Qualification Specification

QNUK Level 3 Certificate for
Working as a Close Protection Operative
within the Private Security Industry

603/6805/6

Contents

QNUK Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry (RQF) 603/6805/6

1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

Head Office:

Qualifications Network
First Floor Offices
86A Lancaster Road
Enfield
Middlesex
EN2 0BX

Email: centres@qnuk.org
Tel: 020 3795 0559

3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
Date last updated	30/10/2020
Next review	31/10/2021
Status	Approved
Version	1
Document control number	QS|L3SIACPO

4. Qualification Objective

This qualification is intended for learners who work or want to work as Close Protection Operators in the Private Security Industry and require an SIA Licence to Practice.

5. Sector Support and Industry Recognition

This qualification was originally developed by the Security Industry Authority (SIA) in collaboration with: BIIAB, City & Guilds, HABC, IQ, Laser, NOCN and Pearson.

6. Geographical Coverage of this Qualification

This qualification is registered in England and may be delivered in other countries, check national policy for validity prior to commencement.

7. Benefit for Learners

This qualification is an SIA Licence linked qualification, which providers learners with the necessary underpinning knowledge and skills to achieve a recognised qualification that supports a licence to practice in the Private Security Industry.

8. Progression

Learners could progress to employment as a Close Protection Operative or to higher qualifications in the Security sector.

9. Recognition of Prior Learning

QNUK would welcome requests for recognition of prior learning (RPL) where a learner is able to provide sufficient, reliable and valid evidence. Such as units from SIA Licence linked qualifications achieved from 01/01/2016:

- Conflict Management within the Private Security Industry

10. Qualification Information

Qualification Number (QN)	603/6805/6
Learning Aim	60368056
Total Qualification Time (TQT)	170
Guided Learning Hours (GLH)	140
Credit value	17
Level	3
Validity	This qualification is valid as a Licence to Practice qualification at the time of publishing. Please check the SIA website for any updates or additional requirements prior to applying for a licence.
Assessment	Learner workbook consisting of written questions; internally set practical tasks
Achieving the qualification	Learners must achieve the three mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
Mandatory units				
D/618/5378	Working as a Close Protection Operative	3	7	56
H/618/5379	Planning, Preparing and Supporting a Close Protection Operation	3	9	76
F/618/5373	Conflict Management within the Private Security Industry	2	1	8

The learning outcomes for this qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

12. Minimum Contact Time

The SIA mandates a minimum contact time for each unit if distance learning is used. If distance learning is not used the whole GLH must be met via direct contact with the learner. This time does not include:

- breaks in the delivery of the course
- assessing English language skills
- course registration
- ID checking

Centres are required to retain robust daily registers that include the start/finish times, late arrivals/early leavers and details of any breaks. The registers must clearly identify how the contact time has been met for each learner.

Unit Title	Minimum Contact time if distance learning is used	Minimum contact time if distance learning is not used	SIA Maximum classroom time (per day)
Working as a Close Protection Operative	56 hours	56 hours	8 hours
Planning, Preparing and Supporting a Close Protection Operation	76 hours	76 hours	8 hours
Conflict Management within the Private Security Industry	7.5 hours	8 hours	8 hours

13. Learner Entry Requirements

This qualification is aimed at learners 18 years and over who are able to undertake the responsibilities of a Close Protection Operative.

Due to the nature of the role of a Close Protection Operative, in the course of their work it is likely they will be required to make calls to the emergency services or need to communicate to resolve conflict. It is therefore essential that Close Protection Operatives are able to communicate effectively.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must be conducted in the medium of English and/or Welsh as appropriate. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment.

As a guide, learners should as a minimum have language skills equivalent to the following:

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5
- Essential Skills Wales Communication Level 1.

Learners should be able to work at level 2 and above, in addition must be able to meet the training provider set health and physical requirements for the Close Protection practical elements of units 1 and 2 (please discuss with your training provider prior to commencement on this qualification)

It should be advised that when applying for an SIA Licence part of the process includes a criminality check (DBS). It is recommended that learners with concerns should use the Criminal Record Indicator available on the SIA website prior to enrolling for this qualification to ascertain if they are likely to achieve licenced status. https://www.sia.homeoffice.gov.uk

13.1. First Aid Requirement for SIA Licence

The SIA requires learners to hold a valid First Aid qualification when they apply for their SIA Close Protection Licence, although it is not a requirement for achieving the Level 3 Certificate for Working as a Close Protection Operative within the Private Security Operation.

QNUK recommends that learners present a valid First Aid certificate prior to commencing the Close Protection qualification. If learners do not have a valid First Aid certificate, they must gain this before applying for their licence. The centre may deliver a recognised First Aid qualification with the Close Protection qualification as part of a training package. Recognised First Aid qualifications include:

- QNUK Level 3 Award in First Aid at Work (RQF)
- QNUK Level 3 Award for First Responders (RQF)

Learners should include a copy of their valid First Aid certificate within their portfolio.

14. Delivery

This qualification is delivered in a face-to-face setting over a twelve-day period. Learners should complete the qualification within 20 weeks.

14.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

14.2. Equipment Requirements

- access to First Aid kit
- access to qualified First Aider
- access to clean drinking water
- access to a telephone in an emergency

The following equipment are as detailed in the QNUK Centre Approval Form – SIA Licence Linked Qualifications

- search equipment/props
- surveillance equipment/props
- paper and technological route planning equipment
- access to a vehicle (to support completion of learning outcome 9 in Unit 2)

14.3. Distance Learning

The SIA has recognised that there is some learning that can contribute to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning, as long as this is maintained with some form of support. It is therefore a requirement for centres wishing to use flexible and/or distance learning to notify QNUK in advance and provide the details of how they intend to support and evidence this distance study. Centres can use distance learning to deliver the following parts of this qualification:

Unit Title	SIA total learning time	SIA minimum contact time	SIA permitted distance learning time from the SIA total learning time – up to a max of	Ofqual TQT
Working as a Close Protection Operative within the Private Security Industry	56	56	Not permitted	70
Planning, Preparing and Supporting a Close Protection Operation	76	76	Not permitted	90
Conflict Management within the Private Security Industry	8	7.5	0.5	10

14.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:10

14.5. Recommended Resources

Useful websites:

- https://security-institute.org
- Home Office http://www.homeoffice.gov.uk/
- SIA http://www.sia.homeoffice.gov.uk/Pages/home.aspx

15. Centre Personnel Requirements

All trainers assessing and delivering this qualification must have a recognised teaching and assessing qualification such as:

- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Learning and Development
- Level 3 Diploma in Learning and Development
- Level 3 Diploma in Learning and Development Practice
- Level 4 Diploma in Learning and Development
- Level 5 Certificate in Learning and Development
- Level 3 or Level 4 Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Postgraduate Certificate in Education (PGCE)

- Postgraduate Certificate in Higher Education (PGCHE)

Conflict Management

- NQF/QCF/RQF Level 3 in The Delivery of Conflict Management Training

Sector Competence

The SIA and QNUK require trainers new to the sector (i.e. this is their first role as a trainer in the security sector as identified from their CV) to have three years frontline operational experience in the last ten years in the UK, **relevant to the qualifications that they are delivering**. This experience should have been gained in the UK, although it is recognised that some overseas experience may also be relevant, and this will be judged on individual merit by QNUK

Verification of Sector Competence

QNUK are committed to ensuring only verified specialist trainers gain approval to deliver our qualifications; therefore, we require all trainers to provide evidence of their sector competence above and beyond just a CV. The following are a list of verification methods acceptable to QNUK:

- membership of the Security Institute (Minimum MSyI)
- a written reference from a previous employer or training organisation
- a telephone reference from a previous employer or training organisation
- a Security sector certifiable award or distinction
- a Security sector degree or higher education certificate
- evidence of holding an SIA licence for a period of at least 1 renewal

Internal Quality Assurance

Internal Quality Assurers (IQA's) should hold an appropriate IQA qualification such as:
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  OR be supported by someone who holds an IQA qualification.
- have evidence of relevant/appropriate subject matter competence
- relevant CPD.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

16. Assessment Requirements

16.1. Multiple-Choice Question Paper

Externally set, externally marked

The MCQ paper will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

Conflict Management within the Private Security Industry

Language of assessment	English
Duration	30 minutes
Pass mark	70% (14/20)
Grading	Pass/Fail

Example MCQs are included at Appendix 3.

16.2. Written Questions

Externally set, internally assessed Learner Workbook

Learners will complete a set of externally set, internally assessed open response questions in a Learner Workbook, available from QNUK, covering assessment criteria in Unit 1 Working as a Close Protection Operative and Unit 2 Planning, Preparing and Supporting a Close Protection Operation.

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

16.3. Practical Tasks

Internally set, internally assessed, externally verified

Learners will be assessed completing several practical assessments as part of the practical learning outcomes in Unit 1 Working as a Close Protection Operative and Unit 2 Planning, Preparing and Supporting a Close Protection Operation.

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

17. Moderation/Verification

For clarity Direct Claims Status (DCS) is not available for this qualification.

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

18. Resits

Learners who are unsuccessful may resit the failed unit(s) assessments, however this must be within 3 months of their initial course. Learners who wish to resit failed unit(s) outside of 3 months are required to attend the learning for that unit again prior to assessment.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

This qualification requires learners to perform practical Close Protection tasks, some of which may require a reasonable degree of flexibility and stability in most limbs and joints of the body. It is a mandatory requirement for all learners to demonstrate these activities at the time of the assessment and limited adjustments or considerations can be made to accommodate certain physical limitations. It is recommended that any learner with concerns should consult with their training provider regarding the requirements of the Close Protection tasks used prior to enrolment for this qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them, with the exception of the aforementioned practical activities.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Working as a Close Protection Operative (D/618/5378)

Unit Summary

This unit develops the knowledge, understanding and skills required to work as a licensed Close Protection Operative. Learners will understand the basic requirements of close protection, including team roles, personal security and the attributes required such as team working and interpersonal skills. Key requirements in close protection, threat and risk assessment, both in a planned and dynamic context are covered and learners will understand the broad considerations that are relevant to operational planning. Foot drills, vehicle operations and theory and practice of conflict management are also explored.

1. The learner will: Understand the roles and responsibilities of a Close Protection Operative	
Assessment Guidance The learner must:	**Types of Evidence**

1.1   **State the purpose of close protection**
 • Overall definition - to protect:
     ▪ Principal
     ▪ Family
     ▪ Lifestyle
     ▪ Business
     ▪ Image
	Written Questions

1.2 **State the purpose of close protection training and licensing** • To gain and maintain industry knowledge and skills • To keep skills up to date • To apply for a licence to work as a CPO in the UK	Written Questions
1.3 **Describe the different roles and responsibilities within a close protection team** • Team Leader • Close Protection Operative (CPO) • Personal Protection Officer (PPO) • Security Advance Party (SAP) • Driver • Medic • Residential Security Team (RST) • Personal Escort Section (PES) • Personal Security Detail (PSD) e.g. hostile environments • Second in Command (2IC)	Written Questions
1.4 **Identify the professional attributes required of a Close Protection Operative** • Honesty • Integrity • Discretion • Excellent communicator • Calm • Modest • Trained • Well presented • Prepared	Written Questions

1.5	**Explain the difference between a Client and a Principal within the role of close protection**	Written Questions
	• Client is purchaser of services	
	• Principal is for the intended cover of services, i.e. protective cover	
	• Client can also be the Principal	
1.6	**Identify client types who require close protection services**	Written Questions
	• Corporate	
	• Celebrities	
	• Dignitaries	
	• Private individuals	
	• Public sector	
	• International	
1.7	**Recognise the importance of communication within a close protection environment**	Written Questions
	• Planning	
	• Briefings	
	• Etiquette	
	• Teamwork	
	• Sharing good practice	
	• De-briefing	
1.8	**Identify the types of equipment available to a Close Protection Operative**	Written Questions
	• Global Positioning Satellite (GPS)	
	• Satnav	
	• Handheld Metal Detector (HHMD)	
	• CCTV (overt/covert/bodycam)	
	• Tracking devices	
	• Personal Protective Equipment (PPE)	
	• Mobiles	
	• Binoculars	
	• Cameras	
	• Wands	
	• Infra-Red (IR) or laser sensors	
	• Alarms	
1.9	**Describe tasks a Close Protection Operative could undertake whilst working alone**	Written Questions
	• Security surveys	
	• Driving, escorting, security of minors	
	• Reconnaissance	
	• Member of the Security Advance Party (SAP)	
	• Member of the Residential Security Team (RST)	
	• Meetings, functions, events, leisure, shopping	
1.10	**Explain the difference between a successful and unsuccessful close protection task**	Written Questions
	• Successful: no compromises or interruptions, safety and scheduled maintained	
	• Unsuccessful: compromised, embarrassed, assault or fatality	
	• However, if an incident occurs but there is no embarrassment or assault then this could also be deemed to be successful	
	• A task that incurs an assault or embarrassment would be deemed unsuccessful	
1.11	**State why continual professional development (CPD) is necessary for a Close Protection Operative**	Written Questions
	• Keeps skills up to date	
	• Maintains knowledge	
	• Maintains competency	

2. The learner will: Understand basic surveillance, anti-surveillance and counter-surveillance techniques	
Assessment Guidance The learner must:	**Types of Evidence**

2.1 **State the purpose of surveillance**
• Planned operation:
  ▪ person, place, object, gather information
• Situational awareness:
  environment (urban, rural), impact factors (time of day, weather), external influences
	Written Questions

2.2 **State the purpose of anti-surveillance** Measures to enable you to do what you need to do, despite knowing that you are under surveillance. Using: • drilling • Security Advance Party (SAP) • reconnaissance	Written Questions
2.3 **State the purpose of counter-surveillance** Measures used to help you recognise that you are under surveillance and to develop suitable countermeasures. Using: • active detection • passive detection • third party detection • hostile activity	Written Questions
2.4 **Describe basic surveillance, anti-surveillance and counter-surveillance techniques** • Covert • Overt • Foot • Mobile • Static • Urban, rural	Written Questions
2.5 **Identify sources of unwanted attention** • Known criminals • Media • Followers, stalkers, fixated persons • Groups (e.g. protest groups) • Hostile reconnaissance	Written Questions

2.6 **Describe the capabilities and limitations of surveillance equipment**
• Type of surveillance equipment:
  ▪ radios, mobiles
  ▪ static CCTV, camcorder, optical support
  ▪ listening devices
  ▪ tracking devices
• Capabilities of surveillance equipment:
  ▪ image/audio/video gathering
  ▪ non-attributable without supervision
  ▪ covert
  ▪ evidential use in civil matters
• Limitations of surveillance equipment:
  ▪ expense
  ▪ power source
  ▪ legality
  ▪ client expectations
	Written Questions

3. The learner will: Understand legislation relevant to a Close Protection Operative		
Assessment Guidance The learner must:		**Types of Evidence**
3.1	**State the main aims of the Private Security Industry Act** • Raise standards in the private security industry • Increase public confidence in the private security industry • Increase public safety • Remove criminal elements from the private security industry • Establish the SIA (Security Industry Authority) • Establish licensing	Written Questions
3.2	**Identify the functions of the Security Industry Authority** • Protect the public and regulate the security industry (licensing, industry regulations) • Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses) • Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation) • Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes) • Keep under review the private security industry and the operation of the legislative framework	Written Questions
3.3	**Identify the differences between Civil, Criminal and Common Law** • **Civil:** magistrates/county court (trespass, libel, slander, employment, divorce, non-indictable) • **Criminal:** judge, jury, crown court (indictable, theft, murder, serious assault, sexual assault, stalking, drug offences, other serious offences) • **Common law:** custom and practice, statute law, acts of parliament (breach of the peace)	Written Questions
3.4	**State current legislation that impacts of the role of a Close Protection Operative** • Data Protection Act – control and access of confidential information • 1967 Criminal Law Act - section 3 - Use of Force • Equality Act 2010 - discrimination, disability, equality • Health and Safety • Human Rights Act • Misuse of Drugs Regulation 2001 – classification of drugs and associated penalties • Road Traffic Act - driving offences, driving or being in charge of a vehicle under the influence of alcohol or drugs (self, team, chauffer, protected person) • Trespass – Criminal Trespass, Civil Trespass • Breach of the Peace – common law • Power to Use Force – common law (justifiable, proportionate, reasonable) • Defending Self and Property – understand a disproportionate response • Power of Arrest – civil arrest • Harassment – Criminal Harassment, Civil Harassment • Private Security Industry Act 2001	Written Questions

4. The learner will: Understand the importance of interpersonal skills within a close protection environment		
Assessment Guidance The learner must:		**Types of Evidence**
4.1	**State the definition of interpersonal skills** • Interpersonal skills are skills used every day to communicate and interact with other people, both individually and in groups	Written Questions
4.2	**Identify interpersonal skills required within the close protection environment** • Communication • Assertiveness • Negotiation • Problem solving • Teamwork	Written Questions
4.3	**Explain the importance of communication with Principals, Clients and other individuals** • Effective incident management • Ensures clarity • Helps to manage expectations • Ensure effectiveness of operations • Conflict management	Written Questions
4.4	**Explain the importance of assertiveness in the role of a Close Protection Operative** • Effective management • Control of situations • Reduces risk by prompt actions	Written Questions
4.5	**Explain the importance of etiquette, dress code and protocol within a close protection environment** • Maintains professionalism • Able to adapt appropriately to differing situations • Dress appropriately for differing situations • Maintains the reputation of the principal	Written Questions

5. The learner will: Understand the importance of reconnaissance within a close protection environment		
Assessment Guidance The learner must:		**Types of Evidence**
5.1	**State the purpose of reconnaissance** • Information gathering • Planning • Intelligence gathering • Identify vulnerable points (VP)	Written Questions
5.2	**Identify factors to be considered when conducting a reconnaissance** • Different terrains • Routes and timings • Resources available • Location/Event type • Entrances/exits • Threat level • Daily, Short notice, Dynamic	Written Questions

5.3	**State the role of the Security Advance Party (SAP)** • Reconnaissance • Route selection advice • Search, secure, guard (SSG) • Anti-surveillance • Give advance/abort confirmations	Written Questions
5.4	**Explain the difference between covert, overt and low-profile reconnaissance** • **Covert:** un-noticed • **Overt:** public view, identifiable • **Low profile:** discreet, deterrent, anti-surveillance	Written Questions

6. The learner will: Understand search procedures within a close protection environment		
Assessment Guidance The learner must:		**Types of Evidence**
6.1	**State the reason for the search** • To ensure a safe, secure environment • To identify illicit objects • To ensure the Principal's location is sterile from cameras, listening devices etc	Written Questions
6.2	**State how to deal with unauthorised/dangerous items** • Confiscate and secure • Report, record, evidence • Evacuate the principal/team	Written Questions
6.3	**Identify legislation in relation to powers of search and access control as applied to the Close Protection Operative** There is no specific legislation in relation to granting powers of search and access control for a CPO, however the following should be considered: • Common law e.g. Breach of peace • Trespass – civil • Criminal law act 1967 section 3 (Use of Force) • Common assault • Searching – same sex searching	Written Questions
6.4	**Describe the implications of searching buildings, vehicles and people** • Search, secure and guard (SSG) – resources needed, budget constraints • Impact on covert teams • Relationships • Technical surveillance counter measures (TSCM) e.g. budget constraints, time, circumstances	Written Questions
6.5	**Identify resources used for carrying out a search** • Wands, scanners, X-ray • Thermal, Infra-Red (IR) • Torches • Search mirrors • Specialist search teams e.g. canine • Technical surveillance counter measures (TSCM) sweeping for bugs • Trace explosive detection (TED)	Written Questions

6.6	**Describe the process for sanitising and securing a location prior to use**	Written Questions
	• Physical search	
	• Systematic search	
	• Technical Surveillance Counter Measures (TSCM)	
	• Sanitise, secure, tamper tape, security seals	
	• Controlled access	
	• By zone, sector, sub-sector	
	• Teamwork	
6.7	**Identify methods for securing a vehicle, building and location**	Written Questions
	• Scanning	
	• Sweeping	
	• Manpower	
	• Monitoring	
	• Actions on	
	• Sanitise, search, secure, guard (SSSG)	
	• 7-point vehicle search	
6.8	**Explain the importance of post search security**	Written Questions
	• Maintain integrity	
	• Sanitise	
	• Post security (removal of important documents, removal of personal effects, clearing)	

7. The learner will: Be able to establish and maintain secure environments	
Assessment Guidance The learner must:	**Types of Evidence**
7.1	**Carry out basic search techniques for people, vehicles and property**	Observation
	• Personal search	
	• Vehicle (7-point vehicle search)	
	• Building (team leader, scribe, sector, subsector, scan, sweep)	
	• Outside area search (Winthrop, rummage pairs, gridding)	
7.2	**Carry out a room search**	Observation
	• Sweep	
	• Scan	
	• Rear to near, systematic, methodical	
	• Sanitise, search, secure, guard (SSSG)	
7.3	**Complete a reconnaissance activity**	Observation
	• Planning, preparation	
	• Teamwork, role allocation	
	• Variety of methods (vehicle, foot, internet, open source information, overt, covert)	
	• Reporting, consolidation, summarisation, presenting	
7.4	**Use basic surveillance, anti-surveillance and counter-surveillance techniques**	Observation
	• Covert	
	• Foot drills	
	• Technology (lawful use of)	
	• Vehicle (if appropriate)	
	• Rule of 3	
	• Pinch points, choke points, vulnerable points	
	• Crossing, trigger, housing, cornering, boxing	
	• Routine, drilling	

7.5	**Use basic negotiation skills** • Verbal, non-verbal • Assertiveness • Decision making, problem solving • Negotiation and listening skills	Observation

Information for tutors

Training providers are not required to deliver the learning outcomes individually and in order. They could consider combining content to support delivery of knowledge and understanding and providing depth of context through development of practical skills. For example, knowledge of surveillance (LO2) and reconnaissance (LO5) could be applied in a practical context maintaining secure environments (LO7).

It should be noted that whilst Physical Intervention skills are sometimes required by Close Protection Operatives they are not covered or assessed in this qualification.

Learners should be provided with the SIA Standards of Behaviour of Close Protection Operatives (see Appendix 4) and understand the importance of adopting these standards.

Assessment

This unit is assessed in through an externally set, internally assessed and externally moderated Learner Workbook available from QNUK and practical Close Protection tasks.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator   www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector   www.skillsforsecurity.org.uk

Unit 2 Planning, Preparing and Supporting a Close Protection Operation (H/618/5379)

Unit Summary

This unit develops the skills, knowledge and understanding required by individuals who wish to work as an SIA Licensed Close Protection Operative. Key requirements in close protection, threat and risk assessment, both in a planned and dynamic context are covered and learners will understand the broad considerations that are relevant to operational planning. Learners will also cover the major aspects of close protection work such as surveillance, venue security operations, reconnaissance, route planning, foot drills and vehicle operations.

1. The learner will: Understand the importance of threat assessment, risk management and operational planning	
Assessment Guidance The learner must:	**Types of Evidence**
1.1 **State the definition of threat to a Principal** • Potential source of harm, capability, intent • Threat categories: Imminent, Possible, Probable • Personal (life threatening, attack, injury, political, personal, embarrassing, financial)	Written Questions
1.2 **State the definition of a risk to a Principal** • Harm, danger, loss • Probability, likelihood, chance • Assessment, management	Written Questions
1.3 **State the purpose of operational planning** • To gather information • To assess and manage threats • To allocate resources appropriately • To prepare a briefing for the operational team	Written Questions
1.4 **Explain the types of threat and risk assessment** • Daily, routine • Event, route, venue • Personal • Imminent, terroristic (personal, building, facility)	Written Questions
1.5 **Identify threats to a Principal within the close protection context** • Unwanted attention • Unintentional injury • Intentional injury or attack • Embarrassing situations/Damage to the public image of the Principal	Written Questions
1.6 **Explain the need to conduct a threat and risk assessment for a Principal and a venue** • To ensure safety of (self, team, Principal, PAX, Principal's guests/passengers, vehicle, public) • To aid planning, resources, control, third party, external assistance	Written Questions
1.7 **State the importance of threat profiling principals and clients** • To ensure safety of: self, team, principal, PAX, Principal's guests/passengers, vehicle, public • Preparedness: resources, cost, planning	Written Questions

1.8	**Describe techniques used in the threat and risk assessment process and their importance**	Written Questions
	• Profiling	
	• Reconnaissance	
	• Route selection	
	• Security surveys	
1.9	**Explain the difference between threat assessment and risk management when a Principal is arriving and leaving a location**	Written Questions
	• Arrival	
	▪ Persons in vicinity	
	• Departure	
	▪ Routine or one off	
	▪ Threat assessment, sources of harm	
	▪ Exposure to risk, risk management	
	▪ Manpower, communication	
1.10	**Explain the need for dynamic risk assessment, response and contingency plans**	Written Questions
	• To ensure options, mitigation and safety measures	
	• Situational awareness, manage evolving/continuous situation	
	• Response, preparedness	
1.11	**Identify how a Close Protection Operative could gather intelligence for operational purposes**	Written Questions
	• From the client, principal, local agencies, profile	
	• Known history, open source intelligence	
	• Intelligence updates	
1.12	**Identify the UK government's threat levels**	Written Questions
	• Low – attack is unlikely	
	• Moderate – attack is possible but not likely	
	• Substantial – attack is a strong possibility	
	• Severe – attack is highly likely	
	• Critical – attack is expected imminently	
1.13	**Describe how a decision-making model could be used within the threat and risk assessment process**	Written Questions
	• e.g. National Decision-Making Model: values, information, assessment, powers/policy/legislation, options/contingencies, action/review	
1.14	**State the importance of time and resource management within an operational planning context**	Written Questions
	• Utilising correct resources for the operation	
	• Taking budget into account	
	• Managing timings to minimise risk	
	• Coordination, facilitation	
	• Effectiveness	
	• Preparedness, manpower	
1.15	**Identify third parties to be contacted during operational planning**	Written Questions
	• Venue	
	• Embassies	
	• Government	
	• Peers	
	• Private, public, Police, Emergency Services	

2. The learner will: Understand the importance of teamwork and operational briefing within a close protection environment		
Assessment Guidance The learner must:		**Types of Evidence**
2.1	**Identify the attributes of a team** • Management, leadership, teamwork • Communication, response, focus • Techniques, skills • Shared responsibility, empowerment, planning, confident, negotiation • Observation, alertness	Written Questions
2.2	**Explain the benefits of knowing and utilising other team members' abilities and skills** • Understanding the roles and responsibilities clearly • Effectiveness, efficiency, safety • Success of an operation • Cover, security, awareness	Written Questions
2.3	**Explain the benefits of personal and team preparation** • Efficiency, ability, capability, reliability, performance • Clarity, communication • 3rd party perception, exchange of information	Written Questions
2.4	**State the importance of Standard Operating Procedures (SOPs)** • Consistency in practices, response, understanding • Efficiency, safety, continuity • Process, procedures	Written Questions

2.5	**Describe the difference between operation briefings and debriefings**
	• Briefings
	  ▪ Preparation, communication, understanding
	  ▪ Principal, team, others
	• De-briefings
	  ▪ Experiential learning, best practice, poor performance
	  ▪ Unexpected behaviours, intelligence update, change
		Written Questions

3. The learner will: Understand close protection foot drills		
Assessment Guidance The learner must:		**Types of Evidence**
3.1	**State the role of a Close Protection Operative while on foot** • Protection • 360° cover	Written Questions
3.2	**Identify the roles within a close protection team while on foot** • Team leader • Personal Protection Officer (PPO) • Personal Escort Section (point, flank, rear)	Written Questions
3.3	**Explain the importance of a flexible approach to protection while on foot** • Able to adapt to change, timings • Reduce risk of exposure, public interaction • Dynamic risk assessment	Written Questions
3.4	**Explain the purpose of body protection of a Principal** • 360˚ cover, protection • Limit exposure, reduce risk • Maintain security	Written Questions

3.5	**Explain the purpose of extracting a Principal while on foot** • Increase in threat/risk, remove from threat/risk, change of location • Third party interest, limit exposure, safety • Separated from team, transit to safe haven	Written Questions

4. The learner will: Understand the importance of planning for route selection		
Assessment Guidance The learner must:		**Types of Evidence**
4.1	**State the purpose of route selection and planning** • Avoid routine, maximise safe transition, awareness of speed limits, safe routes Identify choke points, vulnerable points, timings • Safe havens, motorways, establish primary and secondary routes, emergency services, terrain, vehicle use • Identify communication blackspots	Written Questions
4.2	**State the factors to be considered when selecting modes of transport** • Factors: threat, timings, route plan, distance, traffic state, road state, published information, means of transport, emergency response, terrain, environmental factors, time of day, budget • Modes: road, sea, air, rail	Written Questions
4.3	**Identify technological tools used in route planning** • Sat nav, OS Maps • GPS, compass • Mobiles, radios, internet	Written Questions
4.4	**Identify the advantages and disadvantages of using technological tools in route planning** • Advantages: accuracy, convenience, speed, predictability, alternative route selection, traffic update • Disadvantages: loss of power, errors, blackspots, updating required	Written Questions
4.5	**Identify the advantages and disadvantages of using non-electronic maps in route planning** • Advantages: not reliant on connectivity, alternative route selection, accuracy, training tool, currency, logical, familiarity of area • Disadvantages: interpretation, competence of user, preparation, old publication, poor lighting, working in isolation	Written Questions
4.6	**State factors to be considered when planning and timing a route** • Principal's preference: self-drive, security driver, PPO accompanying, chauffeur driven • Destination, timings, target, terrain, location, vehicle type • Size of CP team, size of Principal's party • Threat and risk implication, stops, duration, connections	Written Questions

5. The learner will: Understand the importance of transport management within the close protection environment		
Assessment Guidance The learner must:		**Types of Evidence**
5.1	**Explain the need for security during transit of a Principal** • Protection • Security, safety, transit between locations • Relay information, recommendations, route change, update intelligence • Secure parking, sterile environment, road worthy, pre-and post-operative searches, first aid equipment	Written Questions

5.2	**Explain the importance of selecting an appropriate mode of transport**
	• Modes:
	  ▪ Road, sea, air, rail
	• Appropriate to:
	  ▪ Threat, risk,
	  ▪ Size of CP Team, size of Principal's party
	  ▪ Terrain, environmental, destination, duration, armoured, soft skin
		Written Questions

5.3	**Identify risks associated with different modes of transport** • Threat, risk, • Size of CP Team, size of Principal's party, • Principal's preference • Duration, location, destination, environment, time of travel • Predictability, exposure, proximity to CP team • Availability of safe havens, public, exposure, reliability, trust, breakdown	Written Questions
5.4	**Explain the purpose for contingency transport plans** • Destination, duration • Security measures, safety, timings • Efficiency, predictability, preparedness	Written Questions
5.5	**Describe different transport arrangements and the impact on the Close Protection Operative and security teams** • Transport arrangements: chauffeurs, self-drive, people accompanying the principal, solo CPO, vehicle type, locations accessed • Impact: chauffeurs, self-drive, people accompanying the principal	Written Questions

6. The learner will: Understand incident management within a close protection environment		
Assessment Guidance The learner must:		**Types of Evidence**
6.1	**State the difference between an incident and a dilemma** • Incident - situation that requires immediate action • Dilemma - situation that requires resolution	Written Questions
6.2	**Describe incidents that a Close Protective Operative could encounter** • Life threatening, non-life threatening • Not directly related to the Principal • Foreseeable, non-foreseeable	Written Questions
6.3	**Explain the responsibilities of a Close Protection Operative when dealing with an incident** • Preservation of life, safety, self, team, principal, SOP, EOP • Communication, restoration of normality, reporting, relay information, liaison with third party agencies, direct team	Written Questions

6.4	**Explain how to manage an incident that could arise during a close protection operation**	Written Questions
	• Clear, cordon, control, confirm	
	• Assess situation, communicate information, evaluate options, respond	
	• Identify change to threat/risk, external agencies	

7. The learner will: Understand venue security operations		
Assessment Guidance The learner must:		**Types of Evidence**
7.1	**Identify venue related security operations**	Written Questions
	• Access control, ingress/egress points, embus, debus	
	• Layers of protection	
	• In-house security, emergency procedures	
	• Safe haven, access to emergency services, screening/vetting of in-house staff	
7.2	**Explain the professional relationship between Close Protection Operatives at a venue**	Written Questions
	• Mobile, static	
	• Role, responsibility	
	• Communication and methods of communication	
7.3	**Identify factors that could influence operational procedures at a venue**	Written Questions
	• Public holidays, public access, other activities	
	• Emergency services, evacuation drills, safe haven	
	• Car parking, embus, debus, venue location, security arrangements	
	• Group size, type of event, guest profile, time, duration, access, limitations, third party intervention	
7.4	**Identify appropriate methods of communication for use at a venue**	Written Questions
	• Radios	
	• Public address system	
	• Mobile phone, SMS, chat app	
7.5	**Explain the use and maintenance of communication equipment and other technology that could be used in venue-based close protection**	Written Questions
	• **Use:** covert/overt use, team, client, venue, emergency services, external agencies	
	• **Maintenance:** charged batteries/equipment, functional checks, range checks, regular comms checks, ABC communications, private frequency, back-up resources, personal skills, communication updates	
7.6	**State the importance of recognising communication black spots within a venue**	Written Questions
	• Safety of team, principal, personal	
	• Counter surveillance, reactive measures	
	• Planning and coordination	
7.7	**Identify common countermeasures that could be used in venue-based close protection operations**	Written Questions
	• Searching	
	• Patrolling	
	• CCTV	
	• SAP	
	• Access control	
7.8	**Identify the benefits of in-house resources used to support venue security**	Written Questions
	• Local knowledge, venue knowledge	
	• Use of in-house staff	

7.9	**Identify contingencies that could be used in venue-based close protection operations** • Alarms, emergency procedures, local protocols • Safe rooms, evacuation contingencies	Written Questions

8. The learner will: Be able to plan and prepare to carry out a close protection operation	
Assessment Guidance The learner must:	**Types of Evidence**
8.1	**Conduct a team briefing, handover and debrief** • Varying threat levels, risk • Roles, responsibilities • Intelligence update, observations, communication, resource, positive outcomes, negative outcomes, feedback, performance, client/principal update	Observation
8.2	**Complete a threat and risk assessment using a decision-making model** • People, venues, environment • Threat, risk, source, intelligence, policy, procedures, legal implications • Planning, contingency measures, action, review, evaluate	Observation
8.3	**Develop an operational plan** • Working independently, teamwork • Threat, risk, client/principal profile, assets • Duration, location, travel, residential	Observation
8.4	**Produce primary and secondary route plans using paper based and technology-based resources** • Paper based: Atlas, A-Z • Technological tools: satnav, GPS, mobile phone • Distance, time, location, terrain, environment, group, vehicle, safe havens, comfort stops	Observation
8.5	**Implement an operational plan** • Working independently, teamwork • Threat, risk, client/principal profile, assets • Duration, location, travel, residential	Observation

9. The learner will: Be able to provide close protection of a Principal	
Assessment Guidance The learner must:	**Types of Evidence**
9.1	**Use a flexible approach to protection while on foot** • Adaptability, flexibility • Observation, positions (PPO, PES, Surveillance) • Security, safety, 360 body cover, escort from debus to embus point, between locations, to and from venues	Observation
9.2	**Use a range of communication techniques while on foot** • Oral, non-verbal • Overt, covert • Team, principal, client operations, report (relayed in briefing/debrief)	Observation
9.3	**Carry out body protection of a Principal** • Position, flexibility, clear • Organised, teamwork, role, responsibility	Observation

9.4	**Carry out extraction of Principal while on foot**	Observation
	• Attack, suspected attack	
	• Unwanted attention	
	• Change in threat level, verbal, physical	
9.5	**Carry out embus and debus techniques**	Observation
	• Embus, debus, arrival, departure	
	• Locations, venue, mode of transport	
	• Role, responsibility, teamwork	
	• Principal/client requirements, protocol, etiquette	
9.6	**Manage an incident during a close protection operation**	Observation
	• Vehicle incidents, environmental conditions	
	• Conflict (dealing with conflict within the team, with the protected person and third parties), managing unexpected illness	
	• Attack on Principal (verbal and physical), loss of property, breach of security, trespass (residence)	

Information for tutors

Training providers are not required to deliver the learning outcomes individually and in order. They could consider combining content to support delivery of knowledge and understanding and providing depth of context through development of practical skills. For example, knowledge of foot drills (LO3) and understanding transport management (LO5) could be applied in a practical context providing close protection of a Principal (LO9).

It should be noted that whilst Physical Intervention skills are sometimes required by Close Protection Operatives they are not covered or assessed in this qualification.

Learners should be provided with the SIA Standards of Behaviour of Close Protection Operatives (see Appendix 4) and understand the importance of adopting these standards.

Assessment

This unit is assessed in through an externally set, internally assessed and externally moderated Learner Workbook available from QNUK and practical Close Protection tasks.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator   www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector   www.skillsforsecurity.org.uk

Unit 3 Conflict Management within the Private Security Industry (F/618/5373)

Unit Summary

This unit is part of the SIA licence to practice qualifications for Door Supervisors, Security Officers and Close Protection Operatives. It includes the principles to support conflict management; however, it should be considered that prevention of conflict in the first instance is preferred. Not all conflict management techniques will work in all situations therefore personal safety must be considered at all times.

1. The learner will: Understand the principles of conflict management appropriate to their role	
Assessment Guidance The learner must:	**Types of Evidence**
1.1 **State the importance of positive and constructive communication to avoid conflict** • **Constructive communication**: be positive, listen, appropriate to the situation, calm, clear and polite • **Importance**: good communication skills are vital to defuse and avoid conflict; to maintain a secure environment, to avoid risks to staff and customers	MCQ
1.2 **State the importance of employer policies, guidance and procedures relating to workplace violence** • Meeting Health and Safety at Work legislation • Sets an expectation for both staff and customers as to what behaviour is and is not acceptable • Staff will be aware of their responsibilities in regard to workplace violence • Staff will be aware of the procedures to follow in the event of a violent situation • Sets out reporting procedures • Helps reduce risk of litigation and harm to self and others	MCQ
1.3 **Identify factors that can trigger an angry response in others** • **Common triggers**: feeling embarrassed, insulted, threatened, fear of loss of face, being ignored, being patronised, peer pressure, fear of not being taken seriously • Alcohol, drugs, and medical conditions may increase the chances of triggering an angry response	MCQ
1.4 **Identify factors that can inhibit an angry response in others** • **Inhibiting factors**: self-control, fear of confrontation and/or retaliation • Personal values • Potential social or legal consequences	MCQ
1.5 **Identify human responses to emotional and threatening situations** • **Threatening situations**: freeze, flight, fight, fright, faint response (fear, anger, aggression, shock) • **Emotional situations**: upset, anger, frustration • **Positive responses**: distraction, deflection, empathy, staying calm • **Negative responses**: avoidance, distancing, rumination, worrying	MCQ

2. The learner will: Understand how to recognise, assess and reduce risk in conflict situations	
Assessment Guidance The learner must:	**Types of Evidence**
2.1 State how managing customer expectations can reduce the risk of conflict • **Managing expectations:** understand customer expectations, show understanding and care about their concerns, explain how help can be given and when, offer alternative options, explain procedures • **Reducing the risk of conflict**: customers' frustrations/anger are acknowledged, clear communication of actions being taken and next steps, demonstrating care and consideration of customer concerns, giving an explanation of decision-making process and involving the customer in decision making, timescales and outcome; customer concerns are addressed, customer feels more valued	MCQ
2.2 Identify the stages of escalation in conflict situations • The attitude–behaviour cycle; how threat levels can escalate in a confrontation (frustration, anger, aggression, violence); how own actions can lead to escalation in a situation (an unsympathetic or rude response)	MCQ
2.3 State how the application of dynamic risk assessment can reduce the risk of conflict • Recognise potential threats • Assess a situation • Adjust the response required to meet the risk present • Step back, assess threat, find help, evaluate options and respond	MCQ
2.4 State the importance of positioning and exit routes • To maintain personal space, maintain a non-aggressive stance; avoids blocking; avoids being hemmed in; reduces the likelihood of feeling intimidated; reduces likelihood of a fight • To ensure an exit route visible to all parties; exit strategy for getting out of a situation; discussing approaches; aggressors have an exit route; ensure you have an exit route available	MCQ

3. The learner will: Understand how to communicate in emotive situations to de-escalate conflict	
Assessment Guidance The learner must:	**Types of Evidence**
3.1 State how to use non-verbal communication in emotive situations • **Use of non-verbal communication**: body language (stance, positioning, personal space, movements, hand gestures, eye contact); voice (pitch, inflection, volume)	MCQ

3.2 State how to overcome communication barriers
• **Communication barriers**: physical barriers; psychological barriers
• **How to overcome communication barriers**:
  ▪ Physical barriers: speak clearly, adopt non-aggressive stance, use of gestures and signs, maintain space, move to quieter/lighter space
  ▪ Psychological barriers: active listening, empathising, speaking clearly, make sure actions are non-threatening, explain what actions are being taken, move to a quieter/lighter space
	MCQ

3.3 Identify the differences between assertiveness and aggression • **Aggressive behaviour**: threatening tone and positioning, gestures and words intended to hurt or intimidate • **Assertive behaviour**: firm but fair, calm, appearing confident, normal positioning and body language, polite, managing expectations and finding common ground	MCQ

3.4	**Identify ways of defusing emotive conflict situations**	MCQ
	• Empathy	
	• Building rapport	
	• Win-win	
	• Positive communication	
	• Active listening	
	• Providing assistance e.g. calling a taxi, including management into discussions	
3.5	**Identify approaches to take when addressing unacceptable behaviour**	MCQ
	• Non-aggressive body language, empathy, being positive and assertive, actively listening, verbal warning	
	• Follow appropriate organisational policies and procedures (refuse, admittance, ask to leave, call Police if necessary, ejection)	
3.6	**State how to work with colleagues to de-escalate conflict situations**	MCQ
	• Positioning of staff members in a confrontation (work in close proximity to colleagues to provide assistance)	
	• Be ready to step back and hand over to a colleague before switching back where appropriate	
	• Be ready to support colleagues who are dealing with anger or potential conflict	
	• Look beyond the outward signs of anger and upset to identify what the underlying issues are	
	• Use of dynamic risk assessment	

4. The learner will: Understand how to develop and use problem solving strategies for resolving conflict		
Assessment Guidance The learner must:		**Types of Evidence**
4.1	**State the importance of viewing the situation from the customer's perspective**	MCQ
	• Establish needs/wants, anticipate customer reaction	
	• Provides explanation for the conflict; shows understanding, enables empathy, builds rapport with the customer; customer feels valued	
	• Helps to defuse conflict situations	
4.2	**Identify strategies for solving problems**	MCQ
	• Managing customer expectations	
	• Building rapport	
	• Find a mutual understanding	
	• Empathy	
	• Explanation of reasons	
4.3	**Identify win-win approaches to conflict situations**	MCQ
	• Based on problem solving, negotiation, maintaining a relationship, working together, focusing on interests not positions, generating options which offer gains to all parties	
	• Both sides come out of encounter accepting the result	

5. The learner will: Understand good practice to follow after conflict situations		
Assessment Guidance The learner must:		**Types of Evidence**
5.1	**State the importance of accessing help and support following an incident**	MCQ
	• **Sources of support**: colleagues, management and counsellors	
	• Support, reassurance, dealing with shock	
	• Reduces the chances of long-term problems (depression, anxiety, fear, post-traumatic stress)	

5.2	**State the importance of reflecting on and learning from conflict situations**	MCQ
	• Recognise and acknowledge trends	
	• Recognise poor practice	
	• Make improvements to both personal and organisational practice	
	• Sharing good practice	
	• Increasing safety for staff and customers	
	• Reducing potential conflict situations	
5.3	**State the benefits of sharing good practice**	MCQ
	• Helps prevent reoccurrence of the same problem	
	• Improved procedures for conflict situations	
	• Develop common response to situations	
	• Supports development of individuals; improves working relationships; improves future performance	
	• To improve the customer experience	
5.4	**State why Security Operatives should contribute solutions to recurring problems**	MCQ
	• To increase safety for staff and customers	
	• Identify procedures or methods to deal with situations effectively	

Information for tutors

As conflict management is applicable to all of the previous units, training providers may wish to integrate this unit within the first two units to support learning outcomes. However, the contact time, GLH and TQT must still be able to meet the required quantities.

Scenario based training is required for this unit in relation to:

i.   **Enforcement Scenario:** a situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as access control and identity checks.
ii. **Defusing Scenario**: a situation that requires demonstration of effective communication skills in calming an emotive situation, such as an angry customer.
iii. **Confronting Scenario**: a situation that requires non-aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.
iv. **High Risk Scenario**: an obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

Particular attention when planning the scenario and role play sessions should be taken to plan and meet the required learning from outcomes within this unit by active participation from the learners and constructive analysis of events post scenario (identifying what went well, what did not go well and why relating to the indicative content).

Scenarios should also include issues relating to equality, diversity and discrimination.

Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ). The examination lasts for a maximum of 30 minutes and has 20 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator   www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector   www.skillsforsecurity.org.uk

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Carry out	Conduct
Complete	Carry out in its entirety; having all necessary appropriate parts actioned
Conduct	Organise and carry out
Describe	Write or speak about the topic or activity giving detailed information
Develop	Identify, build and extend a topic, plan or idea
Explain	Make clear; give reasons for
Identify	Provide brief information about a subject, specific process or activity
Implement	Put into practical effect; carry out
Manage	Conduct, control or direct an activity, take responsibility for outcomes and achievements
Produce	Carry out or do; take an action; follow an instruction
Recognise	Acknowledge the validity, know from before
State	Give the main points in brief
Use	Deploy agreed/approved methods as a means of achieving outcomes

Appendix 3: Specimen Assessment Material

1.   Which one of the following behaviours demonstrates an individual is frustrated

    A   Loud verbal outburst

    B   Invasion of personal space

    C   Confused facial expression

    D   Relaxed body language

2.   In a high-risk conflict situation, an individual is unlikely to

    A   Fight

    B   Freeze

    C   Feint

    D   Flight

3.   Which one of the following is the most appropriate way to resolving a dispute

    A   Identify a win-win situation

    B   Ensuring the customer gets what they want

    C   Enforcing the venue rules rigidly

    D   Allowing the situation to resolve itself

Appendix 3: Specimen Assessment Material

Appendix 4: SIA Standards of Behaviour for Close Protection Operatives

Personal Appearance
A Close Protection Operative should at all times: • Wear clothing which is smart, presentable, easily identifies the individual as a Close Protection Operative, and is in accordance with the employer's guidelines • Wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side

Professional Attitude and Skills
A Close Protection Operative should: • Greet visitors to the licensed premises in a friendly and courteous manner • Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the Close Protection Operatives' responsibility • Carry out his/her duties in a professional and courteous manner with due regard and consideration to others • Behave with personal integrity and understanding • Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues • Be fit for work and remain alert at all times • Develop knowledge of local services and amenities appropriately

General Conduct
In carrying out his/her duty, a Close Protection Operative should: • Never solicit or accept any bribe or other consideration from any person • Not drink alcohol or be under the influence of alcohol or drugs • Not display preferential treatment towards individuals • Never abuse his/her position of authority • Never carry any item which is or could be considered to be threatening • Report all incidents to the management • Co-operate fully with members of the Police and partners, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run

Organisation/Company Values and Standards
A Close Protection Operative should: • Adhere to the employing organisation/company standards • Be perceptive of the employing organisation/company culture and values • Contribute to the goals and objectives of the employing organisation/company