

Qualification Specification

QNUK Level 2 Award for Security Officers in the Private Security Industry (Top up) 603/7304/0

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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.

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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.

| | |
|-------------------------|--------------|
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4. Qualification Objective

This qualification has been developed by the Security Industry Authority (SIA) in collaboration with all endorsed Awarding Organisations and various expert working groups. Learners who are successful in achieving this qualification will become eligible to apply for an SIA licence to practice within the private security industry in the United Kingdom, supporting a role in the workplace. This qualification is for learners who already hold a Security Officer licence and require to complete the 'Top up' qualification to support relicensing, available from the 1st April 2021 and mandated from 1st October 2021.

5. Sector Support and Industry Recognition

This qualification is directly supported and developed by the Security Industry Authority and their endorsed Awarding Organisations (QNUK, Pearson, NOCN, Laser, SFJ, HABC and BIIAB).

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, Scotland and Northern Ireland.

The legal systems of Scotland and Northern Ireland differ from that of England and Wales. Differences in the legal systems are reflected in the delivery of relevant sections of the qualifications. Employers, however, may not know which version of the qualification an employee may have taken, so the SIA advises that operatives and their employers remain responsible for being familiar with the laws and legal system relating to the area in which they will be working.

7. Benefit for Learners

This is an SIA licence linked qualification, meaning that successful learners will be notified to the SIA which provides a necessary requirement towards obtaining a licence to perform the role of a Security Officer in the private security industry.

8. Progression

Learners could progress to the:

QNUK Level 3 Award in Understanding Security Management (RQF)

QNUK Level 3 Award in Security Management (RQF)

QNUK Level 3 Award in Retail Loss Prevention (RQF)

9. Recognition of Prior Learning (RPL)

RPL may be used for the Principles of Terror Threat Awareness in the Private Security Industry unit if a learner has completed the ACT e-Learning for Security (available from July 2020) e-Learning and provides certificates dated after January 2021. Please note this RPL covers the contact hours only and does not provide authenticity for assessment, meaning the learners will still be required to complete the MCQ examination for this unit.

10. Qualification Information

| | |
|--------------------------------|--|
| Qualification Number (QN) | 603/7304/0 |
| Learning Aim | |
| Total Qualification Time (TQT) | 6 |
| Guided Learning Hours (GLH) | 4 |
| Credit value | 1 |
| Level | 2 |
| Validity | Lifetime, subject to SIA 'Top Up' requirements for relicensing |
| Assessment | Invigilated MCQ paper (MCQ), practical observations (Obs) |
| Achieving the qualification | Learners must achieve the 2 mandatory units |

11. Qualification Structure

| Unit No. | Unit Title | Level | GLH | TQT | Credit |
|------------------------|---|-------|-----|-----|--------|
| Mandatory units | | | | | |
| L/618/6798 | Principles of Minimising Personal Risk for Security Officers in the Private Security Industry | 2 | 2 | 3 | 1 |
| J/618/6797 | Principles of Terror Threat Awareness in the Private Security Industry | 2 | 2 | 3 | 1 |

The learning outcomes for the 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. Learner Entry Requirements

12.1. Learner Age

Only those aged 18 or over may hold an SIA licence, therefore this qualification is restricted to those aged 18 or over.

12.2. Existing SIA Licence

Learners must currently hold an active SIA Security Officer licence which is due for renewal or has previously held a licence and has lapsed by no longer than 3 years. Outside of 3 years will require to retake the full Level 2 Security Officer qualification prior to applying for a new licence.

12.3. English Language

Security operatives are likely, in the course of their work, to be required to make calls to the emergency services or, for example, communicate to resolve conflict. It is therefore essential that security operatives can 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.

Learners should, as a minimum, have language skills in reading, writing, speaking, and listening equivalent to the following.

- A B2 Level qualification on the Home Office's list of recognised English tests and qualifications.
- A B2 Common European Framework of Reference for Languages (CEFR).
- 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.

Training centres must ensure that all learners have sufficient reading, writing, speaking and listening language skills before putting the learners forward for training and assessment.

12.4. First Aid

From 1 April 2021 (and 1 October 2021 for top up) learners taking their Door Supervision or Security Officer training for the first time, including 'Top up' training, will need to show that they hold a current and valid First Aid or Emergency First Aid certificate* that meets the requirements of the Health and Safety (First Aid) Regulations 1981. It is an SIA requirement that training centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.

Learners should, as a minimum, have achieved an Emergency First Aid at Work qualification covering the following outcomes.

- Understand the role of the first aider, including reference to:
 - The importance of preventing cross-infection
 - The need for recording incidents and actions
 - Use of available equipment
- Assess the situation and circumstances in order to act safely, promptly and effectively in an emergency
- Administer first aid to a casualty who is unconscious (including seizure)
- Administer cardiopulmonary resuscitation and use of an automated external defibrillator
- Administer first aid to a casualty who is choking
- Administer first aid to a casualty who is wounded and bleeding
- Administer first aid to a casualty who is suffering from shock
- Provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).

Learners should present their First Aid or Emergency First Aid certificate* to their training provider before they start training. This certificate* must be valid for at least 12 months from course start date.

It is the centre's responsibility to check the learner's First Aid certificate and maintain relevant records of how a learner meets this requirement.

*Training centres are permitted to deliver suitable First Aid qualifications together with security qualifications as part of a training package. All First Aid training must be completed and passed prior to the commencement of the security training.

13. Delivery

This qualification is delivered in a face-to-face setting over a 4-hour period (if distance learning is used for the applicable unit, this may be reduced to 1.5 hours of classroom time)

| Qualification Title | Unit Title | SIA total learning and assessment time | SIA minimum contact time | Ofqual Total Qualification Time |
|--|---|--|--------------------------|---------------------------------|
| Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning and self-study are NOT USED | Principles of Terror Threat Awareness in the Private Security Industry | 2 hrs | 2 hrs | 3 hrs |
| | Principles of Minimising Personal Risk for Security Officers in the Private Security Industry | 2 hrs | 2 hrs | 3 hrs |
| | Total | 4 hrs | 4 hrs | 6 hrs |

| Qualification Title | Unit Title | SIA total learning and assessment time | SIA minimum contact time | SIA permitted *E-learning from the SIA total learning time – up to a max of | Ofqual Total Qualification Time |
|--|---|--|--------------------------|---|---------------------------------|
| Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning IS USED but self-study is NOT USED <i>*Refers to two training packages</i> 1. ACT E-learning 2. ACT E-learning (Security) available from summer 2021 | Principles of Terror Threat Awareness in the Private Security Industry | 2 hrs | 20 minutes | 1 hr 40 minutes | 3 hrs |
| | Principles of Minimising Personal Risk for Security Officers in the Private Security Industry | 2 hrs | 2 hrs | N/A | 3 hrs |
| | Total | 4 hrs | 2 hrs 20 minutes | 1 hour 40 minutes | 6 hrs |

| Qualification Title | Unit Title | SIA total learning and assessment time | SIA minimum contact time | SIA permitted self-study from the SIA total learning time – up to a max of | Ofqual Total Qualification Time |
|---|---|--|--------------------------|--|---------------------------------|
| Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning is NOT USED but self-study IS USED | Principles of Terror Threat Awareness in the Private Security Industry | 2 hrs | 2 hrs | N/A | 3 hrs |
| | Principles of Minimising Personal Risk for Security Officers in the Private Security Industry | 2 hrs | 30 minutes | 1 hr 30 minutes | 3 hrs |
| | Total | 4 hrs | 2 hrs 30 minutes | 1 hour 30 minutes | 6 hrs |

| Qualification Title | Unit Title | SIA total learning and assessment time | SIA minimum contact time | SIA permitted self-study/*E-learning from the SIA total learning time – up to a max of | Ofqual Total Qualification Time |
|--|---|--|--------------------------|--|---------------------------------|
| Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning and self-study are BOTH USED <i>*Refers to two training packages</i> 1. ACT E-learning 2. ACT E-learning (Security) available from summer 2021 | Principles of Terror Threat Awareness in the Private Security Industry | 2 hrs | 20 minutes | 1 hr 40 minutes | 3 hrs |
| | Principles of Minimising Personal Risk for Security Officers in the Private Security Industry | 2 hrs | 30 minutes | 1 hr 30 minutes | 3 hrs |
| | Total | 4 hrs | 50 minutes | 3 hour 10 minutes | 6 hrs |

13.1. Venue Requirements

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

Learners should have sufficient space to demonstrate the require practical scenarios. The assessment room for MCQ examinations must meet QNUK SIA Examination and Invigilation Policy requirements.

13.2. Equipment Requirements

The centre must provide appropriate equipment to support classroom, knowledge-based learning and assessment (flipcharts, pens, projector, clock etc).

13.3. Blended Learning

Virtual Learning Environments (VLE) are allowed for all elements of this qualification, however the MCQ assessments must take place via either an approved proctoring platform or in a classroom environment.

13.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:20.

13.5. Recommended Resources

- Security Industry Authority website
<https://www.gov.uk/government/organisations/security-industry-authority>
- ACT (Action Counters Terrorism) Awareness e-learning:
<https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

14. Centre Personnel Requirements

14.1. Trainer/Assessors delivering licence-linked qualifications

Approved trainers/assessors seeking to deliver licence-linked qualifications must have successfully completed a range of formal qualifications. These are detailed below.

All trainers/assessors must have achieved as a minimum.

Trainer Requirements

1. Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:
 - Level 4 Award in Education and Training (QCF/RQF)
 - Certificate in Education
 - Post Graduate Certificate in Education
 - SVQ/NVQ Levels 3 and 4 in Learning and Development
 - Scottish Training Qualification for Further Education (TQFE)
 - PTLLS, CTLLS or DTLLS
 - Master's in Education
2. and A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter terrorism programme such as the ACT (Action Counters Terrorism) Awareness training which must be completed annually.

14.2. Assessor Qualifications

Assessors to hold any of the following qualifications.

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

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- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence

Or the following unit from an Assessor qualification.

- Unit 1 Understanding the Principles and Practices of Assessment

Or the following units from a Teaching qualification.

- Understanding Assessment in Education and Training unit from a Level 3 Award in Education and Training.
- Understand the Principles and Practices of Assessment from a 12 credit Preparing to Teach in the Lifelong Learning Sector.
- Principles of Assessment in Lifelong Learning from a 12 credit Preparing to Teach in the Lifelong Learning Sector.
- Understanding the Principles and Practices of Assessment from a Level 3 Certificate/Level 4 Diploma in Learning and Development.
- Assess Occupational Competence in the Work Environment from a Level 3 Certificate/Level 4 Diploma in Learning and Development.
- Assess Vocational Skills, Knowledge and Understanding Level 3 Certificate/Level 4 Diploma in Learning and Development.

It is expected that in most cases the trainer and the assessor will be the same person. If assessors do not hold any of these qualifications/units at the launch of these qualifications, they will have until 30th September 2022 to achieve them.

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.

14.3. Internal Quality Assurer

Internal Quality Assurer (IQA) to hold any of the following qualifications.

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practices (RQF)
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Or the following unit from an IQA qualification.

- Unit 2/Unit 4 Understanding the principles and practices of internally assuring the quality of assessment.

If IQAs do not hold any of these units at the launch of these qualifications, they will have until 30th September 2022 to achieve one.

15. Assessment Requirements

Learners are assessed for this qualification through:

15.1. Multiple-Choice Question Papers

The MCQ papers 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.

Principles of Minimising Personal Risk for Security Officers in the Private Security Industry

| | |
|------------------------|---------------|
| Language of assessment | English |
| Duration | 25 minutes |
| Pass mark | 70% (12 / 16) |
| Grading | Pass / Fail |

Principles of Terror Threat Awareness in the Private Security Industry

| | |
|------------------------|--------------|
| Language of assessment | English |
| Duration | 20 minutes |
| Pass mark | 70% (7 / 10) |
| Grading | Pass / Fail |

Example MCQ questions are included at Appendix 3, page 17.

16. External Marking

QNUK use a combination of video recorded evidence and centre quality assurance visits to verify assessment procedures.

17. Resits

Learners who require to resit any failed unit/s MCQ may do so for one further attempt without incurring cost to the centre or learner, however it is the centre's responsibility to ensure the learner has a realistic chance of success and provide additional coaching and learning support where required. Any resit examination must be taken within 3 weeks of the centre receiving the result, outside of 3 weeks the learner will require to attend the full learning for that unit prior to attempting the examination.

18. Reasonable Adjustments

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

19. 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

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not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Principles of Minimising Personal Risks for Security Officers In The Private Security Industry

Unit Summary

This top up unit provides a refresher on key knowledge from post 2015 learning and also bridges the gap between the 2015 and the 2021 qualifications, ensuring all learners and licence holders have comparable knowledge and skills across the sector

| 1. The learner will: Know how to minimise risk to personal safety at work. | | |
|---|---|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 1.1 | Identify responsibilities for personal safety at work. | MCQ |
| 1.2 | Identify situations that might compromise personal safety. | MCQ |
| 1.3 | Identify the risks of ignoring personal safety in conflict situations. | MCQ |
| 1.4 | State the personal safety benefits of undertaking dynamic risk assessments. | MCQ |
| 1.5 | List ways to minimise risk to personal safety at work. | MCQ |
| 1.6 | Recognise the different types of personal protective equipment relevant to the role of a security officer | MCQ |
| 1.7 | State the purpose of using body-worn cameras (BWC) | MCQ |
| 1.8 | Identify strategies that can assist personal safety in conflict situations. | MCQ |
| 1.9 | Describe limits of own responsibility in physical intervention situations. | MCQ |
| 1.10 | Identify types of harm that can occur during physical interventions. | MCQ |
| 1.11 | Identify the personal safety advantages of mental alertness at work. | MCQ |
| 1.12 | State the benefits of reflecting on personal safety experiences. | MCQ |

| 2. The learner will: Know what actions to take in relation to global (or critical) incidents | | |
|---|---|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 2.1 | State government guidance in relation to global (or critical) incidents | MCQ |

| What needs to be learnt? | |
|--------------------------|---|
| 1.1 | <ul style="list-style-type: none"> • Employer responsibilities: <ul style="list-style-type: none"> ○ Provision of assignment instruction ○ Importance of contractor responsibilities ○ Risk assessment ○ Training needs analysis ○ Provision of PPE and other essential equipment ○ Application of current employment legislation ○ Provision of Health and Safety procedures and policies • Employee responsibilities: <ul style="list-style-type: none"> ○ Follow assignment instructions ○ Identification of training needs ○ Attend appropriate training ○ Fit and well for work/duties ○ Use of PPE and other essential equipment ○ Follow company HR policies and procedures |
| 1.2 | <ul style="list-style-type: none"> • Lone working • Interrupting a crime in progress • Dealing with intoxicated individuals • High risk locations (e.g. construction sites; remote and higher value site) |
| 1.3 | <ul style="list-style-type: none"> • Increased risk of escalation • Places self and others at increased risk of violence and/or injury • Risk of being considered negligent for any resultant harm |
| 1.4 | <ul style="list-style-type: none"> • Ensures a process of analysing risk and the best course of action prior to action, then during and after the incident. • Increases own ability to assess and react to the changing situations |
| 1.5 | <ul style="list-style-type: none"> • Good communication • Keeping the control room / colleagues informed • Working within the limits of own knowledge and skillset • Prompt action • Control measures including the appropriate use of PPE • Keeping own knowledge and skills up-to-date via CPD |
| 1.6 | <ul style="list-style-type: none"> • Wearables <ul style="list-style-type: none"> ○ Waterproof clothing ○ High-visibility clothing ○ headwear ○ Stab vests ○ Gloves (needle/slash resistant) ○ Rubber gloves and face shields ○ Ear defenders ○ Eye protection ○ Safety footwear ○ Dust mask ○ Face coverings • Equipment <ul style="list-style-type: none"> ○ Metal detectors ○ Body worn cameras (BWC) |

| | |
|------|---|
| | <ul style="list-style-type: none"> ○ Radios, mobile phones ○ Personal alarms ○ Torches ○ Equipment to help control infections |
| 1.7 | <ul style="list-style-type: none"> ● Securing evidence against an offender ● Deterring crimes ● Self-protection ● Curbing behaviour (Security Officer or customer) ● Identifying offenders |
| 1.8 | <ul style="list-style-type: none"> ● Awareness ● Using dynamic risk assessments ● Building rapport ● Active listening ● Using problem solving techniques ● Using CCTV ● Working in teams ● Knowing when to involve the emergency services |
| 1.9 | <ul style="list-style-type: none"> ● Work within own training, skillset and physical capabilities ● Request assistance when appropriate ● Legal responsibility for actions and omissions ● Current legal framework and responsibilities |
| 1.10 | <p>Types of harm:</p> <ul style="list-style-type: none"> ● Serious injury or death can result from: <ul style="list-style-type: none"> ○ Strikes and kicks ○ An individual falling or being forced to ground ○ Interventions involving the neck, spine or vital organs ○ Restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia ○ Any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present ○ Non-weapon items could cause harm to individual if they were to fall (e.g. Glass objects, tools carried on person etc.) ● Stress and emotional trauma |
| 1.11 | <ul style="list-style-type: none"> ● Quick reaction time ● Awareness of potential hazards ● Accurate assessment of situation ● Increased potential to prevent escalation ● Clear identification of hazards and necessary actions to mitigate risk. |
| 1.12 | <ul style="list-style-type: none"> ● Improving safety of: <ul style="list-style-type: none"> ○ Self ○ Staff ○ Visitor/customer ● Learning from what went well and what could have been handled better ● Informing/identifying improvements to personal and organisational practices and procedures ● Preventing reoccurrence of the same/similar problem ● Recognising trends to prevent reoccurrence of the same/similar problems ● Importance of sharing good practice to improve personal, team and organisational performance ● Recognising good and poor practice ● Identifying common responses to situations |

| | |
|------------|---|
| | <ul style="list-style-type: none"> Identifying procedures or methods to deal with situations effectively. |
| 2.1 | <ul style="list-style-type: none"> Accessing the most up-to-date guidance from gov.uk Government guidance as it relates to global (or critical) incidents including: <ul style="list-style-type: none"> Health & Safety and organisational procedures Venue Management e.g. queues, rules that impact socialising, venue access, PPE Equipment as it applies to the incident e.g. to help infection control |

| Rationale for level | | | |
|---------------------|-------|-------------|--|
| | Level | Emphasis | Comments |
| Knowledge | 2 | Very Strong | High volume of Level 2 command verbs |
| Skills | 2 | Weak | No practical tasks |
| Overall | 2 | Strong | Whole unit is within the cognitive domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2 |

| Rationale for TQT and credit | | | |
|-----------------------------------|-------|--|---|
| | Hours | Comments | |
| Guided learning | 2 | This is based on the average learner taking this qualification who will have a knowledge of the subject matter both via previous learning and experience working in the security sector. | |
| Directed study | 0.5 | SIA permits 0.5 hours of self-study for this unit, however does not reduce the required minimum contact time of 2 hours. | |
| Independent study | N/A | | |
| Work-based learning | N/A | | |
| Non invigilated assessment | N/A | | |
| TQT: | 3 | Credit: | 1 |

Unit 2 Principles of Terror Threat Awareness in the Private Security Industry

Unit Summary

This unit is aligned to current knowledge supported but NaCTSO in line with basic counter terrorism knowledge for security operatives across the industry. The content builds upon the knowledge gained from learner’s original training to ensure a consistent standard for all frontline operatives.

| 1. The learner will: Understand terror threats and the role of the security operative in the event of a threat | | |
|---|---|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 1.1 | Identify the different threat levels | MCQ |
| 1.2 | Recognise the common terror attack methods | MCQ |
| 1.3 | Recognise the actions to take in the event of a terror threat | MCQ |
| 1.4 | Identify the procedures for dealing with suspicious items | MCQ |
| 1.5 | Identify behaviours that could indicate suspicious activity | MCQ |
| 1.6 | Identify how to respond to suspicious behaviour | MCQ |

| What needs to be learnt? | |
|---------------------------------|---|
| 1.1 | <ul style="list-style-type: none"> The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have. LOW means an attack is highly unlikely MODERATE means an attack is possible, but not likely SUBSTANTIAL means an attack is likely SEVERE means an attack is highly likely CRITICAL means an attack is highly likely in the near future Have an understanding of how UK threat level may impact the response level for the location in which you are working. |
| 1.2 | <ul style="list-style-type: none"> Awareness of attack planning phases. Most current terrorist attack methodologies: <ul style="list-style-type: none"> Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc. Explosive device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED). Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED) VAAW (Vehicle As A Weapon) also known as vehicle ramming Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks. Cyber attacks Insider threat |
| 1.3 | <ul style="list-style-type: none"> Understand the role security operatives have to play during a terror attack. Understand what Run, Hide, Tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place Know and follow relevant procedure for your place of work, including the company’s evacuation plan within the limits of your own authority. |

| | |
|------------|--|
| | <ul style="list-style-type: none"> • Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe. • Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options. <ul style="list-style-type: none"> ○ In both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities. • Report incidents requiring immediate response from the police on 999 • Know what information emergency response require: <ul style="list-style-type: none"> ○ What you have seen and what has happened. ○ Who you saw, what they looked like, what they were wearing. ○ Where did the situation happen and where you are. ○ When did it happen. • Awareness of emergency services response time • Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline. • Know who the public sector counter-terrorism experts are and how to access their information; <ul style="list-style-type: none"> ○ Centre for the protection of national infrastructure (CPNI) ○ National Counter Terrorism Security Office (NaCTSO) • Awareness of current initiatives: <ul style="list-style-type: none"> ○ Run, hide, tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place. ○ ACT - Action Counter Terrorism ○ SCaN - See, Check and notify ○ The pros and cons of evacuation/invacuation: • In both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities. |
| <p>1.4</p> | <p>Hot Principles:</p> <ul style="list-style-type: none"> • Hidden • Obviously suspicious • Typical <p>Four Cs: Confirm, Clear, Communicate and Control</p> <ul style="list-style-type: none"> • Safety distance, including: • Distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m) • How to visually represent safety distance (e.g. Football field) • Difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 m |
| <p>1.5</p> | <ul style="list-style-type: none"> • Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime. • Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act. • Understand examples of what this might look like, including: |

| | |
|------------|---|
| | <ul style="list-style-type: none"> ○ Individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities ○ Individuals avoiding security staff. ○ Individuals carrying out activities inconsistent with the nature of the building or area. ○ Individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings ○ Parked vehicles with people inside, empty parked vehicles left unattended for long period ○ Multiple sightings of same suspicious person, vehicle, or activity ● Understands actions that can deter or disrupt hostile reconnaissance, including: <ul style="list-style-type: none"> ○ Ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals ○ Maintaining organised search procedures ○ Ensuring emergency exits are secured when not in use to prevent unauthorised entry |
| <p>1.6</p> | <ul style="list-style-type: none"> ● Use your customer service skills to disrupt potential hostile reconnaissance. ● Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance. ● Know where to report suspicious behaviour including: <ul style="list-style-type: none"> ○ Internal procedure for site ○ Confidential (Anti-Terrorist) Hotline: 0800 789 321 ○ British Transport police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40 ○ Non-emergency: 101 ○ ACT online reporting ○ Life threatening emergency or requiring immediate response: 999 |

| Rationale for level | | | |
|---------------------|-------|----------|--|
| | Level | Emphasis | Comments |
| Knowledge | 2 | Strong | High volume of Level 2 command verbs |
| Skills | 2 | Weak | No practical tasks |
| Overall | 2 | Strong | Whole unit is within the cognitive domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2 |

| Rationale for TQT and credit | | | |
|------------------------------|-------------|--|---|
| | Hours | Comments | |
| Guided learning | 2 | This is based on the average learner taking this qualification who will have a knowledge of the subject matter both via previous learning and experience working in the security sector. | |
| Directed study | 1hr 40 mins | ACT E-learning and ACT E-learning (Security) options are available and can be used, leaving 20 mins of contact time. | |
| Independent study | N/A | | |
| Work-based learning | N/A | | |
| Non invigilated assessment | N/A | | |
| TQT: | 3 | Credit: | 1 |

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. | |
|---|---|
| Describe | Write or speak about the topic or activity giving detailed information |
| Identify | Provide brief information about a subject, specific process or activity |
| List | State or make a list of words, items, statements or comments |
| Recognise | Recall and identify relevant information relating to a subject |
| State | Give brief information about the topic |

(this list is not exhaustive)

Appendix 4: Specimen Assessment Material

1 Which one of the following is a legitimate use for a body worn camera (BWC)?

- A** Checking identity prior to admission
- B** Securing evidence against an offender
- C** To indemnify the wearer against prosecution
- D** Recoding incidents for promotional purposes

2 When a vehicle is used to contain an improvised explosive device, it is known as a

- A** VBIED
- B** PBIED
- C** ABIED
- D** MBIED

3 One of the government counter terrorism initiatives is known as

- A** Assess, Challenge, Report
- B** Assess, Cordon, Report
- C** Run, Hide, Fight
- D** Run, Hide, Tell