



Protective Services

General Assessment Information

Blueprint Contents

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Test Type: The Protective Services industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Georgia, Kentucky, Michigan, Minnesota, North Carolina, Pennsylvania, and Virginia.



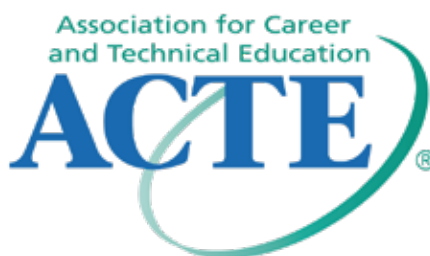
43.9999- Homeland Security,
Law Enforcement, Firefighting and
Related Protective Services, Other



Career Cluster 12- Law,
Public Safety, Corrections and Security



33-9099.00- Protective
Service Workers, all Other



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

Written Assessment

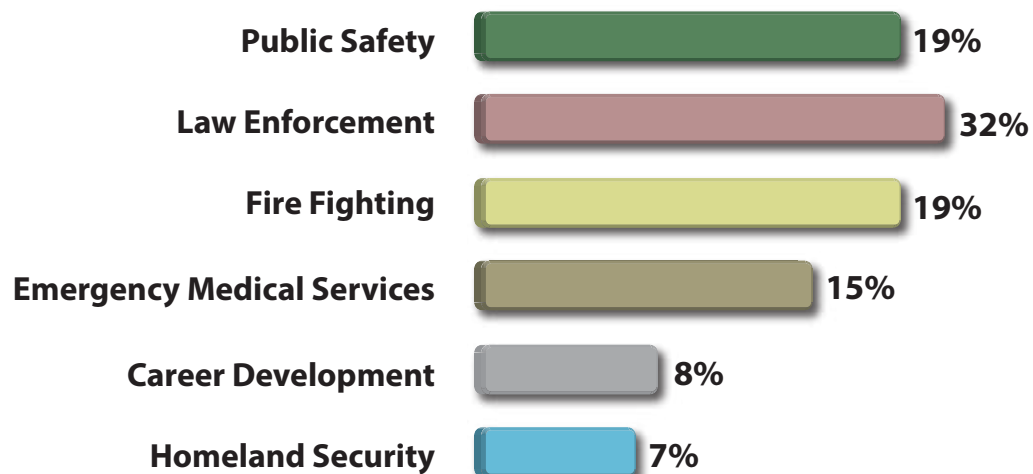
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 172

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Public Safety

- Implement universal precautions and sanitation procedures
- Identify major federal regulatory agencies and how they enforce laws and regulations
- Describe proper emergency vehicle operations (EVO)
- Display understanding of ethical dilemmas in the field of public safety
- Gather and disseminate information effectively (reading, writing, and speaking)
- Establish incident command in a first responder situation according to NIMS protocol
- Identify liability issues regarding public safety professionals

Law Enforcement

- Describe roles and responsibilities for law enforcement professionals
- Identify law enforcement techniques for special situations (bomb threat, AMBER Alert™, etc.)
- Exhibit knowledge of the force continuum and its use
- Demonstrate proper interviewing techniques
- Display knowledge of court procedures
- Exhibit knowledge of community policing techniques
- Describe indicators and dangers of substance abuse
- Apply laws appropriate to situations (domestic violence, gang violence, etc.)
- Display knowledge of search and seizure procedures



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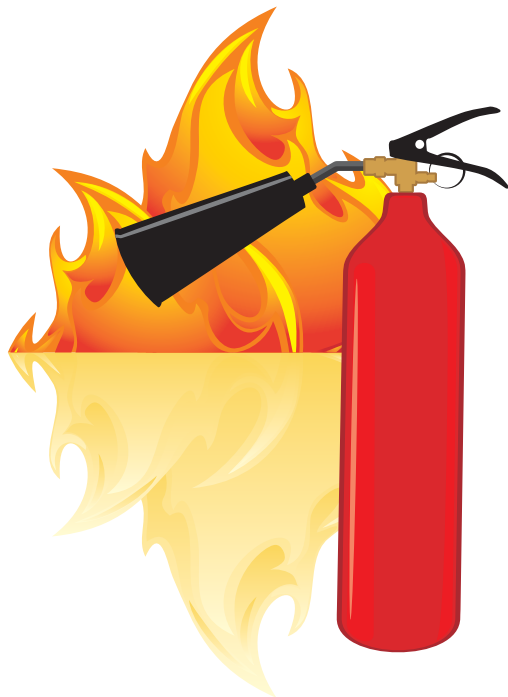
Specific Standards and Competencies (continued)

Fire Fighting

- Describe roles and responsibilities for firefighting professionals
- Describe and understand basic fire mechanics
- Identify types and methods of fire suppression
- Exhibit knowledge of hazardous materials
- Identify rescue protocol and procedures
- Identify extrication equipment, protocol, and procedures

Emergency Medical Services

- Describe roles and responsibilities for EMS professionals
- Exhibit knowledge of first aid and CPR procedures and techniques
- Describe appropriate patient assessment and management skills
- Identify components of major legal considerations
- Explain legal concerns for vulnerable populations (children, elderly, etc.)



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Specific Standards and Competencies (continued)

Career Development

- Demonstrate appropriate report writing techniques
- Display knowledge of career opportunities within protective services
- Manage available resources to assist with planning and delivery of services
- Display knowledge of stress management techniques for public safety professionals

Homeland Security

- Describe the history and scope of homeland security
- Distinguish between domestic and international terrorism
- Demonstrate basic knowledge of the Patriot Act of 2001



Sample Questions

The written log used to track the possession and location of evidence is used in the

- A. chain of custody
- B. book of evidence
- C. property sheet
- D. rap sheet

Class B fires involve

- A. flammable liquids
- B. electrical equipment
- C. combustible metals
- D. ordinary combustibles

A common category of mistreatment of the elderly involves

- A. neglect
- B. sexual abuse
- C. malpractice
- D. self-abuse

What is the most common cause of police officer deaths in the line of duty?

- A. homicides
- B. automobile-related incidents
- C. attacks on foot pursuit
- D. accidental gun discharges

The Department of Homeland Security was established after the

- A. World Trade Center bombing of 1993
- B. Oklahoma City bombing of 1995
- C. World Trade Center attack of 2001
- D. Washington DC sniper attacks of 2002

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Sample Questions (continued)

The use of pressure points is considered an example of _____ force on the use of force continuum.

- A. verbal
- B. soft hand
- C. deadly
- D. hard hand

A landing site is needed for a medical helicopter at the scene of a mass casualty incident. Which would be the best landing site?

- A. football field
- B. field of ripened wheat
- C. gravel parking lot
- D. section of a four-lane roadway

Essential elements of a healthy, energy-rich diet are

- A. meat and potatoes
- B. soup and salad
- C. milk and doughnuts
- D. fruits and vegetables

Which terrorist group was responsible for the World Trade Center Attack of 2001?

- A. Al-Qaeda
- B. IRA
- C. PLO
- D. Al Jazeera

One of the goals of the Patriot Act is to

- A. deter individuals from immigrating into the U.S.
- B. mitigate the sale of firearms within the U.S.
- C. tighten the security in and around the U.S. Capitol
- D. deter terrorists from entering and operating within the U.S.

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 2 hours and 45 minutes

Number of Jobs: 8

Areas Covered:

8% Street Interview

Participants will complete street interview, stop and frisk suspect, and confirm identity.

19% Arrest and Search

Participants will arrest, handcuff, and search a suspect, find and collect evidence, and transfer custody of suspect and evidence.

10% Complete an Incident Report

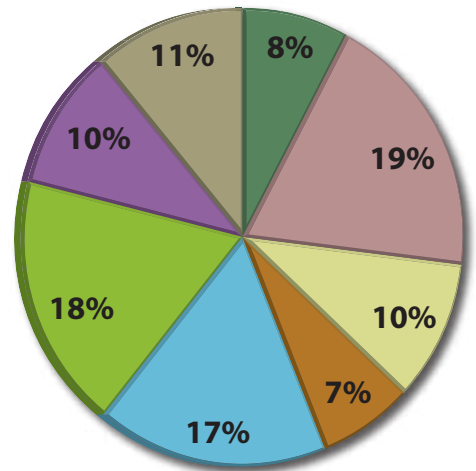
Participants will collect identifying information, and record the narrative.

7% Chemical Identification

Participants will complete the worksheet.

17% Fire Suppression Demonstration

Participants will suit up, assemble and use fire hose, enter the building and search for victims, remove the victim, and provide care for the victim.



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Areas Covered (continued)

18% Vital Signs

Participants will interact with patient, check their blood pressure, pulse, respiratory rate, temperature, and pupil dilation status, and relate patient status to the EMS.

10% Perform CPR on an Adult

Participants will safely determine the level of consciousness and correctly perform CPR.

11% Patient Assessment

Participants will “size-up” the scene, care for the patient, and complete the assessment form.

Sample Job

Street Interview

Maximum Time: 10 minutes

Participant Activity: Using the scenario provided, the participant will tactically approach the suspect, identify yourself, and briefly state the reason for your inquiry. Inform the suspect that you will perform a brief “stop and frisk” (or pat down) procedure. Perform the “stop and frisk” (or pat down) procedure, request valid identification from the suspect, and perform a “verbalized” computer check of the suspect’s identification.

