanding and application of the knowledge of trainees, so the verbal language teaching mode, instruction method, question-and-answer method and reading guidance method can be adopted, in which verbal language teaching and question-and-answer will be used more. Using question-and-answer helps trainees to understand cases, to find answers in the knowledge of memory, and to deepen the recognition of the knowledge of the trainees. In order to enhance the memory, it uses the reading guidance method to allow the trainees to read the information and data, understand the provisions of the law, relevant cases, codes of practice and their practical application. This lays the foundation for the practical teaching mode.

<sup>6</sup> Lau, I.F. (Jan 2013). *Flip Classroom: A Good Way for Implementing student-centered and Improving the Ability to work. Evaluation Bimonthly*. 41. in Chinese. 劉怡甫《翻轉課堂-落實學生為中心與提升就業能力的教改良方》評鑑雙月刊第41期. 2013年1月.

Security courses will also use intuitive teaching methods, more application of demonstration methods. For example, trainer demonstrates how to use walkie-talkies, fire extinguishers, etc., so that the trainees understand how to carry out operations. Trainees can confirm what is learned in the classroom. However, the 16-hour security courses are having much time and schedule constraints, it is difficult for the training institutions to arrange site visits.

The practical teaching mode is very suitable for security training courses. Experiments, practice and exercise methods are suitable for application in the curriculum. The experimental method allows the trainees to actually operate some security equipment or tools, so that they can really apply the knowledge, they have learned and master practical skills. By practicing, it is helpful for trainees when they back to work and practice the knowledge and skills learned (16-hour security course does not include internship time, but once the trainee completes the course, it can be practiced when he goes to work in the industry; and the in-house security training courses can incorporate this arrangement). Practice methods allow trainee to practice skills or practices repeatedly, making them more skillful at operating; such as writing incident reports, conducting visitor registration procedures, patrolling procedures, etc.

In the security training course, the discussion method of research teaching mode can be applied. The trainer can show the relevant cases or events, let the trainees discuss the handling methods of the case, and then discuss their advantages and disadvantages, as such the trainees can analyze and understand different events and their handling methods, any considerations and their impact as well.

#### **d. Techniques of Lecturing**

To make the lecture successful, teaching skills are also very important; they can refer to the following:

##### **- Drawing of Trainees' Attention**

To guide the trainees, focus on the topic, take the first step to start the teaching process. Trainer needs to control the voice and tone, facial expressions and body language, triggering the focus of the trainees; for example, pronunciation must be clear, the tone has to be sonorous, cadence; the face needs to express a suitable and attention to the trainees. If the trainer is indifferent, how can he/she draw the focus of the trainees?

It is necessary to adopt suitable and interesting teaching materials, to arouse the interest

of the trainees. The content of teaching must be rich and fruitful. Except the emphasis on the main points, others cannot be over-repeated. Arousing resonance can allow trainees to focus on the specific topic.

For example, in the security course, it cannot explain the law without citing actual and relevant cases. Trainer must choose example which is best related to trainees' experience. If trainee has never served as a security guard, it can use examples of daily life, such as where he/she lives, restaurants or supermarkets, as to draw their understanding and recognition.

- Guiding of Trainees' Sense of Engagement

Even if the trainees are focusing, but if there is no sense of engagement, the results will not be so effective, they just like the spectators. They may not be able to produce a sense of identity; thus, knowledge cannot be translated into their internal cognition, and they may not be able to apply in the future.

The way to guide the engagement of trainees is to resonate with the knowledge that trainees have learned, and to get their recognition that the arrangement of the trainer and the lectures will enable them to increase their knowledge and meet their learning objectives. It is very important to increase the interaction in the class, such as sharing experience and discussion, demonstration and experiment, etc.; especially those are required in adult education. Trainer should increase the interaction time for the trainees to share their work or life experience with each other, so that the trainees feel being respected, input and participation will naturally be increased.

- Guiding of Trainees' Thinking and Practice

Finally, the trainer should use more questions & answers and discussions to lead the trainees to think about how the knowledge learned in the lecture can be effectively practiced and applied. If trainees are in service, trainer may encourage them to practice the knowledge at work; and then explore the results after a certain period of application. This will make the trainees have a stronger confidence in the knowledge or skills learned. The trainer should give constant encouragement too. In addition, role-playing, simulation of the real situation can be arranged so that the trainees can practice the use of skills and knowledge; it helps to intensify the learning and form their own inner perception.

**e. Techniques of Motivation and Drawing Attention**

Motivating trainee and drawing their focus will increase the effectiveness of teaching. When trainees are motivated and continuous to learn, trainees will then carry on learning on their own even if the trainer's participation decreases in the future.

Motivating the trainees and drawing their attention will have the following tips:

- Understanding of Trainees

Understanding the ideas, expectations, strengths and weaknesses of trainees are the basic for inspiring trainees; and even understanding the character of trainees through classroom interaction and discussion can help the trainer inspire them. The trainer uses the expectations of trainees to motivate them to actively participate to meet their goals and expectations; and to help the trainees according to their strengths and weaknesses;

- Encouragement to Trainees

Trainer must encourage trainees at the right time, thus enhance trainees' self-confidence. This is also a positive incentive to let them trust their ability, while trusting the leading of the trainer; this increases the motivation and their focus of learning;

- Achievement-oriented

Trainer must guide the trainees to understand their own ability, so that the trainees understand that effort can be made to increase achievement; belief in self-efficacy can improve their input and build a sense of accomplishment. Be careful that setting a too high target would instead undermine trainees' confidence and affect morale;

- Emphasis of Practicability

It must emphasize the practicality of the course, so that the trainees feel that the learned knowledge can be applied in work place. The trainer needs to integrate the course into the real environment. When knowledge combines with practicability that will arouse the interest of the trainees;



- Use of Exploration Techniques

To make use of trainee’s curiosity to guide them, starting from understanding, analysis and then exploration of the subject. For example, to ask the trainees to provide a solution to a case, let the trainees refer to what has been learned, ask them to use creativity to try to solve problems; this will enhance the motivation of the trainees to learn, drive their learning and focus.

**f. Techniques of Questioning**

Asking questions is a technique for stimulating curiosity and concentration, but be aware of the following when asking questions:

- The best question can arouse the interest of the trainees, stimulate their thinking; such as the questions without absolute right or wrong answer, then the trainees who response will gain a sense of successfulness, it is easier to engage in response and interaction;
- Don't let the trainees feel that the trainer is deliberately difficult, aiming at embarrassing the trainees, or feel that the trainer is showing off his/her talent;
- The question should be starting from simple to difficult, thus guide the trainees to master the knowledge step by step, then practice and apply it;
- Questions must be focused, linked to teaching objectives, and can stimulate the thinking of the trainees;
- Questions can create a good atmosphere of trainer and trainee’s interaction, there should be a question and answer, and with extended response, in order to achieve the best results;
- Encourage the trainees to answer as far as possible; even if the answer is wrong, trainer should appreciate the effort of the trainees and help the trainees to clarify any errors;
- Train can use a one-question and multiple answers approach to encourage more trainees to respond to questions, and then summarize all the answers so that trainees can learn more effectively;
- When the trainees are too silent to answer questions, the trainer should try to encourage and guide the trainees; for example, by giving a hint to encourage the trainees to have more confidence to respond.

The way to ask questions can be direct or diverse, use single-question and re-question, and so on; the trainer can use different methods vividly in the lesson, try to match the subject content with the response of the trainees flexibly, and then it can increase the interactive learning in the class.

**g. Techniques of Discussion**

Peer learning and classroom discussions not only increase the interaction between trainer and trainees, but also enhance the understanding of the subject through discussion. Here are some discussion techniques in the classroom for reference:

- Rule of Three - set the subject of discussion first, let the trainees express their opinion; one makes statement, he/she must wait for other three to speak before he/she expresses again; this is to avoid the domination of some of the trainees that causes the trainees cannot listen to others;
- Snowball Discussion – set the discussion topic first, then let the trainees write down their opinion, then exchange discussions with another trainee, and then expand the group to include more, more comments and opinions will be collected;
- Relationship Chart – set the topic that will discuss, then let the trainees write their position and points, trainer then sort it on the board and discuss its relevance while sorting;
- Problem solving - group the trainees, let the trainees act as the problem solver and listener, the listener needs to solve the problem according to the method read out by the solver; during which the unclear place is raised by listener, but cannot replace the solver to solve the problem; in the process, it lets the trainees to have more in-depth understanding of the topic, while increasing the interaction between the trainees;
- Jigsaw Study - trainer divides the trainees into a group of 5 to 7 people, each group is responsible for a topic, group discussion will be followed; after the integration and summary of the results, the group members will have a more intensive understanding of the topic. Next, the group dispersed to other groups, and then led the other group to discuss on the topic, and then a deeper understanding will be obtained. Afterwards, trainees go back to the original group and discuss the new understanding and views again, as a result, there will be a more intensive and comprehensive understanding of the subject.

### **h. Application of Various Techniques in Improving Teaching and Learning Effectiveness**

In the class, the trainer must understand the learning objectives and motivations of trainees, understand their expectations, and apply a various teaching skill in the lesson, it must certainly improve the effectiveness of teaching. Various techniques are listed as following: -

<b>Cognitive Thinking</b>	<b>Teaching Methods</b>
Remember	<ul style="list-style-type: none"> <li>➤ Instructive Teaching</li> <li>➤ Reading Guidance</li> <li>➤ Question &amp; Answer</li> <li>➤ Experiment</li> <li>➤ Exercise</li> </ul>
Understand	<ul style="list-style-type: none"> <li>➤ Instructive Teaching</li> <li>➤ Reading Guidance</li> <li>➤ Question &amp; Answer</li> <li>➤ Demonstration</li> <li>➤ Visit</li> <li>➤ Experiment</li> </ul>
Apply	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Visit</li> <li>➤ Experiment</li> <li>➤ Practice</li> </ul>
Analyze	<ul style="list-style-type: none"> <li>➤ Instructive Teaching</li> <li>➤ Reading Guidance</li> <li>➤ Question &amp; Answer</li> <li>➤ Discussion</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>➤ Reading Guidance</li> <li>➤ Question &amp; Answer</li> <li>➤ Experiment</li> <li>➤ Discussion</li> <li>➤ Exploration</li> </ul>
Create	<ul style="list-style-type: none"> <li>➤ Reading Guidance</li> <li>➤ Experiment</li> <li>➤ Discussion</li> <li>➤ Exploration</li> </ul>

All teaching, questioning, discussion and other learning skills need to be applied flexibly in the classroom, to improve the effectiveness of teaching.

## **B. Classroom Management**

### **i. Management of Classroom Order**

The purpose of classroom management is to enable the classroom to follow the default arrangement without being disturbed and the trainees' learning mood and learning progress should not be affected by intervention. The classroom management of adult education is different from that of primary and secondary schools in general, and the management skills cannot only rely on authority, but must bring out a culture of mutual respect.

Common problems of classroom order are as follows: -

- late and early departure (part-time / night-time course is more common)
- in and out of the classroom
- telephone ringtone nuisance / use of telephone
- high-pitched talk
- poor attitude in group discussion
- verbal provocation to trainer
- disputes between trainees

To deal with the first three issues, the trainer must make a clear statement to the trainees regarding the order of the classroom, the requirements of the trainer and the expectations of the trainees before the start of the class; so that the trainees understand the code of conduct that they must adhere to. For example, the telephone must be muted; because of necessary business call, be sure to leave the classroom for any phone call.

In QASRS of Security Training Courses, trainees must take the course in not less than 16 hours. Trainees must be reminded before the start of classes that they should not be late or leave earlier or to leave the classroom frequently or for a long time, otherwise the time must be made-up. If the trainee forgets to mute the phone and the phone rings, the trainer has to cast a gaze and smile, the trainee would immediately correct it, and the other trainees would follow.

If Trainees talk loudly, the trainer can pause, look to the related trainee, the trainee will naturally find the problem, and may stop automatically. Trainer may walk near to the concerned trainee and stay nearby, trainee may stop talking. Trainer may ask him/her a simple question, and then let him/her to refocus on the class. Trainer can also use treat this as a discussion, asking trainee for advice or inviting him/her to share it with other classmates. When trainee's attitude is poor, no matter it is for other trainees or the trainer, the trainer should immediately remind the concerned trainee to adopt a polite and positive attitude. Generally, it can be effective immediately, unless the trainee has lost control of the temper. Trainer can arrange a short break in advance to give people time to calm down; and if the trainer fails to handle it himself/herself, he/she should ask for support immediately.

If trainer wants to effectively manage the classroom order, you can first remind the trainees about the requirements, attitude to be serious, do not be hasty. In order to give the trainees a sense of respect, it would be better for the trainer to remember the name of the trainees, which can be named each time. The trainees can feel the concern of the trainer. When discussion, trainer should focus on fact, do not be personal, use of speech and language must not insult trainees and hurt their self-esteem. Trainer should speak positively to the trainees and use positive instructions rather than negative prohibitions.

#### **j. Handling of Difficult Students**

In addition to the above-mentioned classroom management, the trainer needs to face different students, including those with problems. These can be caused by emotional and behavioral factors, which can also affect trainees' behavior. Emotional problems may include anxiety, depression, paranoid, and depression, and adults are more likely to experience emotional problems in facing with stress from work daily, or stress from study or classroom adjustment, difficulties with classmates, feeling bullied or insulted, etc. Trainees may be biased in their behavior, such as speaking loudly or over-talking, or some other behavior that affects the order of the classroom as mentioned in the previous section. The methods proposed in the previous section may be used to deal with similar situations.

If trainees have special learning needs, such as dyslexia, autism and other disabilities, the trainer needs to understand the trainees' special needs. On the one hand, to protect trainees' personal interests, do not label trainees in the classroom, and need to take care of their learning needs in a fair manner, such as arranging independent classroom for examination, designing special test papers (same topics) and so on. The most important thing is to understand the trainees' problems and difficulties, so that trainer can adopt appropriate methods to deal with them.

Trainees do not necessarily actively report problems to the trainer before or within the class, so

trainer should encourage trainees to state their own problems or difficulties. In addition, the trainer also needs to pay attention to trainees' behavior or mood changes in the classroom, such as whether they are unable to focus in class, whether the attitude is too passive, whether or not to complete the designated exercises, etc. If there is a situation of emotional or behavioral problem, it is necessary to understand the causes and the crux of the problem as soon as possible in order to solve the problem. If the case involves more complex emotional or behavioral problems, trainer should seek assistance and professional support as soon as possible.

**k. Time Management**

Time management in the class is very important to the progress and management of the course. It is necessary to complete the lesson plan at the scheduled time, to complete the scheduled teaching content and activities in full, and to achieve the expected learning outcome. If time is poorly managed, some content may be over-explained while others become over-simplified, that will influence the trainees to achieve their learning goals.

Every lesson must be pre-designed, with an allocation of time for each part of the program, including lecture time, demonstration time, activity time, and practice time, and a five to ten minutes break.

When carrying out activities, discussions or demonstration exercises, the trainees may be full of enthusiasm and interest, it is very easy to exceed the scheduled time. Therefore, it is better to arrange the activities before the break, in case of over-run, it can shorten the time off to compensate.

QASRS of Security Training Courses must not be less than 16 hours, and it must cover all specified content. Trainers must never reduce the content due to lack of time. If it cannot be completed in 16 hours, it must be extended. Therefore, it is very important for the trainer to have a good time management and control in the class.

QASRS requirements for the class must be made clear to the trainees at the beginning of the class; and discipline, time management and classroom order must be enforced strictly. Trainees must comply with all the requirements to make the class proceed smoothly.

## Chapter 4 - Sample of Teaching Material

### 4.2.7a Assessment and Evaluation

#### Unit of Competency

3.9.1 Means and Techniques of Evaluation:

- a. Satisfaction Level of Trainees
- b. Learning Outcome at Various Stages of Training

#### Intended Learning Outcome

On completion of Class, it is expected that trainees are able to:

1.	master the various means and techniques of evaluation to determine the satisfaction level of the trainee; and
2.	make good use of a variety of assessment methods to determine the results of the training at various stages.

#### Lesson Outline

<b>A</b>	<b>Assessment and Evaluation</b>
a.	Purpose and significance of assessment
b.	Stages of assessment – pre-training, in- training, post-training
	<b>Means and Techniques of Evaluation</b>
c.	Methods and techniques for assessment of trainees’ satisfaction level
d.	Assessment of learning outcome – reaction, learning, behavior, result
e.	Common methods and techniques of assessment <ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Exercise or essay</li> <li>- Project report</li> <li>- Written examination</li> <li>- Oral examination</li> <li>- Observation</li> <li>- Simulation</li> <li>- Work evaluation</li> <li>- Quality measurement</li> </ul>
f.	How to select the suitable methods

## A. Means and Techniques of Evaluation

### a. Purpose and Significance of Assessment

The organization must have spent many resources, including manpower, money, space and time, to arrange training for trainees, and expect that the training programme would achieve the desired results and objectives. The QASRS of Security Training Courses aim to use the 16-hour course to give trainees a certain level of knowledge and skills in carrying out security work, to be competent in the role of security guard and to provide quality security services to its customers. However, whether the course can achieve the corresponding purposes, it will need to have assessment on the course and trainees.

Training assessment has the following specific purposes:

#### - **Organization Level**

In carrying training effectiveness assessment, it can allow the organization to understand whether the training plan can achieve the desired results, can be in line with the organization strategy development and transformation; so that the organization can predict the future progress of the organization. The assessment of training effectiveness can be used to understand any shortcomings in the training, thus the training programme and plan will be revised.

#### - **Work Level**

Assessment of training effectiveness may be used to review whether the training has any contribution in enhancing the work knowledge or skills of trainees; and used to review whether the work requirements are reasonable or need to be revised. Assessment of training effectiveness can analyze the effectiveness of promoting trainees' job knowledge and skills, and also it makes departments or trainees' superiors aware of the extent of improvement of trainees' ability after the training, which can be used as a reference for future work arrangements or promotions; it can facilitate the deployment of human resources.



- **Personal Level**

Assessment can understand the satisfaction level of trainees towards the training programme. It analyzes whether the training course meets the needs and expectations of the trainees. Through the assessment of training effectiveness, the trainees can understand his/her ability and level, understand the potential of self-development. This will enhance self-confidence and ability to cope with work requirement, morale will be increased too.

**b. Stages of Assessment – Pre-training, In-training, Post-training**

Assessment of training effectiveness can be divided into three stages according to time series. First, we must know the objectives and target of the training, and then formulate the order of assessment, and implement it in time.

**(1) Pre-training**

Before the course begins, carry the assessment of participants; assessment can be divided into two areas:

- Expectations of trainees – collect opinions from superiors, departments, organizations, and the expectations of trainees to participate in the training; so that the trainer and the training institutions can adjust meet the needs of the trainee and increase the effectiveness of the training;
- Knowledge Skills - Participants are evaluated before training, so data and information can be compared after training to determine the effectiveness of the training. Pre-training assessment can examine trainees' work skills or knowledge, trainees' knowledge of work procedures, product or service quality, productivity, etc.

For QASRS of Security Training Courses, it may assess the trainees on whether he/she has participated in the relevant courses, the level of awareness and knowledge of security services, the purposes and expectations of participating in the courses, etc.

**(2) In-Training**

During the training, assessment should be carried out according to the training plan and should be carried out in a systematic manner. When the training content is rich, the assessment of trainees' achievement of learning outcome can be done by phases with several assessments, avoid only one-time assessment after completing the course. One-time assessment may affect the effectiveness of assessment. Mid-term assessment during the study period can closely monitor the progress of the trainees. The trainer can make appropriate adjustments to the lesson arrangements or strengthen the counselling of individual trainees to enhance the effectiveness of the training.

QASRS Security Training Courses are short-term courses, so simply apply one final assessment and some informal assessment. Trainer knows the level of understanding of the trainees and the progress of knowledge absorption. Trainer may adjust the lesson arrangement, content or teaching methods. Assessment can be made through the form of a question-and-answer or use the mobile phone applications to conduct a class survey on each independent subject. It is not only assessing the progress, but also deepening the memory of the trainees, strengthening the confidence of the post-class assessment.

**(3) Post-training**

Post-training assessment is carried out after completion of the course, the same as pre-training; it is separated into two parts:

- Assessment of trainees' satisfaction - to understand whether trainees are satisfied with the content, design, teaching methods, time arrangement, teaching equipment, and sum up whether the course can meet the individual expectations;
- Assessment of learning outcome - to assess the effectiveness of the course in enhancing the knowledge and ability of the trainees and the contribution in dealing with the actual work. It provides effective data for organizations, departments and trainees to assess the curriculums and trainees' performance as a whole, to determine the contribution that training courses can make to the organizations and trainees.

For the post-training assessment of QASRS of Security Training Courses, it may use questionnaire to assess trainees' satisfaction level on the course. For assessment of

learning outcome, in accordance with the provisions of the QASRS, it must be in the form of multiple-choice questions, trainees have to answer 50 questions in an hour, and must obtain 30 correct answers or more to be qualified.

**c. Methods and Techniques for Assessment of Trainees' Satisfaction Level**

Assessment of trainees' satisfaction with the course can be divided into formal and informal assessment.

The informal approach is to observe the reaction of the trainee during the class and to chat with the trainees during the break to collect their opinions. The trainer has the flexibility to respond and improve, so that the teaching methods or expressions can be more responsive to the needs of the trainees.

The formal assessment is left until the course completed. The trainees will be asked to express their views on the course, usually by a closed questionnaire, with some open-ended questions. The trainees are easy to respond quickly, and there is a clear record for future analysis.

Questionnaires can generally be classified by the following items: -


- Satisfaction with trainer's teaching
- Satisfaction of course content (including content and depth)
- Satisfaction with course design, administration
- Satisfaction of the teaching environment
- Satisfaction level of meeting expectations
- Overall satisfaction (or evaluation)
- Other opinions/improvement recommendations

In terms of measurements, trainees’ satisfaction rate with a particular category is usually measured in the Likert Scale, for example:

Five Levels:

<b>Very Satisfied (5)</b>	<b>Satisfied (4)</b>	<b>Fair (3)</b>	<b>Dissatisfied (2)</b>	<b>Very Dissatisfied (1)</b>
-------------------------------	--------------------------	---------------------	-----------------------------	----------------------------------

Eleven Levels:

Very Satisfied  Very Dissatisfied

<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

Questionnaires usually include open-ended questions to allow trainees to express their views on topics, such as other comments on the course, improvement suggestions, and, in the case of in-house training, it may ask trainees for further training subjects (or course) to help the organization develop a strategy.

Please note that the questionnaire should be filled in anonymously, when trainees are filling out, the trainer is best not present (or will not watch the trainees). This will receive the most authentic response. If the trainees need to fill in the name or rank, the authenticity of the answer will be greatly affected.

**d. Assessment of Learning Outcome – Reaction, Learning, Behavior, Result**

In the assessment of learning outcome, assessment is often focused on four levels, namely, the reaction, learning, behavior and result. The following are the scope of the four levels and the commonly used assessment methods:

**(1) Reaction**

This mainly assesses the level of response of trainees to the training course; including the feeling, input, engagement and satisfaction with the course, etc. Here are some of the methods: -

- Teaching and Learning Questionnaire - collecting the views of the trainees on the lesson arrangements or the teaching methods of the trainer, and asking the trainees to express their views on the course and the trainer; by using of a questionnaire to understand the trainees' reaction (see section c);
- Classroom observation - observing the level of reaction of the trainees in classroom by reviewing their level of positive or negative response, such as during the question-and-answer session in the lesson;
- Others - in adult education, other data or observations can also be used, such as whether trainees yawns or falls asleep in class, how many trainees use mobile phones in class, the number of trainees who are late and leave early, and the number of trainees who are actively involved in discussions or sharing, ratio of submitting homework on time, etc. All can be used as a reference for the assessment of trainees' reaction to the course.

QASRS of Security Training Courses are 16 hours at least, so trainee must not be late or early departure, leave the classroom or non-concentrate on the class. The trainer must remind the trainees of the requirements. In the event of a violation, the trainees may be denied access to the examination, or may need to make up the class within 8 days in order to sit for the examination.

**(2) Learning**

The assessment of the effectiveness on trainees' learning of knowledge or skills, including the level of absorption of knowledge, the degree of understanding of knowledge skills, and the effective application of relevant knowledge skills. It can be divided into cognitive and practical level. Assessment can provide substantial evidence of the training results and its effectiveness and is more convincing.

The common assessment methods are as follows:

- Assignment - general assignment will be used for mid-to-late assessment during training to understand trainees' understanding of the subject, which can take many forms. For example, case studies allow the trainees to look for information to answer, writing of articles, or completing of certain specified tasks to assess the understanding and application of the data collection, data analysis, problem solving, and knowledge. If the assignment is a group work, it can assess the trainees; ability to communicate and collaborate;
- Examination - the examination is a commonly used assessment method. The examination is the assessment of the ability of trainees to understand and apply knowledge or practicing of technical operation; the written examination mainly assesses the knowledge understanding of trainees; the oral examination evaluates the knowledge and expression ability, communication ability of the trainees; the practical examination evaluates the ability of the trainees to apply the skills and techniques. For example, the security trainer courses must arrange oral examinations (practical presentations, oral response or demonstrations of teaching), otherwise it will be difficult to assess the verbal expression of the trainees;
- Presentation – trainees should collect information and data, conduct analysis, and then give a verbal presentation to report on a particular topic; it is to assess the trainees' understanding of the topic, as well as the ability to deliver a speech, and the ability to respond to questions on the spot;
- Practical Assessment - using specific work or practical demonstrations as a review of trainees' learning, which is often used in the assessment of technical and operational skills; for example, in security training, where trainees operate security equipment such as walkie-talkies or security monitoring systems, it must include the test of practical skills to operate those equipment as the way of evaluation;

Assignment, written examination, and presentation focus on the assessing the trainees' understanding of knowledge and cognition; while practical assessments focus on the ability to apply skills and techniques. For the assessment of QASRS of Security Training Courses, this 16-hour course reviews the cognitive ability of trainees rather than the application ability. If the course is an in-house training course, the institution can add the test on the ability of trainees to apply their security knowledge and skills before or during the actual work, so that the assessment can be more comprehensive and effectiveness for work place. The assessment of the security trainer course will cover both cognitive and practical assessment.

**(3) Behavior**

This assesses trainees' attitude to the application of new knowledge or skills, and their attitude towards work; to assess whether it has been improved by training or not. If the trainees accept the knowledge and skills learned think it is helpful to their own work, they will be willing to apply; otherwise, the knowledge learned in the classroom will be left behind.

Evaluation of behavior shall have the following methods:

- Observation - if the purpose of the training is to respond to changes in the work process, and change the attitude of the trainee, etc., the assessment can be done by observation through their supervisor; it aims to observe whether the trainees have improved in the working procedure, in the sense of commitment to work, their self-confidence, etc. before and after training;
- Interview with trainees – conduct interview with trainees to review their feelings of applying new knowledge or technology in work approximately after one to three months upon the completion of the training; let the trainees evaluate the training's contribution to them;
- Interview with supervisor of trainees - after one to three months of the training, interview the supervisor of the trainees to find out whether the trainees have actually applied the knowledge and skills learned in the training to work, the extent of the application and the effectiveness, etc., which provides insight into whether the course has positive impact on trainees' attitude.

It is necessary to consider whether there are other factors that lead to changes, such as job changes, change of supervisor, promotion, etc., because other factors will affect the attitude of the trainees too. In order to establish an accurate causal relationship, it is necessary to carefully eliminate other factors.

#### **(4) Result**

This level focuses on assessing the overall results of the training, and the benefits to the organization. This level covers a wide range of assessments and the direction, content and methods of assessment must be carried out in accordance with the objectives of the training course. In short, this is to assess the results of the training course, whether it is consistent with the intended objectives of the course or even exceeds the expected results.

There are several evaluation methods as follows:

- Statistics - use some statistics to assess the results; for example, the percentage of security guards' work-related injuries, the proportion of mistakes made during security work, the number of crime being detected, the rate of trainees' churn, the satisfaction or sense of belonging to the company, etc., all can be used as assessing the results of training. Of course, statistics often use comparative methods to identify the rate of improvement (without the old data, no comparison can be made);
- Comparative Measures – The objective of the training course is to enhance the effectiveness or quality of the work of the trainees, it can assess the benefits of training for the organization by comparing pre- and post-training data; for example, for training of trainees in customer skills and service attitudes, it can use the complaint figures for comparative measurement, to review whether there has been a meaningful decline in the number of complaints against staff after training; and if the organization wishes to improve service levels, it can compare the pre-training and post-training completion rate of performance pledge to identify any improvements; if the aim of the course is to improve productivity, the organization can measure the speed at which the emergency is handled, compare whether the speed before and after the training has been improved;



- Cost-effectiveness - in order to verify the existence value of training courses, organizations will evaluate the cost-effectiveness of the training programme; with the resources and costs invested, compared with the benefits that training brings to the organization, thereby analyzing cost-effectiveness and comparing across different training courses. It provides the data needed for decision-making f management level when formulating development strategies.

The most important part of the results analysis is to clearly understand the original objectives, and to pre-determine the measurement of the effectiveness by setting criteria and its weight when formulating the training plan. For example, the expenditure, time, quality or other effectiveness can be used as the measurement criteria, if using the wrong metric, assessment will not reflect the real situation.

#### e. **Common Methods and Techniques of Assessment**

Based on the time series and level mentioned above, the assessment methods are explained in the following: -

##### (1) **Questionnaire**

It is often used for assessment of the expectations of the course and post-classroom comments, assessment of trainee's reaction level, to understand the satisfaction of the trainees with the course, to understand whether the course can meet the expectations of the trainees, and to review and improve the curriculum.

The design of the questionnaire must be simple; the text is simple and easy to read. It is best to first use closed questions, and then adds a few open-ended questions to let the trainees state the opinion. Open questions require more trainees' thinking, and must express in words, that will reduce trainees' desire to respond and affect the effectiveness of the collection of opinions. The wording of questions must not be leading.

##### (2) **Exercise or Essay**

For general courses, the exercise or essay is appropriate for the assessment cognitive level of trainees and can be used for simple assessment of learning outcome of a subject. If the subject of the exercise or essay is scenario-based, it can assess trainees' understanding and application of knowledge, and their analytical ability.

The exercise or essay applies only to the assessment of cognitive ability of information or knowledge; it is ineffective in the assessment of trainees' skills, operation or technical ability. In addition, the language ability of the trainees affects their expression. The trainees of QASRS of Security Training Courses may not be of high academic and language proficiency, and if affected by language ability, the exercises or essays may not truly reflect the level of trainees' understanding of security knowledge.

### **(3) Project Report**

The project reports are at a higher level of assessment. The ability of trainees to collect, analyze, understand, apply, and evaluate data and even create something reflects the effectiveness of learning. Trainees present the above-mentioned abilities, in the form of project report of a particular topic, it reflects their learning achievements.

The project reports do not reflect the ability of memorizing, nor reflect the ability of operating or applying techniques. They are not applicable to QASRS of Security Training Courses. However, at a higher-level security course, such as the security trainer course, it is suitable to use project reports to assess trainees' application of knowledge, cognitive ability of understanding and evaluation.

### **(4) Examination (Written and Practical)**

The examination is a commonly used assessment mode to assess trainees' ability to remember, understand, analyze and apply. The trainees must review and understand what they have learned in order to answer the questions correctly. If the written examination is an open-book mode, there will be less assessment of the memory of knowledge of trainees; if the language ability of the trainees are high, examination can be in the form of short or long essay questions; if the language ability of the trainees are poor, then multiple choice questions, true-or-false questions, or fill-in-the-blanks questions are preferred; if it requires to assess trainees' ability to understand knowledge and apply it, it may use scenario-based questions.

For the assessment of practical skills and techniques, practical examinations can be used to allow trainees to operate the tools or to demonstrate job skills, in order to assess the practical ability of trainees and the effectiveness of training.

### **(5) Oral Examination**

The difference between oral and written examination is that the oral examination is to allow the trainees speak out the answers verbally and give direct response to the examiner's questions, rather than in words. For trainees who are difficult to express their views in words, they can express and reflect their understanding of the topic and the level of its application verbally. They can also express their views or response with explanation according to the examiner's facial expression.

When comparing with written examination, it may be unfair because the questions may not be the same. Oral examination is an inevitable choice if it needs to assess trainees' speaking, communication skills and responsiveness.

## **(6) Observation**

Observation will not direct intervene; it is a way of observing the behavior, attitude, job skills or techniques of the trainees. It is suitable for assessing the learning and behavioral aspects of the trainees. It can be done during the training or after training. By observing the behavioral changes of the trainees before and after training, thus it can assess the impact of training course on the trainees and determine the effectiveness of the course.

Observations can be made by a direct supervisor or by a trainer visiting the trainees' workplace after a certain period; if it is conducted by the trainer, it cannot assess the change of behavior or attitude of the trainees, it can assess the effectiveness of skills and technical application only.

Some observation checklist or metrics must be given, so that observers can objectively evaluate the effectiveness, such as the attitude of the trainees in dealing with customers, the smile and facial expression of the trainees, the attitude when handling the complaint, the response to the emergency and the handling procedure, etc.

## **(7) Simulation**

Simulation tests are suitable for practical or technical tests, such as driving a car, aircraft or firefighting, testing the trainees' skills/technical applications by default scene or in different scenario. It is very suitable to assess the trainees' adaptability and response to contingency. For training of security guards, it can be used to test the trainees' ability in handling sudden events or emergency cases in control room.

Simulation tests require the coordination of resources such as scenes setting and

equipment; due to the limitations of resources, not all training institutions or courses can make appropriate arrangements.

**(8) Work Evaluation**

There is similarity with observation, but the assessment is not carried out in the classroom but is conducted when the trainees return to work. It assesses the substantive work of the trainees, to assess whether the training course has brought about improvements in the trainees' daily work, such as whether the trainee can carry out passage control effectively, whether the reception of guests can be effective with good communication. Assessments are usually done by of the trainees' immediate supervisor, and the trainees' learning performance is assessed from the assessment of the trainees' work performance.

**(9) Quality Measurement**

As an assessment of results level, the organization attaches the utmost importance to the effectiveness of training, the improvement of work or service quality is an important objective of training and an important indicator of effectiveness of training.

By reviewing quality as an assessment of effectiveness, first, it must know the objectives/expectations of the training and list the relevant indicators. For example, reducing the number of complaints by 5%; in the event of an accident, the time to arrive the scene reduced by 5 seconds. The quality assessment can reflect the effectiveness of the training on job skills of the trainees, to justify whether the training course is helpful to improve the quality of the work of the trainees.

**f. How to Select the Suitable Methods**

To choose the right method for assessment of the effectiveness of training course, it must first clarify the objectives of the training, and the targets of the training, then choose the appropriate and effective methods to assess training effectiveness.

Here are some assessment methods that can be used for different levels of effectiveness:

Effectiveness	Assessment Methods
Improving job skills/techniques	<ul style="list-style-type: none"> <li>➤ Practical examination</li> <li>➤ Observation</li> </ul>
Use of knowledge and thinking	<ul style="list-style-type: none"> <li>➤ Written examination</li> <li>➤ Oral examination</li> <li>➤ Exercise or essay</li> <li>➤ Project report</li> </ul>
Work attitudes and behavior	<ul style="list-style-type: none"> <li>➤ Questionnaire</li> <li>➤ Observation</li> <li>➤ Quality measurement</li> </ul>
Organization performance	<ul style="list-style-type: none"> <li>➤ Quality measurement</li> </ul>

For the coverage of training, the training of a single topic or continuous training is different, so the assessment should be different too. For single topic training, a one-time assessment method can be used. Since the assessment methods of different topics may be different, for example, the training courses of security trainers; it should use continuous assessment methods to cover different topics.

If concerning the targets of training, the evaluation method of adult training should consider the learning characteristics of adults, it should pay attention to the application of knowledge or skills rather than reciting materials. So, the design of examination questions should be practical or scenario-based, rather than the use of informational type of questions. QASRS of Security Training Course is an adult training course, the course content is simple and direct, the language ability of trainees is not high, so you it can adopt the method of test/examination with multiple-choice questions.

In designing the training plan, the objectives, targets and methods of the training must be carefully considered in order to design a suitable and effective assessment method, thus the results of the course can provide effective and resourceful information to the organizations and the trainees; and make it easier for the organizations and trainees to determine the future direction of development.

## Chapter 4 - Sample of Teaching Material

### 4.2.7b Assessment and Evaluation

#### Unit of Competency

3.9.2 Design of Examination (based on the requirement of QASRS):

- a. Set Multiple-choice Questions
- b. Develop the Marking Scheme
- c. Analyze the Examination Result

3.9.3 Review of Evaluation Outcome and Examination Results

#### Intended Learning Outcome

On completion of Class, it is expected that the trainees are able to:

1.	set the assessments for trainees, including the setting of appropriate multiple-choice questions, according to the requirements of QASRS;
2.	develop the marking scheme for assessment according to the design of assessment and the requirements of QASRS;
3.	to analyze the ability of trainees and learning outcome reasonably and effectively through the assessment results; and
4.	to conduct an analysis and assessment of the effectiveness of the training after the assessment and conduct a review or revision to make continuous improvements to the curriculum, in conjunction with the purpose of the training.

#### Lesson Outline

<b>A</b>	<b>Design of Assessment (Examination)</b>
a.	Requirement of QASRS for design of assessment
b.	Setting of multiple-choice questions
c.	Developing of marking scheme
<b>B</b>	<b>Review and Evaluation of assessment and examination results</b>
d.	Methods to analyze the examination result
e.	Mapping and analysis of examination results and learning outcome
f.	Review of evaluation outcome and examination result for continuous improvement of training course
<b>C</b>	<b>Sample of Questionnaire</b>

## A. Design of Assessment (Examination)

### a. Requirement of QASRS for Design of Assessment

According to the QASRS of Security Training Course guidelines, the way of assessment has certain rules and requirements, the examination should be conducted in the form of multiple-choice questions. In addition to the examination papers set by the trainer, each examination paper must be approved by the Course Director before they can be used. The examination paper is confidential and must be properly preserved.

The multiple-choice questions must cover the key points within course outline, the proportion of the topics is listed as follows: -

Item	Topic	No. of Questions
(i)	Role, General Duties and Responsibilities of a Security Guard:	7
(ii)	Conduct and Behavior	2
(iii)	Uniform and Equipment	3
(iv)	Legal Responsibilities and Relevant Legislation	13
(v)	Fire Prevention and Procedure	5
(vi)	Handling of Emergencies	12
(vii)	Visitor Control, Patrolling, Reporting and Recording	3
(viii)	Occupational Health and Safety	2
(ix)	Courtesy and Customer Relations	3
<b>Total:</b>		<b>50</b>

Training institutions may set up an examination questions bank with suitable questions and reusable questions, but each question paper should not be repeated with 50% or more of the questions of the last examination. All question answers must be assessed and marked by trainer, and then verified by the Executive Officer appointed by the Institution for course monitoring. Trainee may obtain a certificate if he/she passes the examination; the passing score is set at 60%, i.e. answering at least 30 questions correctly out of 50 questions.

The training institutions are required to develop a set of examination rules and ensure that all the trainees are fully aware of and adhere to the relevant clauses. The examination shall be invigilated by an experienced invigilator. The training institution shall establish a system to ensure that all examination results are properly recorded. The examination results shall be assessed by the trainer, then verified and confirmed by the Executive Officer who is responsible for course monitoring. The report of the Executive Officer shall be completed within one month of the completion of the examination of the course. Training institutions must keep reports and related documents for a minimum of five years.

**b. Setting of Multiple-Choice Questions**

The QASRS of Security Training Courses are evaluated by a single examination. When designing multiple-choice questions, the trainer can refer to the following points: -

- The content and distribution ratio covered by the multiple-choice questions has been prescribed by the guidelines and shall not be changed;
- The design of the questions must effectively reflect the trainees' ability; for example, it is not easy to choose the answer by chance of luck; such as, there is only one answer in a different category, then the student will easily select the correct answer by the sweeping-out method; be careful that whether the question can effectively reflect the trainees' ability is very important;
- The subject and questions should be clear, clear, and do not be ambiguous; such as don't use the word "probably", "may be", etc.;
- Questions should not text trainees on two different concepts at the same time;
- Do not mislead students with words, such as sentences and answers with double negatives words;
- Do not use too difficult text in the question unless you wish to test the trainees' understanding of the text or concept;
- There should not be too many or too few answers to choose from, usually with four to five options;
- If the answer is not a single choice, different combinations can be listed as options;
- The question should not be only right/wrong, yes/no option;
- The question should not imply or hide the answer in it;
- The answer to the question should try to avoid "all the above" or "none of the above";
- The deduction rule should not be applied; that means it will get the points/marks if the answer is right, and no point/mark will be deducted if the answer is wrong.



When designing the multiple-choice questions, it must consider the depth of the question. If the topic is too deep or beyond the level of trainees, it cannot truly reflect the effectiveness of the training course, it can only measure the current level of the trainee. If the questions are too simple, all the trainees obtain full marks, and then it will be difficult to identify who get better achievement in understanding and memory of the knowledge learned. Therefore, when designing the examination paper of multiple-choice question, in addition to considering the level of trainees, it is necessary to add several difficult questions, in order to distinguish the performance of the more outstanding trainees.

**c. Developing of Marking Scheme**

For preparation of general marking scheme, it will base on the teaching content and the proportion of importance to develop a marking scheme. For example, if assessing the practical skills, the proportion of practical examination should be higher than the written examination; and the standard of practical examination should be based on the specific requirements of the course; such as quality requirements, procedure requirements, and completion speed and so on to determine the proportion of scores.

For the evaluation of the performance of trainees, it can be divided into pass and fail. The passing mark should consider the requirements of the overall knowledge; for example, some demanding error-free skills or procedures, the passing mark can be set at 80%; while other general assessment can be set at 50% or 60%. If it wants to assess the level of trainees, it can be divided into five levels as excellent, good, fair, pass and fail.

According to the requirements of QASRS of Security Training Courses, the way of course evaluation is by 50 multiple-choice questions, the proportion of scoring is the same, if each question gets one-mark, full mark is 50 and the passing mark is 30.

QASRS require to distinguish trainees between pass or not and does not require to classify trainees' level. If the training institutions wishes to have more data to help reviewing and assessment the effectiveness of the course, the trainees' scores can be classified, and reference can be made to the following classification: -

<b>Grade</b>	<b>Full Mark is 100</b>	<b>Full Mark is 50</b>
Excellent	90 to 100 marks	45 to 50 marks
Good	80 to 89 marks	40 to 44 marks
Fair	70 to 79 marks	35 to 39 marks
Pass	60 to 69 marks	30 to 34 marks
Fail	59 marks or below	29 marks or below

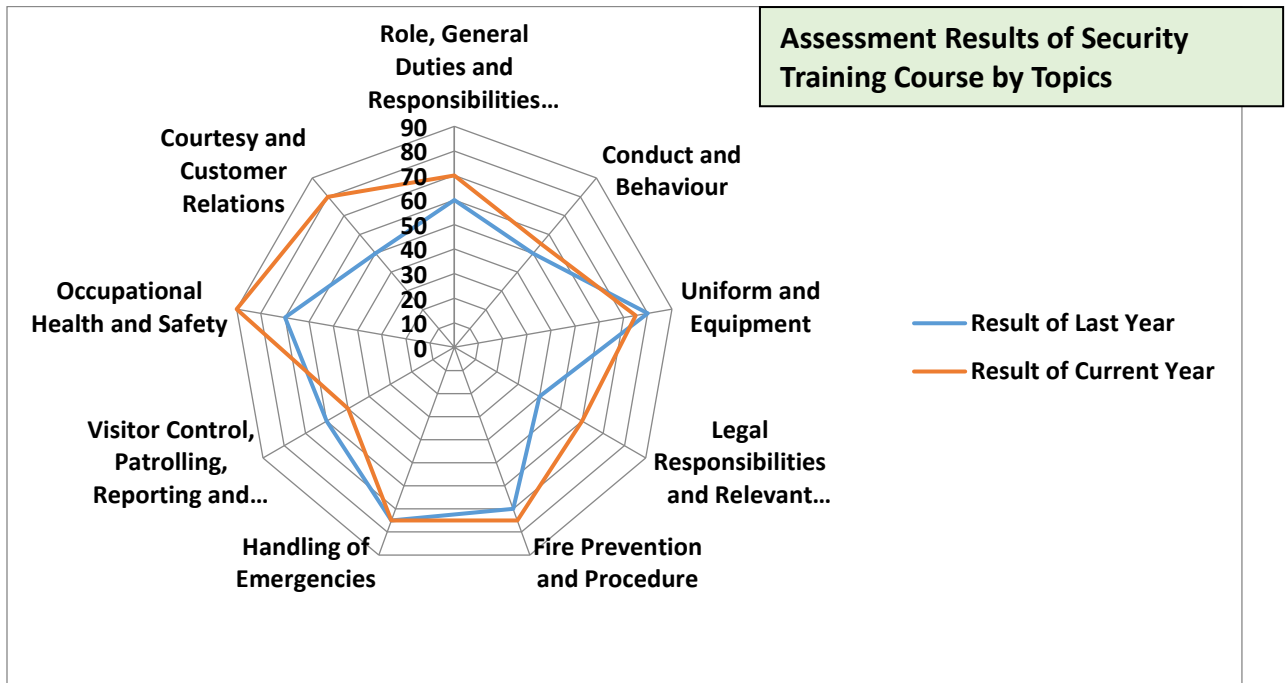
## B. Review and Evaluation of Assessment and Examination Results

### d. Methods to Analyze the Examination Results

The results of the examinations can provide different levels of reference data for management, training institutions, trainers and even trainees. The following methods are used for analyzing the results of the examination: -

- Single-time statistics - the results of the trainees are counted, the proportion of different grades, as well as the ratio of pass to fail will be counted;
- Statistics by questions – analysis by the types of question set, then calculate the passing rate of the question types, the lead vel distribution. If there are different types of integrated examination, it can be calculated by assessment methods, such as the passing rate of written and practical examination.

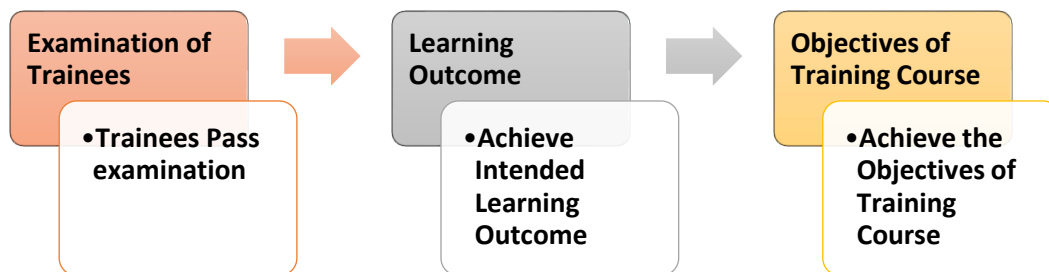
Since QASRS requires the using of multiple-choice questions to cover the number of different contents, the passing rate or performance level can be calculated by the classification of topics. Radar maps can be used to assist in the analysis of the performance levels of all topics of the trainees (see below): -



- Standard Deviation - calculate standard deviations from the scores of the trainees, it can assess the level of variations in the performance of the trainees, and it can help to assess the effectiveness of the course;
- Continuous Comparison - comparing single-time statistics with past statistics; for example, the rise or fall of passing rates, whether the passing rate of a topic has been risen or fallen continuously. If there is curriculum changed or teaching method changed, it must be used to compare the examination results with the previous by comparison to see if the change is effective; Comparison of course should pay attention to the background of the trainees that whether there are any major differences; and the level of examination that whether there is a significant gap and other factors, those factors may affect the effectiveness of comparison.

e. **Mapping and Analysis of Examination Results and Learning Outcome**

In order to determine whether the training program can achieve the training objectives, the examination results of the trainees must be mapped with the intended learning outcome and the objectives of the training to determine the following relationships:



At the early stage, it should map the intended learning outcome with the course's objectives before the course starts to make sure that the intended learning outcome meets the objectives of the course. The design of the examination needs to map with intended learning outcome to ensure that the design meets the requirements of the intended learning outcome.

For example, the mapping of the objectives of QASRS of Security Training Courses and the intended learning outcome is as follows: -

<b>Objectives</b>	<b>Train the trainee to perform basic guarding services in accordance to the instructions and guidelines of the QASRS</b>
<b>Outcome</b>	
Equip oneself with the required knowledge and skills of a security personnel for guarding services	✓
Perform basic guarding services in accordance to the instructions and guidelines of QASRS	✓

The mapping of examination is with intended learning outcome is as follows: -

<b>Outcome</b>	<b>Equip oneself with the required knowledge and skills of a security personnel for guarding services</b>	<b>Perform basic guarding services in accordance to the instructions and guidelines of QASRS</b>
<b>Exam Topic</b>		
Role, General Duties and Responsibilities of a Security Guard:	✓	✓
Conduct and Behavior	✓	✓
Uniform and Equipment	✓	✓
Legal Responsibilities and Relevant Legislation	✓	✓
Fire Prevention and Procedure	✓	✓
Handling of Emergencies	✓	✓
Visitor Control, Patrolling, Reporting and Recording	✓	✓
Occupational Health and Safety	✓	✓
Courtesy and Customer Relations	✓	✓

The analysis of the examination results by topic classification mentioned in the previous section can measure whether the course can achieve the intended learning outcome and the objectives of the course. If only referring to the total passing rate, there may be deviations in the actual results. By analysis of last year's and this year's examination scores with a radar chart in “section d”, although all trainees passed in the two years in overall result. However, in last year, the average mark in "Legal Responsibilities and Relevant Legislation", "Conduct and Behavior" and this year's "Visitor Control, Patrolling, Reporting and Recording " are fail, this reflects the fact that trainees are failed to meet expectations outcome in certain topics, thus affecting the effectiveness of the training.

**f. Review of Evaluation Outcome and Examination Result for Continuous Improvement of Training Course**

As mentioned above, the analysis of examination results can obtain information for the course assessment, which contributes to the curriculum review and continuous improvement. If the assessment and design of examination are appropriate, the effectiveness of the course will be reflected truthfully.

For example, if the course includes teaching trainee to write an incident report, the assessment is to require the trainee to write a report on a particular case of an incident, and if the assessment results reflect that the trainees have not reached the appropriate level, the possible reasons may be: -

- The trainer did not make a demonstration;
- The explanation time is too short for the trainees to understand and master;
- Poor writing skills of trainees;
- Trainee does not concentrate on the class;

If the problem sits in the trainee himself/herself, the result will be reflected in this trainee only, and there will be no failure of the majority of the trainees to meet the standards. If most of the trainees in the course do not meet the required standards, there may be a number of reasons, review and improvement is necessary.

When analyzing the results of examinations and assessments, they can be divided into short-term and long-term results for course review. If the assessment results show an un-ideal outcome, it is necessary to analyze its causes and the impact level. The cause analysis should combine the assessment result, trainees’ satisfaction level, as well as the examination results to make a comprehensive analysis. There are many reasons for the unsatisfactory outcome, they can be divided into curriculum level, the trainer level and the trainees’ level, and the causes of different levels have the following examples:

**Course Level:**

- Course content cannot meet the objectives of the course;
- Inappropriate allocation of course/lesson time;
- Inadequate teaching materials and teaching resources / Failure to match the course;
- Assessment method does not truly reflect the level and ability of the trainees;

**Trainer Level:**

- Poor teaching methods;
- The trainer failed to guide students into learning;
- Poor communication skills;
- Poor classroom and time management.

**Trainees Level:**

- Lack of concentration;
- Insufficient commitment in the class;
- Lack of motivation to learn
- Language incompetency

After identifying the causes, training institutions can make short-term and long-term improvements to the course. Some of the measures can be taken immediately to improve the trainees and trainer levels; such as changing teaching methods to meet the objectives and content of training; and increasing trainees' attention and sense of commitment; and adjusting classroom management and time control, etc.

For the course level, improvements and amendments must be made over a longer period. For example, the modification of course content or schedule (e.g. increasing time for the course), improving teaching resources or modifying the assessment method, etc., which require long-term improvements because those issues related to course management and content review, they need to be implemented after approved and accredited by the authority.

In general, an analysis of the examination and assessment results provides an understanding of the performance and ability of trainees after training. On the other hand, the collection of those relevant data can help organizations in reviewing the training programmes, and then to make short-term, long-term and sustainable improvements.

### C. : Sample of Questionnaire

#### Course and Trainer Evaluation

<b>Name of Course</b>	<b>Reviewer</b>
<b>Class No.</b>	<b>Date</b>

Please circle the most appropriate answer in each question.

(1) Evaluation of Course	Totally Agree		Totally Disagree		Not applicable		
1. Course can achieve the planned objectives	1	2	3	4	5	6	NA
2. The level of course content is suitable	1	2	3	4	5	6	NA
3. Class activities are appropriate (e.g. Discussion, role-play, practice, exercise)	1	2	3	4	5	6	NA
4. Class activities can inspire me on the interest and knowledge of the topics (e.g. Discussion, role-play, practice, exercise)	1	2	3	4	5	6	NA
5. Course is useful to my work	1	2	3	4	5	6	NA
6. Duration of the course is suitable  if you rate this between 1 to 4, please further choose whether it is too short or too long	1	2	3	4	5	6	NA
				( ) too short			
				( ) too long			
7. Teaching material is satisfactory	1	2	3	4	5	6	NA
8. Teaching facilities is satisfactory	1	2	3	4	5	6	NA
9. Other opinion							

(2) Evaluation of Trainer	Name of Trainer						Name of Trainer					
	Totally Agree		Totally Disagree		Totally Agree		Totally Disagree					
1. Trainer can effectively teach and communicate	1	2	3	4	5	6	1	2	3	4	5	6
2. Trainer can arouse interest of class	1	2	3	4	5	6	1	2	3	4	5	6
3. Trainer is knowledgeable in course content	1	2	3	4	5	6	1	2	3	4	5	6
4. Trainer is willing to answer questions	1	2	3	4	5	6	1	2	3	4	5	6
5. In overall, trainer can effective guide trainee in the learning	1	2	3	4	5	6	1	2	3	4	5	6
6. Other Opinion												

(3) Overall Satisfaction Level	Totally Agree		Totally Disagree			
I satisfied with the course	1	2	3	4	5	6



1. Which of the topics are meaningful to you? Please elaborate.

---

2. Do you think which of the topics should be included in the course content?

---

3. How the course can help you in your work place or job achievement?

---

4. What training course do you wish to participate?

---

5. Other opinion or suggestions

---

**~ Thank you for your valuable opinion ~**

## **Chapter 4 – Sample of Assessment**

### **4.3.1 Requirement of Security Course and Training**

**Time Limit: 45 Minutes**

The whole paper must be answered in full, with a total score of 100 marks (passing mark is 60); Trainee must score 60% or more at the same time in Part A and B to get pass.

**Part A: Short Questions (Each question 10 marks, total in 40 marks)**

Please write the answer in the space provided; may use point form to answer except with specification.

**1. What are the contents that should be covered in the QASRS of Security Training Course provided by Security Companies?**

**Answer: (10 marks)**

- i. Role, General Duties and Responsibilities of a Security Guard (1 mark)
- ii. Conduct and Behavior (1 mark)
- iii. Uniform and Equipment (1 mark)
- iv. Legal Responsibilities and Relevant Legislation (1 mark)
- v. Fire Prevention and Procedure (1 mark)
- vi. Handling of Emergencies (1 mark)
- vii. Visitor Control, Patrolling, Reporting and Recording (2 marks)
- viii. Occupational Health and Safety (1 mark)
- ix. Courtesy and Customer Relations (1 mark)

**Total 10 marks**

**2. What are the skills that the Trainer of QASRS of Security Training Courses?**

**Answer: 5 points, total 10 marks**

- (i) Possess of knowledge of security and security services industry (2 marks)
- (ii) Possess of knowledge and understanding of QASRS of Security Training Courses (2 marks)
- (iii) Possess leadership skills, can influence and motive trainees in driving their learning atmosphere (2 marks)
- (iv) Have good communication skills (2 marks)
- (v) Possess personal skills to deal with difficult trainees and maintain classroom order (2 marks)

Other reasonable answers are acceptable

**Total 10 marks**

**3. When holding a security training course, what are the teaching facilities in the classroom that should be provided by the training institute? Please list two necessary equipment and 4 others appropriate equipment.**

**Answer: (Total 10 marks)**

Necessary Equipment: (each 3 marks, total 6 marks)

- White Board (with marker, eraser)
- Projector

Other appropriate equipment: (1 mark each point, total 4 marks)

- Computer
- Screen for projecting
- Visualizer
- Presenter/Laser Pointer

Other reasonable answers are acceptable

**Total 10 marks**

**4. There are basic responsibilities executed by security guards that should be taught in the security training course, please list 5 of them.**

**Answer: (Total 10 marks)**

Any 5 points (2 marks each, total 10 marks)

- prevention of unauthorized access to premises and properties
- registration of visitors and taking precautionary measures to protect the personal data from being disclosed to unauthorized persons/parties
- regulating movement of persons and vehicles on private roads
- taking proper steps to impound unauthorized vehicles in accordance to the Road Traffic (Parking on Private Roads) Regulations Cap. 374
- patrolling
- prevention and detection of crime and accidents
- preventing valuable assets from damage
- reporting and recording incidents properly
- handling emergencies in accordance to the contingency plan as set out by the employer
- monitoring of security systems
- keeping of keys properly
- being acquainted with the assignment instructions as set out by the employer

Other reasonable answers are acceptable

**Total 10 marks**

**Part B: Scenario Questions (20 marks for each question, total 60 marks)**

Please write down your answer in the space provided; do not uses point form to answer except with specification.

5. If the trainee who attended the QASRS of Security Training Course was late for class, he/she arrived 30 minutes after the start of the class and said he/she was delayed because he had just been dealing with business. As a trainer, will you approve him to continue the class? Please explain how you would handle this case.

**Answer: (Total 20 marks)**

Answer of either “approve” or “disapprove” is accepted but must be supported by explanations.

- (a) If the answer is “approved”

Because it is possible to be late for business (2 points)

But even if he/she continues to attend the class, the trainee cannot take the exam as scheduled (6 points)

He/she must be re-sitting the class for the hour and content that missed on or before the eighth day, then he/she can take the exam (6 points)

Because, according to the QASRS of Security Training Course, the trainee must complete not less than 16 hours of classes, so the number of hours in class cannot be reduced, trainees who are incomplete the 16 hours course cannot sit for examination (6 points)

**Total 20 marks**

- (b) If the answer is “disapproved”

Since trainee must complete not less than 16 hours of classes under the requirement of QASRS of Security Training Course, the number of hours attended cannot be reduced (8 points)

If make-up course is to be arranged, trainee must complete it before the eighth day (6 points)

and the organization may have difficulties in scheduling, it may not be able to arrange make-up classes (3 points)

and divide the course time and postpone the examination, it may affect the intended learning outcome, so it is not approved (3 points)

**Total 20 marks**

6. A person who has just turned 65 has applied for an entry as a security guard; he has tertiary education level, possesses writing and communicating skills in both English and Chinese, and has no criminal record and has just retired from his previous company. After the interview, supervisor considers him appropriate, the company just has several different positions:

- (a) single-block residential building
- (b) commercial building
- (c) escort for cash-in-transit

- (i) Which of the captioned positions can be arranged for this staff by this company? State any conditions required. (4 marks)
- (ii) Can the company request him to report duty in the next day? Please explain why. (10 marks)
- (iii) What are the documents that should be ready before allowing this staff to report duty? (6 marks)

**Answer: (Total 20 marks)**

- (i) He can take up position in single-block residential building and commercial building (2 marks)  
But he must apply Security Personnel Permit (2 marks)

**Total 4 marks**

- (ii) No, he can't report duty in the next day (2 marks)  
Reasons: he must apply for Security Personnel Permit unless he already had (2 marks)  
He must complete QASRS of Security Training Course and pass the examination before applying for the Security Personnel Permit (2 marks)  
For application of Category B of Security Personnel Permit, any person older than 65 years old must produce a medical certificate issued by a registered medical practitioner to certify that he is fit to undertake the duties required (2 marks)  
According to the license requirement of Security Company, company must carry out reference check of applicants of security guard before making appointment (2 marks)

**Total 10 marks**

- (iii) Valid Hong Kong Identity Card (2 marks)  
Valid Security Personnel Permit, Category B, if having Category, A permit only, he can be deployed to single-block residential building only (2 marks)  
Proof of address, conduct checking with his previous employer and referee (2 marks)

**Total 6 marks**

## 7. QASRS of Security Training Course much teach relevant law and legislation.

- (i) Please list any 4 relevant Ordinances. (8 marks)
- (ii) The trainees in class are so eager to discuss one of the ordinances that causes the remaining time is not sufficient to teach all the ordinances; one of the ordinances could not be completed before class ended; trainer asks the trainees to go home and read the notes on their own. Can the trainer use this method? Please comment. (6 marks)
- (iii) In preparation of the notes, which is based on the legislation at the time being; the Government has just announced amendments to the legislation just before the class, such as the upper age limit for Class B security licenses, or non-smoking requirement, etc., the trainer fails to modify the printed notes in time, what should the trainer do? (6 marks)

### **Answer: (Total 20 marks)**

- (i) Any 4 of the ordinances (2 marks each, total 8 marks)
- Security and Guarding Services Ordinances Cap 460
  - Personal Data (Privacy) Ordinance Cap 486
  - Criminal Procedure Ordinance (Cap. 221) governing arrest and use of force
  - Road Traffic (Parking on Private Road) Regulations Cap 3740
  - Prevention of Bribery Ordinance Cap 201
  - Smoking (Public Health) Ordinance Cap 371
  - Noise Control Ordinance Cap 400
- Total 8 marks**
- (ii) This method cannot be used (2 marks)
- All explanations must be made to ensure that the trainee is clear and understand the application of the law in order to properly carry out the duties and responsibilities of security work (2 marks) trainer must have professional conduct in deliver training, even time is out, all the topics should be explained to the trainees with time extension in class (2 marks)
- Total 6 marks**
- (iii) It should not only teach based on notes, but based on the actual situation, trainer should teach the latest legislation and related amendment. (2 marks)
- Trainer can explain to trainees the difference before and after the amendment, so that the trainees understand and be clear about the effective date of the new changes, trainees can implement it on time or explain to customers, to avoid misunderstanding. (2 marks)
- Trainer may prepare supplementary materials and sent to the trainees in the class or verbally explain the changes, do not read the outdated notes. (2 marks)
- Total 6 marks**

~ End ~

## **Chapter 4 – Sample of Assessment**

### **4.3.2 -Best Practices of Guarding Operations**

**Time Limit: 45 Minutes**

The whole paper must be answered in full, with a total score of 100 marks (passing mark is 60);  
Trainee must score 60% or more at the same time in Part A and B to get pass.

#### **Part A: Short Questions (Each question 10 marks, total in 40 marks)**

Please write the answer in the space provided; may use point form to answer except with specification.

- 1. When trainer needs to explain security patrols, please outline how patrols detect and prevent crime. Give an example of how patrol can prevent crime.**

**Answer: 10 marks**

- During the patrol, to check for any suspicious circumstances and record patrol cards, or use electronic sensor or sign log books at checkpoint for recordings (2 marks)
- Security guards must be aware of and accustomed to the surrounding environment of the building so that they can detect any differences from the usual, detect irregularities and suspicious things at an early stage (3 marks)
- pre-discover problems can reduce the chance of crime or accident. (2 marks)
- An example: for example, if the merchant's gate is unlocked or opened, tools are placed unusually, etc. (or any suitable example) (3 points)

Other reasonable answers are acceptable.

**Total 10 marks**



2. What are the risks that security guards may encounter when they perform their duties? List 5 of the risks and their reasons.

<b>Answer: Any 5, 2 marks each, total 10 marks</b>	
<b>Risk</b>	<b>Reasons</b>
Human Fall from Height	<ul style="list-style-type: none"> <li>○ Improper use of ladder</li> <li>○ Ladder damage</li> <li>○ Improper body outstretch in the terrace, roof or wind side</li> <li>○ Manhole or canal cover is not well-covered</li> </ul>
Falling or Spraining	<ul style="list-style-type: none"> <li>○ Accident during patrol</li> <li>○ watering or oil accumulated</li> </ul>
Personal Hit by Object	<ul style="list-style-type: none"> <li>○ debris or objects accumulated</li> <li>○ too low-positioned of facilities inside plant room</li> </ul>
Hit by Falling Objects	<ul style="list-style-type: none"> <li>○ Falling of tile from building façade</li> <li>○ Throws of the objects from households</li> <li>○ Branches or debris during typhoon</li> </ul>
Car Accident	<ul style="list-style-type: none"> <li>○ Hit by vehicle</li> <li>○ Careless Driver</li> <li>○ Stand at dangerous position</li> </ul>
Inhalation of Unknown Gas	<ul style="list-style-type: none"> <li>○ Chemical or gas leaks</li> </ul>
Burnt by Fire	<ul style="list-style-type: none"> <li>○ Fire accident</li> <li>○ Burnt by fire while putting out fire</li> <li>○ Mis-use of firefighting equipment</li> </ul>
Hearing Impaired Caused by Noise	<ul style="list-style-type: none"> <li>○ Renovation works</li> <li>○ Vehicle noise</li> </ul>
Heat stroke or Hypothermia	<ul style="list-style-type: none"> <li>○ On-duty outdoor when too hot or cold</li> <li>○ Drink less water</li> </ul>
Electric Shock Injury	<ul style="list-style-type: none"> <li>○ Leakage or equipment damage, aging of electrical appliances</li> </ul>
Contaminated by Chemicals or Germs	<ul style="list-style-type: none"> <li>○ Contact with cleaning detergents, insecticides or other chemicals</li> <li>○ Contact or assist people with illness</li> </ul>
Injury by Hand Tools	<ul style="list-style-type: none"> <li>○ Injured while using tools, such as screwdrivers, scissors</li> </ul>
Pushed or Injured while Controlling Crowd	<ul style="list-style-type: none"> <li>○ Treated violently when dealing with customers who are not satisfied</li> </ul>
Other reasonable answers are acceptable	
<b>Total 10 marks</b>	

**3. What is the difference between adult’s learning, understanding, concentration, memory and the general secondary school or college students? How can trainer adjust this in teaching?**

**Answer: Total 10 marks**

Differences:

- Adult trainees’ understanding of knowledge theory and knowledge application ability is strong (2 marks)
- memory and concentration are weak, generally listening and focus time is about 20 minutes, it is shorter than the youngest, younger trainees generally have 40 minutes focus time (2 marks)
- If the course is part-time, adult trainees attend it after work or rest days, often due to lack of rest that will affect the spirit and concentration (2 marks)

**Total 6 marks**

Methods:

- more flexible approach must be adopted to change the mode of instruction in response to the learning state of the trainees in order to arouse the attention of the trainees and focus on the subject (2 marks)
- the adult memory is weak, so the transfer of knowledge should emphasize the correlation between theory and practicality, deepen the understanding of the trainees and enhance its memory (2 marks)

**Total 4 marks**

Other reasonable answers are acceptable

4. Base on the principles of adult training, which types of the one-way and interactive teaching modes are suitable for security training course? Please give 5 examples. (At least 2 methods for each mode)

**Answer: (any 5, 2 marks each, total 10 marks)**

One Way mode

- Instructive lecture
- multi-media: use image, video to replace speech
- demonstration

Interactive Mode

- Question and Answer
- Visit or field trip
- Discussion

Must list out which methods are one-way mode, which are interactive mode.

Other reasonable answers are acceptable.

**Total 10 marks**

**Part B: Scenario Questions (20 marks for each question, total 60 marks)**

Please write down your answer in the space provided; do not use point form to answer except with specification.

5. **During the security training course, trainer should teach the application of personal protective equipment. When trainer prepares the methods of training, assuming you are the trainer, what training methods will you use? Please explain why. (15 marks)**  
**Please list out 5 types of auxiliary equipment/tool that will help to explain this topic. (5 marks)**

**Answer: 20 marks****Methods and Reasons (any 3, 5 marks each, total 15 marks)**

1. Instructive Lecture  
Reason: direct deliver the knowledge and its application, make trainees to understand those equipment
2. Multi-media: images, video to replace instructive speech or demonstration  
Reason: more vivid and interesting, can arouse the attention of trainees; some of the equipment cannot be presented or demonstrated in class, it can use video to replace, let trainees understand its practical usage
3. Demonstration  
Demonstration: let trainees understand the practical use of tools or equipment, increase their practical skills, more practical and reality, or may let trainees have a try
4. Case Studies  
Reason: let trainees understand the application under different situation; use real life case may let trainees have a deeper understanding and feelings.

**Auxiliary tools/equipment: (any 5, 1 mark each, total 5 marks)**

- Safety shoes
- Safety helmet
- Safety gloves
- Protective clothes
- Goggles
- Ear Shield
- Safety belt
- Reflective vest / belt
- Dust preventive mask / surgical mask /breathing apparatus

Other reasonable answers are acceptable

**Total 20 marks**

6. When trainer prepares for the security training course, trainees compose of younger and elder people, male and female, people from different races; What are the matters that the trainer should pay attention to during the lesson. Please elaborate.

**Answer: 20 marks**

**Matters that should be paid attention to: (5 marks each, total 20 marks)**

1. Don't involve discussion about race, religions, gender, age even political stand point, in order to prevent any contradiction or discontent from the trainees, or disputes between trainees;
2. Trainees are adults, they must be respected; trainer must not let trainees get a feeling of being disrespected through speech or behavior, otherwise, their emotions would be affected. For example, do not scold in the public, criticize his/her being incompetent, object their views without any explanation, making fun or insulting trainees, etc. all will make trainees get a feeling of disgust;
3. Trainees are from different age groups, so there are large learning differences, such as the knowledge in information technology are different, trainer has to balance the needs of the trainees, do not take care of one group of trainees only, that resulting in unfair and contradictory situations;
4. Due to the large differences in trainees, it is necessary to pay attention to the reaction of the trainees during the lesson, such as where the trainee feels dull or don't understand, the trainer should change the way of teaching flexibly, respond to the trainees' and ask them questions, so that the trainees may have room to think; and at the same time let the trainees express their opinions or ask questions, otherwise the trainees will not get a proper response when the knowledge or theory is in doubt.

Other reasonable answers or reasons are acceptable

**Total 20 marks**

7. A security course trainer refers to his experience of previous high school; take a one-way lecturing approach to conduct training. Most of the trainee's doze in class, examination results are not ideal. Trainees express dissatisfaction in the teaching and learning evaluation after the course. Please comment on the reasons for the dissatisfaction and the unsatisfactory results of the trainees and make recommendations.

**Answer: Total 20 marks**

**Reason: (any 4, 3 marks each, total 12 marks)**

1. Adult experience, learning motivation and mode are different from secondary school, adults have a certain understanding and critical ability, it is suitable for using interaction mode of teaching, do not fully adopt one-way teaching methods;
2. Adult trainees already have some work experience, so there are certain expectations of the practicality and applicability of the course, if the course lacks practicality, the trainees will feel dull and waste of time;
3. Adult trainees have a certain personal opinion and life experience, trainer cannot teach trainees in an authoritative way, which will cause the discontent of trainees;
4. Adult learners prefer interactive forms to affirm their abilities and values, so the trainer should avoid one-way lectures;
5. Adults have a strong autonomy towards learning, so the role of the trainer is closer to the guidance than to the transmission of knowledge, so the one-way approach does not create learning motivation.

**Recommendations: (any 4, 2 marks each, total 8 marks)**

1. The lesson should increase the participation of trainees, such as discussion, case sharing, reporting, problem solving, etc., so that the trainees can make use of their expertise, personal experience and creativity, that increase the participation and sharing between the trainees, they are not only learning from the trainer, but also learning from each other's;
2. The trainer should guide the trainees to express their opinions and respect different opinions, establish a good atmosphere of interaction and learning with the trainees, and increase the discussion and experience sharing in the classroom;
3. If there is a physical or simulation operation can make the trainees fully familiar with the topic, increase the confidence of the trainees in learning. If trainer can let the trainee immediately apply the knowledge learned in the classroom, thus the trainees can confirm the practicality of the knowledge learned; this not only shares the results with trainees, but also increase their motivation to learn, more input to the course;

4. Trainees should be guided by a more interactive and thinking mode, the trainer should pay attention to the attention level of the trainees, if the focus is strong (such as at the beginning of the lesson), can teach the theory and knowledge;
5. The inter-changeable application of various teaching methods increases the attention and input of the trainees and increases the achievement of learning outcome.

**Total 20 marks**

~ End ~

## Chapter 4 – Sample of Assessment

### **4.3.3 Determine the Training Needs and Evaluate Training Effectiveness**

**Time Limit: 45 Minutes**

The whole paper must be answered in full, with a total score of 100 marks (passing mark is 60);  
Trainee must score 60% or more at the same time in Part A and B to get pass.

**Part A: Short Questions (Each question 10 marks, total in 40 marks)**

Please write the answer in the space provided; may use point form to answer except with specification.

**1. Please briefly state the significance of training needs analysis for an organization.**

**Answer: 10 marks (any 5, 2 marks each)**

- Identify the gap between organization's performance and expectations
- Identify gaps in employee performance and organization expectations
- Understand employees' needs, motivate employees' morale
- Helps organization in human resources deployment
- Identify training costs and their value
- Assist the organization to restructure or transform
- Increase the effectiveness of training

Other reasonable answers are acceptable

**Total 10 marks**



**2. When an organization creates a data base of security staff, what kinds of information should be kept and can be used?**

**Answer: Any 10, 1 mark each, total 10 marks**

- Name
- Age
- Gender
- Category of Security Personnel Permit
- Academic Qualification
- Other expertise or license, e.g. license of registered electrical worker, certificate of first aid, driving license
- work experience
- security work experience and job nature
- types of building of security work
- language proficiency and communication ability
- computer literacy
- Work ability
- Supervisory ability
- Management ability

Other reasonable answers are acceptable

**Total 10 marks**

3. **If carry out assessment of trainees' reaction level of a security course, what is this assessment for? (4 marks) What are the methods that can be used? (6 marks)**

**Answer: Total 10 marks**

Assessment of reaction level is assessing trainees' satisfaction level of the course, their response in class and level of engagement. (4 marks)

Methods:

- Teaching and learning survey by questionnaire - e.g. collecting opinion for class arrangements or trainer's teaching methods, asking trainees to express their views on the course and the trainer in a questionnaire, aims to understand trainees' response (3 marks)
- class observation – observe trainees' reaction in class, e.g. the level of input, engagement, and response to questions in class, so as to assess trainees' positive or negative reaction (3 marks)

Other reasonable answers are acceptable

**Total 10 marks**

4. **If the security guard does not have any knowledge of computer operation, the present daily work does not involve relevant work; but the organization arranges the basic computer operation course and lets the security staff to study, please explain the reasons.**

**Answer: Any 2, 5 marks each, Total 10 marks**

- Computer technology is very important to today's security work, the organization plan for the long-term development and prepare adequate human asset to cope with the strategic development of the organization
- Increase the staff's job skills, facilitate the transfer of employees to positions requiring computer skills in the future
- Let employees feel the opportunity to develop, increase morale and a sense of belonging to the company
- Prepare to promote staff to supervisory positions in the future

Other reasonable answers are acceptable

**Total 10 marks**

**Part B: Scenario Questions (20 marks for each question, total 60 marks)**

Please write down your answer in the space provided; do not use point form to answer except with specification.

5. **During the management meeting of the property management company, it was discussed that the performance of the security guards was declining and began to affect the image of the company, so it was decided that additional training for security guards should be required to improve the present situation. If you are appointed to take charge of this task, please examine how to conduct a training needs analysis on the three most important levels.**

**Answer: Total 20 marks**

Three levels are Organizational level, departmental level and staff level (2 marks)

**1. Organizational level**

The analysis at the organizational level should focus on the analysis of the gap between the organization's strategy, objectives and customer expectations, the gap between the organization's strategy and the actual performance of the department. If there is a need to improve the performance of the department in order to achieve the objectives of the organization and customer expectations, it is necessary to provide specific training to employees. In addition, organizations will prepare for the future development, so if they analyze the existing departments and staff and the expected gaps in future development, they can prevent the gap in future (i.e., the department and staff have not kept up with the pace) by making early training preparations.

Such analyses can be compared from human assets, departmental structure and performance, market information and data. (6 marks)

**2. Departmental Level**

At the departmental level, the main analysis of the work skills and knowledge of each position, and then compare with human assets; the use of organizational level analysis (the gap between departmental performance and organizational objectives), analysis of the service level and the gap between the level of objectives, staff performance and service level gap, staff skills knowledge and job requirements gap, to understand the training needs of various job positions. (6 marks)

**3. Staff Level**

For staff level, it mainly analyzes the staff's work and personal needs, according to the superior to the staff's performance or daily work record, procedure requirements, etc., analyze the gap between the staff performance and work requirements, so as to find out the training needs. For the individual needs of employees, mainly analyze the staff's ability, knowledge and actual performance gap, and employees' personal expectations, attitudes, behaviors, etc., to understand their personal needs. (6 marks)

Other reasonable answers are acceptable

**Total 20 marks**

6. Following to Question 5, when the management company completes the training needs analysis and have the results; it is decided to arrange a series of training courses for security guards to participate. After half a year, you need to report the effectiveness to the management level. How should you assess effectiveness? Please explain it in time series.

**Answer: Total 20 marks**

Firstly, it should clarify the objectives and targets of training, then prepare the series of assessment, and then carry it out according to time series. (2 marks)

1. **Pre-training**

Before training, it has to assessment the trainees in order to have sufficient data to compare the training result after training. The pre-training assessment can assess trainees' work skills or knowledge, understanding of work procedure, and their working efficiency; and may collect trainees', their supervisors, departments, and organizations' expectation in training; for staff, it may collect their motives and expectation for attending the training, it may help trainer and training institution to adjust for matching the needs of trainees. (6 marks)

2. **In-training**

During the course of training, must follow the teaching plan and assess the trainees' performance gradually, when more topics have been taught, it may assess trainees' achievement of learning outcome, and it may avoid using a single-assessment after completion of the course, because this may affect the effectiveness of assessment. Interim assessment may allow the trainer to monitor the trainees' progress, and make adjustment in the class arrangement, or pay extra consultation to some of the students, which may enhance the training effectiveness. (6 marks)

3. **Post-training**

After completion of the training, assess the trainees' achievement of learning outcome, it aims to assess the result in improving trainee's skills and knowledge to deal with work requirements. The assessment can provide useful information for organization, department and trainees. It may assess the effectiveness of the course as well as the achievement in staff' work performance, and then determine the contribution of training course to the organization and staff. (6 marks)

Other reasonable answers are acceptable

**Total 20 marks**

- 7. Following to Question 6, when doing the assessment of the effectiveness of training, it needs to assess trainees’ learning results and behavior. Please propose two assessment methods to assess the training effectiveness in each “Result” level and “Attitude” level.**

**Answer: Total 20 marks**

**1. Methods for assessing “Result” (any 2, 5 marks each, total 10 marks)**

- Assignment - General assignment will be used for mid-term or post-assessment during training, used to understand trainees’ understanding of the subject, assignment can take many forms, such as work sheet to let trainees find information to answer, write articles or complete certain designated task, it can assess the understanding and application of knowledge of trainees, or to assess trainees’ ability in data collection, data analysis, problem-solving decision-making; if using of group assignment, it can assess the ability leading, communication, and team work;
- Examination - it is a commonly used method of assessment of training effectiveness, it is designed to assess the ability of trainees to understand and apply knowledge, or practical operation techniques; general examination classified to written examination, oral examination and practical examination; written examination assesses trainees’ understanding of knowledge, oral examination assesses trainees’ knowledge and expression ability, communication skills; practical examination assesses trainees’ ability in practical application of skills and techniques;
- Practical assessment - use specific work or practical demonstration of operation as a review of trainees’ learning outcome, this method is often applied to the assessment of technical and operational capabilities, for example, if it is the training of staff to operate security equipment such as walkie-talkie or operation of the surveillance system, it must be based on practical examination as the method of evaluation;
- Presentation – the trainees have to collect information, organize information, analyze on a particular topic to give a speech of presentation on report, it can assess trainees’ level of understanding of the topic, and assess the ability of speech, and response to questions on the spot.

**2. Methods for assessing “Behavior” (any 2, each 5 marks, total 10 marks)**

- Observation - If the training is about changes in the work process, the employee's attitude to work, etc., the assessment of training effectiveness can use the form of observation, usually the observation is that the supervisor observes the trainee (subordinates) and compares their sense of commitment, the implementation process or the work, level of confidence, etc. before and after training, and determine whether there is any improvement;
  
- Interview with trainees - About one to three months after the completion of the training, visit and interview with the trainees to understand their feelings of new knowledge or technology learned, and let trainees evaluates the contribution of training to them.

Other reasonable answers are acceptable

**Total 20 marks**

~ End ~

## Chapter 4 – Sample of Assessment

### 4.3.4 Competency and Skills

#### Presentation Assessment (100% , Passing mark: 60%)

Trainees required to collect information, and prepare the training material, then deliver a training speech in class in order to assess trainees' achievement in learning outcome.

Each trainee needs to independently conduct a training speech of 10 to 11 minutes; trainer and other trainees are the audience. It is recommended that the content of the training speech is not relevant to the security training course, because this assessment is to assess the trainees' ability in preparation of teaching materials, communication skills and the ability to present in front of audience. In order to avoid duplication with the integrated assessment and hope to increase the interest level and sense of commitment of the audience, so the topic of the training speech should be more interesting. It must avoid some controversial topics.

It is necessary to customize a more interesting training topic and prepare suitable materials for training in 10 to 11 minutes in the class. Trainer will assess and rate and other trainees can participate in the rating of satisfaction level, therefore trainees can rate each other. However, it has to consider whether the trainees can rate others fairly and would not be biased. It is recommended the ratio of trainer to trainee in this session should be 1 trainer to 10 trainees.

#### **Time allocation as follows: -**

10 trainees, each present in 11 minutes:	110 Minutes
Trainer makes comment to trainees (1 minute each):	10 Minutes
<u>Trainer makes overall comment:</u>	<u>15 Minutes</u>
<b>Total:</b>	<b>135 Minutes</b>



**Suggestions of topics for trainees' consideration:**

- How to make sponge cake
- Basic techniques of long-distance running
- Stretching exercise in office
- Techniques in planting orchid
- Introduction of popular hiking route
- Flower viewing spot overseas
- Hong Kong heritage tour
- Sharing of a novel

It is suggested that trainees have to pick the topics that they are in favor of or familiar with, so it is easier to manage with more confidence.

**Assessment criteria of presentation:**

Assessment criteria	Weighting
Research ability	10%
Effectiveness of teaching material	10%
Presentation Skills (Tone, voice, facial expression, body movement)	20%
Interaction with participants	10%
Confidence	10%
Time management	10%
Achievement of objectives of presentation (e.g. sharing of information, express of views, discussion or lobbying, etc.)	20%
Motivation of learning atmosphere	10%
<b>Total:</b>	<b>100%</b>

Training Presentation	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Research ability	Skillful, clear and accurately manage and master the knowledge and techniques in application	Able to master the knowledge and skills, have a few rooms for improvement	Just meet the requirements, still have many rooms for improvement	Not fulfilling the requirements	A wide gap under the requirements	10
Effectiveness of teaching material						10
Presentation Skills - tone						5
Presentation Skills – voice						5
Presentation Skills – facial expression						5
Presentation Skills – body movement						5
Interaction with participants						10
Confidence						10
Time management						10
Achievement of objectives of presentation						20
Motivation of learning atmosphere						10
<b>Total marks:</b>						<b>100</b>

~ End ~

## Chapter 4 –Sample of Assessment

### 4.3.5 Preparation of Training

#### **Exercise: Design of course outline, teaching plan, lesson plan and preparation of training material**

Each trainee needs to complete the exercise independently and submit to trainer for assessment at designated time (recommended 5 to 7 days after completion of the class)

Each trainee needs to prepare a teaching plan for a training course in 2 hours, topic is designed by trainee, and trainee needs to prepare for the followings: -

1. Course Outline:	30 marks
2. Teaching Plan:	25 marks
3. Lesson Plan:	20 marks
4. <u>Arrangement of training material:</u>	<u>25 marks</u>
<b>Total:</b>	<b>100 marks</b> (passing marks: 60)

Trainee may consider using of the same topic in the previous assessment of presentation by speech or pick one of the sections of integrated assessment as an independent training course for this exercise.

## Suggested Marking Scheme

### 1. Course Outline

Course Outline	Assessment criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Objectives of training and intended learning outcome	Clear and fully complied with SMART* requirement	Mostly complied with SMART* requirement	More than half complied with SMART* requirement	Not complied with SMART* requirement	A wide gap below the SMART* requirement	5
Academic qualification, ability, or knowledge of trainees	Clear and fully complied with requirement	Mostly complied with requirement	Fairly complied with requirement	Not complied with requirement	A wide gap below the requirement	3
Teaching mode and methods	Skillful, accurately manage the knowledge, design is clear, fully fulfill the training objectives and intended learning outcome	Can manage the knowledge, design is mostly fulfilling the training objectives and intended learning outcome	Design is fairly fulfilling the training objectives and intended learning outcome, still have rooms for improvement	Design cannot fulfill the training objectives and intended learning outcome	A wide gap below the requirement	5
Teaching language						2
Lesson mode and time allocation						5
Teaching resources and activities						5
Assessment methods, weighting, and time						5
<b>Total:</b>						<b>30</b>

\*SMART – Specific, Measurable, Achievable, Realistic, Time-bound

## 2. Teaching Plan

Teaching Plan	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Course objectives and teaching strategy	Clear, fully fulfill the training objectives and intended learning outcome	Mostly fulfill the training objectives and intended learning outcome	Fairly fulfill the training objectives and intended learning outcome	Cannot fulfill the training objectives and intended learning outcome	A wide gap below the requirement	5
Curriculum and course content						5
Teaching activities	Clear, fully fulfill the training objectives and intended learning outcome	Mostly fulfill the training objectives and intended learning outcome	Fairly fulfill the training objectives and intended learning outcome, still have rooms for improvement	Cannot fulfill the training objectives and intended learning outcome	A wide gap below the requirement	5
No. of lesson, time allocation and study hours						5
Training material, reference and information						5
					<b>Total:</b>	<b>25</b>

## 3. Lesson Plan

Lesson Plan	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Lesson objectives, intended learning outcome, topics and sub-topics	Clear, fully fulfill the training objectives and intended learning outcome	Mostly fulfill the training objectives and intended learning outcome	Fairly fulfill the training objectives and intended learning outcome	Cannot fulfill the training objectives and intended learning outcome	A wide gap below the requirement	5
Lesson time allocation, mapping with topics						5
Class activities	Clear, fully fulfill the training objectives and intended learning outcome	Mostly fulfill the training objectives and intended learning outcome	Fairly fulfill the training objectives and intended learning outcome, still have rooms for improvement	Cannot fulfill the training objectives and intended learning outcome	A wide gap below the requirement	5
Contingency (which of the subtopics can be reduced in time)						5
					<b>Total:</b>	<b>20</b>

#### 4. Arrangement of Training Material

Arrangement of Training Material	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Training material plan for each topic and sub-topic	Skillful, accurately manage the knowledge, pros and cons of teaching material, design is clear, fully fulfill the training objectives and intended learning outcome	Can manage the knowledge, design is mostly fulfilling the training objectives and intended learning outcome	Design is fairly fulfilling the training objectives and intended learning outcome, still have rooms for improvement	Design cannot fulfill the training objectives and intended learning outcome	A wide gap below the requirement	5
Training material mapped with trainees' ability and teaching plan						5
Varieties of training material						5
Information coverage of the training material						5
Training material can arouse trainees' learning motives						5
					<b>Total:</b>	<b>25</b>

~ End ~

## Chapter 4 – Sample of Assessment

### 4.3.6 Methods of Training

Each question is 50 marks, total in 100 marks, trainee must get 30 marks or more at each question to get pass.

#### **Exercise: Design of Training Methods and Facilities, Training Techniques and Learning Resources**

- 1. A Trainer needs to design training methods for the following short-term training courses and consider what facilities/equipment are needed to conduct the training effectively and get the best results.**

**The course information is as follows:**

<b>Training Nature:</b>	In-house Training Course
<b>Objectives:</b>	To enable new security guards to handle customer's complaints effectively
<b>Intended Learning Outcome:</b>	After completing the course, the new security guard is able to: <ul style="list-style-type: none"> <li>- deal with customer complaints with confidence and politely</li> <li>- deal with customer complaints in accordance with company guidelines quickly and effectively to customer's satisfaction</li> </ul>
<b>Course duration:</b>	2 hours
<b>No. of trainee per class:</b>	Maximum 20 person
<b>Target trainees:</b>	New recruit security guards, primary education level, can communicate in Chinese fluently
<b>Assessment:</b>	Assessed by their direct supervisor in work place



**Course content covers the following topics: -**

(1)	Understand the reasons of customer's complaint
(2)	Attitude and emotional control in dealing with customer's complaints
(3)	Methods and techniques to hand customer's complaints
(4)	Proper and improper wordings
(5)	How to reduce complaints
(6)	How to change complaints to compliments

**Trainees should design the teaching methods for each topic, use a chart to present, and set out the corresponding teaching equipment required, and state any auxiliary equipment required for speech in the training course. (50 marks)**

**Answer:**

According to the 6 topics and design the teaching methods and equipment required, and any auxiliary equipment for speech.

<b>Topic</b>	<b>Teaching Methods</b>	<b>Equipment required</b>	<b>Marks</b>
(1) Understand the reasons of customer's complaint	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Demonstration (Playing video)</li> <li>- Question &amp; Answer to arouse attention</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- White board/Black board, writing tools</li> <li>- projector, computer and screen</li> <li>- presentation slide, case, notes, video</li> <li>- flip chart (for trainees' expression)</li> </ul>	8
(2) Attitude and emotional control in dealing with customer's complaints	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Demonstration (Attitude and facial expression)</li> <li>- Question &amp; Answer to arouse attention</li> <li>- Exercise (breathing or speech tone)</li> </ul>	<ul style="list-style-type: none"> <li>- White board/Black board, writing tools</li> <li>- projector, computer and screen</li> <li>- presentation slide, case, notes, video</li> <li>- Mirror (for trainees' understanding of their facial expression)</li> </ul>	8
(3) Methods and techniques to hand customer's complaints	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Demonstration</li> <li>- Question &amp; Answer to arouse attention</li> <li>- Role playing</li> </ul>	<ul style="list-style-type: none"> <li>- White board/Black board, writing tools</li> <li>- Projector, computer and screen</li> <li>- Presentation slide, case, notes, role play background information</li> <li>- Props or scene for role play</li> </ul>	8
(4) Proper and improper wordings	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Demonstration</li> <li>- Role playing (arranged with topic 3 together)</li> </ul>	<ul style="list-style-type: none"> <li>- White board/Black board, writing tools</li> <li>- Projector, computer and screen</li> <li>- Presentation slide, case, notes, role play background information</li> <li>- Props or scene for role play</li> </ul>	8
(5) How to reduce complaints	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Demonstration (Playing video or film)</li> <li>- Question &amp; Answer to arouse attention</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- White board/Black board, writing tools</li> <li>- projector, computer and screen</li> <li>- presentation slide, case, notes, case for discussion (text or video)</li> <li>- flip chart (for trainees' expression)</li> </ul>	8

(6) How to change complaints to compliments	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Demonstration (Playing video or film)</li> <li>- Question &amp; Answer to arouse attention</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>-White board/Black board, writing tools</li> <li>- projector, computer and screen</li> <li>- presentation slide, case, notes, case for discussion (text or video)</li> <li>- flip chart (for trainees' expression)</li> </ul>	8
(7) Auxiliary equipment for speech in classroom		-Microphone, amplifier, presenter (laser pointer)	2
<b>Total marks:</b>			<b>50</b>

\*Other reasonable answers are acceptable

2. A Trainer needs to design training methods (techniques) for the following short-term training courses and propose suitable learning resources and training material that allow trainees achieve the best learning outcome.

Course information is as follows: -

<b>Training Nature:</b>	In-house Training Course
<b>Objectives:</b>	To enable new security guards to write incident report
<b>Intended Learning Outcome:</b>	After completing the course, the new security guard is able to: - write incident report accurately in accordance with company guidelines
<b>Course duration:</b>	2 hours
<b>No. of trainee per class:</b>	Maximum 20 person
<b>Target trainees:</b>	New recruit security guards, primary education level, can write in Chinese
<b>Assessment:</b>	Examination after training, trainee should write an incident report base on an emergency case

Course content covers the following topics: -

(1)	The reason and usage of writing an incident report
(2)	The important matters/information that should be paid attention to and recorded down when dealing with a case
(3)	Methods and techniques to hand customer's complaints
(4)	Format and company's requirement of an incident report
(5)	Common mistakes in writing an incident report
(6)	Matters to follow-up after writing an incident report

Trainees should base on the teaching methods (techniques) of individual topic, by using a chart, propose the learning resources for each of the topic, and list the training material that should be prepared. (50 marks)

**Answer:**

According to the 5 topics and the teaching methods (skills), design the learning resources and training material

<b>Topic</b>	<b>Teaching Methods (Techniques)</b>	<b>Learning Resources / Training Material</b>	<b>Marks</b>
(1) The reason and usage of writing an incident report	<ul style="list-style-type: none"> <li>- Lecture (focus, motivate training)</li> <li>- Reading (reading of past records)</li> <li>- Question &amp; Answer (arouse trainees' interest and thinking)</li> <li>- Demonstration (showing a correct incident report)</li> </ul>	<ul style="list-style-type: none"> <li>- Company policy and practical requirement</li> <li>- Common cases</li> <li>- Past record of incident report of the estate</li> <li>- Notes</li> <li>- Trainer's personal experience</li> <li>- Trainee's personal experience</li> </ul>	10
(2) The important matters/information that should be paid attention to and recorded down when dealing with a case	<ul style="list-style-type: none"> <li>- Lecture (focus, motivate training)</li> <li>- Reading (reading of past records, company regulations, work instructions)</li> <li>- Question &amp; Answer (arouse trainees' interest and thinking)</li> <li>- Demonstration (showing a correct incident report and some report with missing information)</li> </ul>	<ul style="list-style-type: none"> <li>- Company policy and practical requirement</li> <li>- Cases</li> <li>- Video (incidents)</li> <li>- Trainer's personal experience</li> <li>- Trainee's personal experience</li> <li>- Notes</li> </ul>	10
(3) Methods and techniques to hand customer's complaints	<ul style="list-style-type: none"> <li>- Lecture (focus, motivate training)</li> <li>- Reading (reading of past records, format of report, writing skills and wordings)</li> <li>- Question &amp; Answer (arouse trainees' interest and thinking)</li> <li>- Demonstration (showing a correct incident report and some report with missing information)</li> <li>- Exercise (let trainees' practice and write report to gain the skills)</li> </ul>	<ul style="list-style-type: none"> <li>- Company policy and practical requirement</li> <li>- Format of Incident report</li> <li>- Record of Incident reports (both correct and incorrect samples)</li> <li>- Cases (that aroused problems for sharing)</li> <li>- Notes</li> <li>- Worksheet for exercise</li> </ul>	12



Topic	Teaching Methods (Techniques)	Learning Resources / Training Material	Marks
(4) Format and company's requirement of an incident report	<ul style="list-style-type: none"> <li>- Lecture (focus, motivate training)</li> <li>- Reading (reading of past records, format of report, writing skills and wordings)</li> <li>- Question &amp; Answer (arouse trainees' interest and thinking)</li> <li>- Demonstration (showing a correct incident report and some report with missing information)</li> <li>- Exploration (let trainees find out the error in an incident report with errors)</li> </ul>	<ul style="list-style-type: none"> <li>- Company policy and practical requirement</li> <li>- Format of Incident report</li> <li>- Record of Incident reports (incorrect samples)</li> <li>- Cases (that aroused problems for sharing)</li> <li>- Notes</li> </ul>	12
(5) Common mistakes in writing an incident report	<ul style="list-style-type: none"> <li>- Lecture (focus, motivate training)</li> <li>- Reading (reading of past records)</li> <li>- Question &amp; Answer (arouse trainees' interest and thinking)</li> </ul>	<ul style="list-style-type: none"> <li>- Company policy and practical requirement</li> <li>- Note</li> <li>- Trainer and trainees' personal experience</li> </ul>	6
<b>Total Marks:</b>			<b>50</b>

\*Other reasonable answers are acceptable

~ End ~

## Chapter 4 – Sample of Assessment

### 4.3.7 Assessment and Evaluation - Assess the Satisfaction Level of Trainees and Learning Outcome at Various Stages of Training

Each question is 50 marks, total in 100 marks, trainee must get 30 marks or more at each question to get pass.

#### **Exercise: Design of Questionnaire and Examination Paper**

- 1. Basing on QASRS of Security Training Course, design a teaching and learning questionnaire for trainees to assess the satisfaction level of the trainees.**

#### **Marking Scheme:**

Design of Questionnaire	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Items must be included (See Remark 1*)	Clear and fully cover all important questions	Mostly over all important questions	Fairly cover important questions	Cannot cover important questions	A wide gap below the requirement	10
Clear and accuracy in wordings, sentences and expression	Express in very clear and accurate wordings, sentences	Express in clear and accurate wordings, sentences	Mostly express in clear and accurate wordings, sentences, but still have some ambiguous	Cannot express clearly, wordings and sentences are ambiguous	A wide gap below the requirement	8
Appropriate measurement in closed end questions (ways to respond)	Very appropriate measurement of results	Appropriate measurement of result	Fairly appropriate measurement of result, still have rooms for improvement	Not appropriate measurement of result	A wide gap below the requirement	8



Design of Questionnaire	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Objectivity	Very objective	Quite objective, but have a few questions not objective enough	More than half questions are objective, some questions are not objective enough	Most of the questions are not objective enough	A wide gap below the requirement	8
Format of design	Very good design and format, facilitate respondents to answer	Nice design and format, may facilitate respondents to answer	Fairly design and format, and facilitate respondents to answer, but still have rooms for improvement	Design and format cannot facilitate respondents to answer	A wide gap below the requirement	8
Overall Result	Questionnaire can collect trainees' opinion and satisfaction level of the course effectively	Questionnaire can collect trainees' opinion and satisfaction level of the course	Questionnaire can collect some trainees' opinion and satisfaction level of the course, but still have rooms for improvement	Questionnaire cannot collect trainees' opinion and satisfaction level of the course	A wide gap below the requirement	8
<b>Total Marks:</b>						<b>50</b>

**\*Remark 1:** Item must be included in the questionnaire:

- Satisfaction level to trainer's teaching
- Satisfaction level to the training course (includes content and the level)
- Satisfaction level to course design, administration
- Satisfaction level to teaching environment
- Level of meeting the expectations
- Overall satisfaction level (or comment)
- Other opinions / suggestions for improvement
- Any training subject that is expecting in future (or course)

2. **Base on the requirement of QASRS of Security Training Courses, design an examination and marking scheme to evaluate trainees' achievement of learning outcome.**

**Marking Scheme:**

Design of Exam paper	Marking Scheme					Marks
	87-100%	74-86%	60-73%	30-59%	0-29	
Ratio of topics and questions complied with QASRS requirement	Fully and accurately complied with QASRS requirement	Mostly complied with QASRS requirement (error not more than 2 questions)	Some cannot comply with QASRS requirement (error not more than 4 questions)	5 or more questions cannot comply with QASRS requirement	8 or more questions cannot comply with QASRS requirement	8
Clear and accuracy in wordings, sentences and expression	Express in very clear and accurate wordings, sentences	Express in clear and accurate wordings, sentences	Mostly express in clear and accurate wordings, sentences, but still have some ambiguous	Cannot express clearly, wordings and sentences are ambiguous	A wide gap below the requirement	8
Instructions to answer and important matters	Clear and fully cover all important matters	Mostly over all important matters	Fairly cover important matters	Cannot cover important matters	A wide gap below the requirement	5
Marking scheme	Fully and accurately complied with QASRS requirement	Mostly complied with QASRS requirement, have a few errors	Some cannot comply with QASRS requirement, still have rooms for improvement	cannot complied with QASRS requirement	A wide gap below the requirement	5

Design of Exam paper	Marking Scheme					Marks
	87-100%	74-86%	60-73%	30-59%	0-29	
Level of questions	Level of questions is very appropriate to assess trainee's level	Level of questions can assess trainees' level	Some of the questions are too easy or too difficult, still have rooms for improvement	Most of the questions are too simple or too difficult	A wide gap below the requirement	8
Questioning skills and techniques	Very appropriate questioning skills and techniques	Mostly suitable questioning skills and techniques	Still have rooms for improvement in questioning skills and techniques	Questioning skills and technique cannot fulfil requirement	A wide gap below the requirement	8
Overall effectiveness	Exam paper is very effective in assessing trainees' learning outcome	Exam paper can assess trainees' learning outcome	Exam paper can assess some of the trainees' learning outcome, still have rooms for improvement	Exam paper cannot assess trainees' learning outcome	A wide gap below the requirement	8
					<b>Total Marks:</b>	<b>50</b>

~ End ~

## Chapter 4- Sample of Assessment

### 4.3.8 Integrated Assessment

**Duration: 180 Minutes**

Integrated assessment will be arranged after completion of the course, it is divided into 3 parts:

- a. Project Report – Preparation of Lesson Plan and Training Notes
- b. Exercise of Assessment – Design of Examination Paper
- c. Practical Assessment – Deliver a Training Session in Class

### Intended Learning Outcome

The objective of integrated assessment is to assess the trainees' achievement after completion of the training course; the trainees are expected to be:

1.	able to design teaching and lesson plan according to the requirements of the course, including the teaching methods and application of teaching materials, and be able to prepare notes (handouts) for trainees;
2.	able to design examination paper according to the requirements of the course, to apply techniques in designing the appropriate multiple-choice questions of security training course;
3.	able to use suitable teaching methods and materials, and conduct the class according to the teaching and lesson plan effectively;
4.	able to apply teaching facilities and resources in classroom teaching effectively;
5.	able to a management skills and techniques in speech properly, deliver the knowledge to trainees that achieve the objectives of the class.

**Content:**

The requirements and arrangements for this assessment should be clearly presented to the trainees at the beginning of the course. After completing each class and related assessment, that relevant information can be used to prepare this integrated assessment, the weighting of each part of the assessment is recommended as follows:

a. Project Report – Preparation of Lesson Plan and Training Notes	40%
b. Exercise of Assessment – Design of Examination Paper	20%
c. Practical Assessment – Deliver a Training Session in Class	40%
<b>Total:</b>	<b>100%</b>

The total marks are 100, passing marks is 60. Trainees must get 60% or more at each part to get pass in the whole.

**The suggested assessment of each part is as follows: -**

**a. Project Report – Preparation of Lesson Plan and Training Notes (40%)**

Trainees should base on the QASRS of Security Training Courses to prepare a project report, it should be submitted in about 7 to 14 days after the course (subject to the design of each course), the objective of this assessment is to assess whether the trainees are: -

- able to design teaching and lesson plan according to the requirements of the course, including the teaching methods and application of teaching materials; and
- able to prepare notes (handouts) for trainees;

The suggested weighting of 2 parts is as follows: -

- Lesson Plan (15%)
- Notes for Trainees (Handouts) (25%)

Assessment Criteria and marks allocation are as follows: -

**Lesson Plan (15%):**

Lesson Plan	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Objectives of lesson	Clear and accurate, fully understand the knowledge and application skills	Understand the knowledge and requirement, still have rooms for improvement	Fairly fulfill the requirement, still have many rooms for improvement	Cannot fulfill the requirement	A wide gap below the requirement	3
Time allocation for each topic						3
Importance of topic (reducible or not)						2
Teaching methods of each topic						4
Teaching material						3
<b>Total Marks:</b>						<b>15</b>

**Notes for Trainees (Handouts) (25%):**

Notes for Trainees	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Structure and organization	Clear and accurate, fully understand the knowledge and application skills	Understand the knowledge and requirement, still have rooms for improvement	Fairly fulfill the requirement, still have many rooms for improvement	Cannot fulfill the requirement	A wide gap below the requirement	2
Content and accuracy of each topic						15
Wordings						3
Level and length of each topic						2
Examples and other methods of explanation						3
<b>Total Marks:</b>						<b>25</b>

**b. Exercise of Assessment- Design of Examination Paper (20%)**

Trainees should base on the QASRS of Security Training Courses to prepare an examination, it should be submitted in about 7 to 14 days after the course (subject to the design of each course), the objective of this assessment is to assess whether the trainees are: -

- able to design examination paper according to the requirements of the course;
- able to apply techniques in designing the appropriate multiple-choice questions of security training course.

Assessment criteria and marks allocation are as follows: -

**Design of Examination Paper (20%):**

Design of Examination	Assessment Criteria					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Organization and structure of examination paper	Clear and accurate, fully understand the knowledge and application skills	Understand the knowledge and requirement, still have rooms for improvement	Fairly fulfill the requirement, still have many rooms for improvement	Cannot fulfill the requirement	A wide gap below the requirement	2
Instructions to answer						3
Ratio of topics and questions complied with requirement						2
Questioning skills and techniques						8
Level of questions						2
wordings, sentences and expression						3
<b>Total Marks:</b>						<b>20</b>



**c. Practical Assessment – Deliver a Training Session in Class (40%)**

Trainees must base on the course design to conduct a session of training class to the remaining class of trainees of not less than 15 minutes. (Time depends on the total number of trainees; it is recommended that the appropriate time be from 15 to 20 minutes.) The schedule time is arranged by the trainer, usually arranged in the last lesson of the course. All trainees must participate and act as trainer of one of the sessions. The objective of this practical assessment is to assess whether the trainees are: -

- able to use suitable teaching methods and materials to conduct the classroom teaching;
- able to conduct the training class according to the teaching and lesson plan effectively;
- able to apply teaching facilities and resources in classroom teaching effectively;
- able to apply management skills and techniques in speech properly, and able to deliver the knowledge to trainees that achieve the objectives of the class.

Trainees should submit the lesson plan to the trainer before the class, so that the trainer can assess trainees' performance according to plan. Trainer may also allow other trainees to participate in the rating of satisfaction level, that allow the trainees to rate each other; but it must consider whether the trainees can fairly rate other without bias.

Assessment criteria and marks allocation are as follows: -

**Deliver Training in Class (40%):**

Deliver Training in Class	Assessment Criterial					Marks
	87-100%	74-86%	60-73%	30-59%	0-29%	
Conduct training according to lesson plan	Clear and accurate, fully understand the knowledge and application skills	Understand the knowledge and requirement, still have rooms for improvement	Fairly fulfill the requirement, still have many rooms for improvement	Cannot fulfill the requirement	A wide gap below the requirement	3
Use appropriate teaching methods						5
Application of teaching material (presentation, notes or others)						5
Use of classroom facilities and learning resources						3
Adequate preparation						2
Presentation skills and confidence						10
Speech and expression						3
Interaction with trainees						3
Motivate trainees' sense of engagement						3
Satisfaction level of trainees						3
<b>Total Marks:</b>						<b>40</b>

**Topics for Reference:**

Some of the topics for training are listed in the following for reference: -

- Contingency measures when there is fire happening
- Contingency measures when there are people fall from height
- Matters to note when handling of visitor's registration
- Matters to note when executing the procedure of impounding vehicle
- How to become an outstanding security guard
- Communications skills with colleagues
- How to protect the privacy of customers
- How to prevent bribery and corruption of security guards
- Precautionary measures when there is a typhoon
- Crowd control techniques
- Contingency measures when dealing with people who are lost control emotionally
- How to detect crime
- Application of the new technology in security
- Methods to control emotions
- How to prevent from getting injury at work
- Main security focus in major events
- How to prevent accidents of lift or escalator
- The latest criminal offenses
- How to enforce the prohibitions of smoking

~ End ~

## Reference

- Anderson, L. W., Krathwohl, D.R. (eds.) (2001). *Taxonomy for Learning, Teaching, and Assessing: A revision of Blooms' Taxonomy of educational objectives*. New York: Longman.
- Beetham, H., & Sharpe, R. (eds.). (2007). *Rethinking pedagogy for a digital age*. Oxon: Routledge.
- Blanchard, P. N., & Thacker, J. W. (2013). *Effective training* (International ed.). UK: Pearson Education.
- Borich, G. D., & Stollenwerk, D. A. (2004). *Effective training methods* (5th ed.). NJ: Pearson/Merrill Prentice Hall.
- Chan., Y.N.M. (2005) *Question and Class Dynamic*. in Chinese 陳葉雅薇. (2005). *提問與課堂動態*. [online] available from [http://www.ied.edu.hk/csct/project/pic/8th\\_North%20Point/Amy%20Yip.ppt](http://www.ied.edu.hk/csct/project/pic/8th_North%20Point/Amy%20Yip.ppt)
- Centre of Teachers and Teaching Development. *Course Design and Establishment of Teaching Outline*. Taiwan: Feng Chia University. in Chinese 教師教學成長中心. *課程設計與建立教學大綱*. 台灣: 逢甲大學.
- Chen, J.Z. (2005). *Student-centered Classroom Discussion*. *Journal of Taiwan Education Review*. 5(6), 239. in Chinese 陳紀錚. (2005). 以學生為中心的課堂「討論」. *臺灣教育評論月刊*, 5(6), 239
- Edwards, C. H. (2004). *Classroom discipline and management*. New York: Wiley.
- Eseryel, D. (2002). Approaches to evaluation of training: Theory & practice. *Educational Technology & Society*, 5(2), 93.
- Guidance notes on Registration/Application of QASRS trainers. [online] available from <https://www.peak.edu.hk/exam/upload/media/file/qas/Guidance%20Notes%20on%20Registration%20Application%20of%20QASRS%20Trainer.pdf>
- Harvey, N. (2006). *Effective communication* (2nd ed.). Dublin: Gill & Macmillan.,
- Hong Kong Association of Trainers in Property Management & Security Services. (2001). *Manual of Property Management and Security Personnel*. Hong Kong: Hong Kong Association of Trainers in Property Management & Security Services. in Chinese 香港物業管理及保安業培訓 trainer 協會. (2001). *物業管理及保安人員必備手冊*. 香港: 香港物業管理及保安業培訓 trainer 協會.

- Huang, Z. J. (1996) *Diversities of Teaching Methods*. Taipei: Shi Ta Book Co., Ltd. in Chinese 黃政傑. (1996). *多元化的教學方法*. 台北: 師大書苑有限公司.
- Lau, I.F. (Jan 2013). *Flip Classroom: A Good Way for Implementing student-centered and Improving the Ability to work. Evaluation Bimonthly*. 41. in Chinese. 劉怡甫《翻轉課堂-落實學生為中心與提升就業能力的教改良方》評鑑雙月刊第 41 期. 2013 年 1 月.
- Lou, J.H. *Explanation and reconstruction of the concept of teaching materials. Science Paper Online.* in Chinese 劉繼和. 教材概念的解釋及其重建. *中國科技論文在綫* [online] available from: <http://www.paper.edu.cn/scholar/showpdf/NUj2MNyINTT0gxeQh> (accessed on 30 Nov 2019)
- Moore, K. D. (2001). *Classroom teaching skills* (5th ed.). Boston: McGraw Hill.
- Morohoshi, R., & Zhu, X.L. (1999). *3 Minutes Speech: Skills of Impressive Speech*. Taipei: Yuan Liou Publishing Co., Ltd. In Chinese. Morohoshi, R., & 諸星龍. (1999). *三 Min 演講術: 打動人心的演說技巧*. 台北: 遠流出版事業有限公司.
- Quality Assurance System for Recognition Scheme of Security Training Courses. (2019). [online] available from [https://www.peak.edu.hk/exam/upload/media/file/qas/guidelines\\_QASRA\(10.2018\)\(eng\).pdf](https://www.peak.edu.hk/exam/upload/media/file/qas/guidelines_QASRA(10.2018)(eng).pdf)
- Schmuck, R. A., & Schmuck, P. A. (2001). *Group processes in the classroom* (8th ed.). Boston: McGraw Hill.
- Security and Guarding Services Industry Authority, Security Bureau. [online] available from <https://www.sb.gov.hk/chi/links/sgsia/index.htm>
- Security and Guarding Services Industry Authority. *Manual for Security Personnel Providing Guarding Services in Buildings*. Hong Kong: Security and Guarding Services Industry Authority.
- Shan Ci. *The Problems of Teaching in Adult Education and Its Response*, in Chinese 善思. *成人教育教學之困擾及其因應之道* [online] available from: <http://www.mst.org.tw/live/%E6%88%90%E4%BA%BA%E6%95%99%E8%82%B2%E6%95%99%E5%AD%B8%E4%B9%8B%E5%9B%B0%E6%93%BE%E5%8F%8A%E5%85%B6%E5%9B%A0%E6%87%89%E4%B9%8B%E9%81%93.htm>
- Zhang, J.L., Wang, Y. (2012). *A Study of Flip Classroom Teaching Mode. Journal of Distance Education*. 211(4),44. in Chinese 張金磊, 王穎, & 張寶輝. (2012), 翻轉課堂教學模式研究. *遠程教育雜誌*, 211(4), 44.