Qualification Specification

A Learner's guide to the

QNUK Level 2 Award in Behavioural Detection Analysis (RQF)

Contents

Introduction

This qualification specification outlines the key information related to the QNUK Level 2 Award in Behavioural Detection Analysis (RQF) to ensure learners are able to make an informed decision in regard to the qualifications they are undertaking.

Qualification purpose

This qualification is aimed at all individuals working in a customer facing environment to provide them with introductory skills which enable them to recognise behaviours which might lead to safety or security threats to themselves or public.

Qualification objective

This is a qualification that indicates an individual can perform specific monitoring activities which are supporting a role in the workplace

Qualification structure

Qualification accreditation number	**603/5228/0**
Qualification level	2
Guided learning hours (GLH)	3
Total Qualification Time (TQT)	3
Credit value	1
Validity	3 years from date of certification

Pre-requisites

Due to the language of the assessment, it is recommended that learners have sufficient command of the English language in order to understand the assessment and to undertake the recommended assessment methods.

Learners should be at least 16 years old in order to undertake the qualification

Delivery requirements

This is a knowledge-based qualification and able to be delivered via classroom or online sessions.

Learners should ideally complete the qualification within 6 weeks of commencement of learning.

Optional and additional units

There are no related units for this qualification.

Blended learning

Blended learning is recommended for this qualification and the learning may be delivered in its entirety via QNUK approved eLearning specialist MaST.

- Learners should not attempt to purchase enrolments via this platform as this qualification requires a formal assessment at a QNUK approved centre to complete.
- Learners must be assessed by a formal (in person), invigilated exam conducted by the approved centre.
- Proof of completion of the eLearning is required to provide eligibility to sit the exam, this is achieved by producing the eCertificate or unique reference number produced by MaST as entitlement to the invigilator or exams officer at the centre.
- Centres are required to provide this evidence of learning alongside assessment paperwork for the purposes of moderation and external quality assurance.

Centres providing classroom-based training are not affected by this requirement and should maintain standard qualification delivery protocols.

Geographical coverage

This qualification is available to learners in England and overseas, however English regulation under Ofqual requirements is maintained and may only be conducted by QNUK approved centres.

Units of assessment

This qualification is made up of one mandatory unit

Unit one title	Introduction to Behavioural Detection Analysis
Unit one reference number	K/617/8580
Level	2
Credit	1
Guided learning hours	3
Status	Mandatory

Details on the knowledge, skill and understanding which will be assessed can be found in Appendix 1 and 2 of this document.

Assessment overview

Learners are assessed for this qualification using the following methods:
Multiple choice question paper

Multiple choice question paper

Each learner will be assessed for this qualification by the combination of a multiple choice question paper and observational assessments to provide evidence of the required knowledge, skills and behaviours for this qualification.

Method	Multiple choice question paper (MCQ)
Language of assessment	English
Grading	Pass/Fail
Pass mark	70%

Reasonable adjustments

All learners are required to complete the assessment in a manner appropriate to the purpose of the qualification, including achieving the required pass mark.

The prescribed assessment method for this qualification should not unfairly disadvantage learners with special needs who would otherwise be able to demonstrate competence in the assessment, in line with the purpose of the qualification.

If you feel the assessment method indicated above would disadvantage you due to your learning needs, please contact your centre to discuss what reasonable adjustments can be made.

Results

Once you have completed your assessment, the centre will submit their results to Qualifications Network for moderation within 10 working days of the date of assessment. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving those results. Results and/or certificates will then be forwarded to learners by the Centre. Learners should expect to receive all results within 20 working days of the date they take the assessment. If they have not received them within 25 working days, they should contact their centre in the first instance.

Progression routes

Learners undertaking this qualification may wish to progress on to other related qualifications. Including:
QNUK Level 2 Award in Preventing Violence in the Workplace (RQF)
QNUK Level 2 Award in Principles of Customer Service (RQF)
QNUK Level 2 Award in Fire Safety for Fire Marshals (RQF)
QNUK Level 3 Award in Health and Safety in the Workplace (RQF)
QNUK Level 2 Award In Manual Handling Loads at Work (RQF)
QNUK Level 3 Award for First Responders (RQF)
QNUK Level 2 Award in Principles of Workplace Risk Assessment (RQF)
QNUK Level 3 Award in Security Management (RQF)

Acceptable forms of I.D.

All learners must provide suitable identification documentation (I.D.) prior to being allowed to take an assessment for this qualification. This is a regulatory requirement. Centres must ensure that all I.D. is checked and the I.D. type noted on the Cohort Register.

Learners who do not have an acceptable form of I.D. will not be allowed to take the assessment.

The list below outlines acceptable forms of identification for learners undertaking a regulated qualification with Qualifications Network.
Ideally learners should provide at least 1 form of photo I.D. If photo I.D is not available, 2 forms of non-photographic I.D can be accepted.

Acceptable forms of photographic I.D (1 required) are:

Signed UK Photo card driving licence
Signed passport (any nationality)
Valid EU Photo identity card
SIA security licence (with photo)
Current and valid warrant card issued by HM forces or Police
Current and valid Prison service card (with photo)
Proof of age card
Employee photo identification card
Student photo identification card for a recognised educational establishment
Firearms license (with photo)

Appendix 1 Learning Outcomes and Assessment criteria

Unit 1 Introduction to Behavioural Detection Analysis

The following details the Learning Outcomes for this qualification and the assessment criteria referred to within the assessment and used to determine if a learner has met a learning outcome. Further details of how learning outcomes and assessment criteria are covered is included in Appendix 2 Indicative Content

			Assessment Method
1		**Know the basic concepts of behavioural detection, in relation to:**	**MCQ**
	1.1	The meaning of the term 'behaviour detection'	✔
	1.2	The definition of the word 'threat' in a security context	✔
	1.3	Where behaviour detection is used	✔
	1.4	The benefits of behaviour detection	✔
2		**Understand how to establish a baseline, in relation to**	
	2.1	The definition of the term 'baselining'	✔
	2.2	How to determine a baseline	✔
	2.3	The uses of baselining	✔
	2.4	Behaviours above and below the baseline	✔
3		**Recognise anomalous behaviours; in relation to:**	
	3.1	The definition of the term 'anomalous behaviour'	✔
	3.2	The use of identifying anomalous behaviour	✔
	3.3	How to recognise anomalous behaviours	✔
	3.4	The root causes of anomalous behaviours	✔
4		**Understand the purposes and outcomes of resolution conversations, in relation to:**	
	4.1	The definition of a resolution conversation	✔
	4.2	The purpose for conducting a resolution conversation	✔
	4.3	Use of compiling a knowledge puzzle	✔
	4.4	The process of conducting a resolution conversation	✔
	4.5	The actions to take if the knowledge puzzle is incoherent/incomplete	✔

Appendix 2 Indicative content

1.1	**The meaning of the term 'behaviour detection'**

- Identifying behaviour that appears odd compared to others' in a similar situation
- Recognising stress behaviours

1.2	**The definition of the word 'threat' in a security context**

- Behaviours which have potential to lead to a hostile or unlawful action
- Behaviours that have detrimental affect to safety and wellbeing
- Behaviours which have the possibility of causing harm
- Stress behaviours indicate potential not intent

1.3	**Where behaviour detection is used**

- Airports
- Events
- Crowded spaces
- Retail
- CPNI properties
- Places of education
- Places of worship
- Financial institutions

1.4	**The benefits of behaviour detection**

- Prevention of crime
- Public safety
- Wider security strategy (security culture)
- Reduction of risk (detect, deter, deny)
- Enhanced customer service by assisting individuals demonstrating stress indicators

2.1	**The definition of the term 'baselining'**

- The average of behaviours being shown in a particular area at a particular time.

2.2	**How to determine a baseline**

- Baseline will change within same area at different times
- External influences (heat, poor customer service, service disruption, delays etc)
- Time of day (peak periods, crowd density, square metre, scheduled events)
- Recognition of 'normal' with consideration to applied factors

2.3	**The uses of baselining**

- Identifying behaviours which appear to be outside the baseline of average behaviours
- Anomalous behaviour identifies both above and below the baseline
- To establish the range of expected behaviours

2.4	**Behaviours above and below the baseline**

- Level of alertness
- Pace of walking
- Focus

- Eye contact
- Communication
- Perceived stress levels

3.1	**The definition of the term 'anomalous behaviour'**

- Behaviour which feels or appears odd when compared with the baseline
- Behaviour which is a departure from the norm.
- Behaviour that stands out from other people's in a given situation.

3.2	**The use of identifying anomalous behaviour**

- Not used to determine intent or to judge
- Will give no indication of the reason for that behaviour
- Behaviour cannot be linked to specific motive
- Identification of potential threats
- To focus monitoring and resources effectively

3.3	**How to recognise anomalous behaviours**

- Singular behaviours: e.g.: sweating, stillness, self-grooming, repetitive movements, stretching.
- Severity of stress indicator: Cluster (or group of individual behaviours) and/or proliferation of behaviours
- Trigger: Observing behaviour when provided with a stimulus (e.g. police or security interaction)

3.4	**The root causes of anomalous behaviours**

- Identification of stress as causative
- Physiological processes causing fight, flight and freeze responses
- General public inability to control such behaviours

4.1	**The definition of a resolution conversation**

- Informal information seeking exercise
- Customer service-based conversation

4.2	**The purpose for conducting a resolution conversation**

- To attempt to establish credible reason for anomalous behaviour
- Establishment of integrity of interviewee
- Identification of cooperation, aggressiveness or evasion
- Provision of customer service to assist reduce the stress indicators of the customer
- Triage of perceived threat

4.3	**Use of compiling a knowledge puzzle**

- Establishing a coherent story to explain anomalous behaviour
- Creating a picture of an individual's situation which is coherent

4.4	**The process of conducting a resolution conversation**

- Following the Warmup, Work Out, Cool Down formula
- Keep it informal and customer service focussed
- Avoid assuming the person is up to no good
- Using positive body language
- Asking open questions
- Do not aim to catch the person out with 'clever' questioning
- Identify parts of the Knowledge Puzzle which are missing or do not fit

4.5	The actions to take if the knowledge puzzle is incoherent/incomplete

- Note as many person descriptors as possible (sex, age, colour, clothing, bags, headwear, glasses etc)
- Report the situation to line management and/or
- Enforcement officers/security
- Consider wider organisations i.e. is the individual about to move onto another premises/area outside of your responsibility? If so- Facilities management, staff at neighbouring areas of responsibility.

Appendix 3 Specimen assessment material

1 'Baselining' is used in which **one** of the following situations?

A After an incident to identify the potential offenders by their behaviours

B To understand the range of common behaviours in an area at a particular time

C When interviewing a 'person of interest' to understand if they are lying

D As a general strategy to set the threat levels presented to a premises

2 Anomalous behaviour is a sign that an individual has almost certainly:

A Elevated levels of stress

B Committed a criminal offence

C Planned to perform a terroristic act

D Stolen goods from a store

3 Should you still have concerns following a resolution conversation, what must you do next?

A Detain the customer

B Inform security or police staff

C Complete an incident report

D Evacuate the premises