

Qualification Specification

QNUK Level 2 Award for Security Officers in the Private Security Industry (RQF) 603/7301/5

Contents

1. Introduction	1
2. Contact Us.....	1
3. Version Number.....	1
4. Qualification Objective	2
5. Sector Support and Industry Recognition.....	2
6. Geographical Coverage of this Qualification	2
7. Benefit for Learners	2
8. Progression	2
9. Recognition of Prior Learning	2
10. Qualification Information	3
11. Qualification Structure.....	3
12. Learner Entry Requirements.....	3
12.1. Learner Age.....	3
12.2. English Language	3
12.3. First Aid.....	4
13. Delivery	4
13.1. Venue Requirements	5
13.2. Equipment Requirements.....	5
13.3. Blended Learning.....	5
13.4. Trainer to Learner Ratio	5
13.5. Recommended Resources	5
14. Centre Personnel Requirements.....	5
14.1. Trainer/Assessors delivering licence-linked qualifications.....	5
14.2. Assessor Qualifications.....	6
14.3. Internal Quality Assurer.....	6
15. Assessment Requirements	7
15.1. Multiple-Choice Question Papers.....	7
15.2. Practical Observations	7
16. External Marking.....	7
17. Resits.....	8
18. Reasonable Adjustments	8
19. Results.....	8
Appendix 1: Units	9
Appendix 2: Command Verbs	43
Appendix 3: Specimen Assessment Material	44

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	SJD Director
Date last updated	17/02/2021
Next review	17/02/2024
Status	Final
Version	1
Document control number	QS L2SIASO

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.

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

QNUK would welcome requests for recognition of prior learning (RPL) where a learner is able to provide sufficient, reliable and valid evidence of achievement for the following units if they have been achieved after 1st April 2021 and accompanied by either an AO issued Unit credit or full qualification containing them:

- Principles of Working in the Private Security Industry
- Application of Conflict Management in the Private Security Industry

10. Qualification Information

Qualification Number (QN)	603/7301/5
Learning Aim	
Total Qualification Time (TQT)	42
Guided Learning Hours (GLH)	38
Credit value	4
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 3 mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	GLH	TUT	Credit
Mandatory units					
H/618/6791	Principles of Working in the Private Security Industry	2	17	17	2
A/618/6795	Principles of Working as a Security Officer In The Private Security Industry	2	10	12	1
K/618/6792	Application of Conflict Management in the Private Security Industry	2	11	13	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.

12.2. 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 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.

12.3. First Aid

From 01 April 2021 (and 1 October 2021 for top up) learners taking their Door Supervision or Security Officer training for the first time 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 or 5 day period (depending if distance learning is used for the applicable units). Learners should complete the qualification within 5 weeks.

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 conflict management and search scenarios. The assessment room for MCQ examinations must meet QNUK SIA Examination and Invigilation Policy requirements.

13.2. Equipment Requirements

The centre must provide:

- Handheld metal detector (HHMD or 'wand') to facilitate a technology assisted search accompanying the person search requirements.
- A suitable bag/s for learners to practice bag searching
- 'Dummy' prohibited items for the purposes of training effective searching

13.3. Blended Learning

Virtual Learning Environments (VLE) are acceptable for the knowledge elements of this qualification; however, the practical requirements still require face to face learning and assessment. Centres wishing to deliver via VLE must gain pre-authorisation from QNUK prior to delivery.

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)
- 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 Working in the Private Security Industry

Language of assessment	English
Duration	110 minutes
Pass mark	70% (51 / 72)
Grading	Pass / Fail

Principles of Working as a Security Officer in the Private Security Industry

Language of assessment	English
Duration	90 minutes
Pass mark	70% (42 / 60)
Grading	Pass / Fail

Application of Conflict Management in the Private Security Industry

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

Example MCQ is included at Appendix 3.

15.2. Practical Observations

Externally set, internally assessed activities across all 3 units based on the completion of an evidential statement. Activities are identified in Appendix 1 as Obs within the Types of evidence column

Pass Mark = 100%

16. External Marking

All SIA licence linked qualification MCQ exams are externally marked by QNUK.

Practical observations and portfolios of evidence are externally set and internally marked by the centre but subject to 100% moderation in the case of written assignments and verified via risk assessed modelling in the case of practical observations.

QNUK use a combination of video recorded evidence and centre quality assurance visits to verify practical observations and assessments.

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 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 Working in the Private Security Industry

Unit Summary

This unit provides the learner with basic knowledge which supports development into specialist units. Establishing the roles, responsibilities and general legislation which is applicable to all individuals operating within the licenced private security sectors is the key objective of this important unit.

1. The learner will: Know the main characteristics and purposes of the Private Security Industry		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify the key purposes of the private security industry	MCQ
1.2	State the aims and functions of the Security Industry Authority (SIA)	MCQ
1.3	Recognise the required standards of behaviour of a security operative	MCQ
1.4	Identify the benefits of community safety initiatives	MCQ
1.5	Recognise how assignment instructions support the Security Operative role	MCQ
1.6	Recognise how each security operative role may use CCTV	MCQ
1.7	Identify the limitations of CCTV within the security operative role	MCQ
1.8	State the purpose of the Approved Contractor Scheme	MCQ

2. The learner will: Understand legislation as it applies to a security operative		
Assessment Guidance The learner must		Types of Evidence
2.1	Identify the differences between Civil and Criminal Law	MCQ
2.2	State the main aims of the Private Security Industry Act 2001	MCQ
2.3	Identify key legislation relating to promoting equality and diversity in the workplace	MCQ
2.4	Identify licensable roles under the Private Security Act	MCQ
2.5	Identify how data protection regulation impacts on the security operative	MCQ

3. The learner will: Understand arrest procedures relevant to security operatives		
Assessment Guidance The learner must		Types of Evidence
3.1	State the meaning of arrest	MCQ
3.2	Identify offences for which a security operative can make an arrest	MCQ
3.3	Identify the limitations to a security operative's powers of arrest.	MCQ
3.4	State procedures to follow when making an arrest	MCQ
3.5	State why an arrest should only be made as a last resort	MCQ
3.6	State procedures following an arrest	MCQ
3.7	State what is meant by 'reasonable' and 'necessary' force	MCQ

4. The learner will: Understand the importance of safe working practices		
Assessment Guidance The learner must		Types of Evidence
4.1	Identify responsibilities under the Health and Safety at Work etc. Act	MCQ
4.2	Identify the risks of lone working within the private security industry	MCQ
4.3	Identify typical workplace hazards and risks	MCQ
4.4	State how to minimise risk to personal safety at work	MCQ
4.5	Identify safety signs and signals	MCQ
4.6	State procedures to be followed for recording and reporting accidents and health and safety incidents	MCQ
4.7	Identify ways to keep personal information safe	MCQ

5. The learner will: Understand fire procedures in the workplace		
Assessment Guidance The learner must		Types of Evidence
5.1	Identify the elements that must be present for fire to exist	MCQ
5.2	State the actions to be taken upon discovering a fire	MCQ
5.3	Identify basic fire safety controls	MCQ
5.4	Identify classifications of fire	MCQ
5.5	Identify the different types of fire-fighting equipment	MCQ
5.6	Identify the role of a fire marshal in the event of an emergency	MCQ

6. The learner will: Understand emergencies and the importance of emergency procedures		
Assessment Guidance The learner must		Types of Evidence
6.1	Identify the key emergency terms	MCQ
6.2	Identify different types of emergencies within the workplace	MCQ
6.3	Recognise how people react when emergencies occur	MCQ
6.4	Identify actions to be taken in an emergency situation	MCQ
6.5	Identify the role of the security operative in relation to first aid incidents	MCQ
6.6	Recognise evacuation principles	MCQ

7. The learner will: Understand how to communicate effectively as a security operative		
Assessment Guidance The learner must		Types of Evidence
7.1	Identify the different types of communication	MCQ
7.2	State the importance of effective communication	MCQ
7.3	Identify the benefits of teamwork in the private security industry	MCQ

7.4	State the principles of customer service	MCQ
7.5	Recognise diverse customer needs and expectations	MCQ

8. The learner will: Understand record keeping relevant to the role of the security operative		
Assessment Guidance The learner must		Types of Evidence
8.1	State the importance of accurate record keeping	MCQ
8.2	Identify the types of records that may need to be completed	MCQ
8.3	Identify what information to include in records	MCQ
8.4	Demonstrate the accurate completion of an evidential statement (Section 9 Statement)	Obs
8.5	State the process of attending court to give evidence	MCQ

9. 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
9.1	Identify the different threat levels	MCQ
9.2	Recognise the common terror attack methods	MCQ
9.3	Recognise the actions to take in the event of a terror threat	MCQ
9.4	Identify the procedures for dealing with suspicious items	MCQ
9.5	Identify behaviours that could indicate suspicious activity	MCQ
9.6	Identify how to respond to suspicious behaviour	MCQ

10. The learner will: Understand how to keep vulnerable people safe		
Assessment Guidance The learner must		Types of Evidence
10.1	Recognise duty of care with regard to vulnerable people	MCQ
10.2	Identify factors that could make someone vulnerable	MCQ
10.3	Identify actions that the security operative should take towards vulnerable individuals	MCQ
10.4	Identify behaviours that may be exhibited by sexual predators	MCQ
10.5	Identify indicators of abuse	MCQ
10.6	State how to deal with allegations of sexual assault	MCQ
10.7	State how to deal with anti-social behaviour	MCQ

11. The learner will: Understand good practice for post incident management		
Assessment Guidance The learner must		Types of Evidence
11.1	Identify sources of post incident support available	MCQ
11.2	State why accessing support following an incident is important	MCQ
11.3	State the benefits of reflecting on incident	MCQ
11.4	Identify why it is important for security operatives to contribute to improving practice	MCQ

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> Prevent and detect crime and unauthorised activities Prevent and reduce loss, waste and damage Monitor and respond to safety risks Provide personnel and appropriate protection systems for people, property and premises Raise standards in the industry
1.2	<ul style="list-style-type: none"> Protect the public and regulate the security industry through licensing Raise standards (through the Approved Contractor Scheme) Monitor the activities and effectiveness of those working in the industry Set and approve standards of conduct, training and supervision within the industry Keep under review the private security industry and the operation of the legislative framework
1.3	<ul style="list-style-type: none"> Main qualities required for security industry operatives: reliability and integrity; politeness; professional attitude and appropriate personal appearance; being prepared to take responsibility Skills: communication skills; observational skills; problem solving; ability to handle sensitive situations; team-working skills Adherence to SIA Standards; adherence to organisation/company values and standards
1.4	<ul style="list-style-type: none"> Examples of community safety initiatives: police liaison officers, police community links, initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards Aim: to reduce the opportunity for crime to take place Activities: include improving physical security of vulnerable targets, improving the environment, removing the means to commit crime; improving the visibility in an area e.g. lighting; controlling access to areas so unauthorised people cannot gain access to commit crime; initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards Benefits: include better partnership working, cooperating with Local Authority and police, liaison with other venues, reduction of risk of crime to own employer or other employers, promotion of safer communities
1.5	<ul style="list-style-type: none"> Describes the security operative's roles and duties for specific location Outlines actions to take in an emergency including obtaining contact numbers Part of a contract between client/customer and the security company
1.6	<ul style="list-style-type: none"> Benefits of using CCTV e.g. <ul style="list-style-type: none"> Prevents crime Cuts down on incidents Reduces costs by not having to employ additional staff Can provide clear evidence for investigations

	<ul style="list-style-type: none"> ○ Can provide evidence which can be used in a court of law ● Understand the legal implications of using CCTV e.g. <ul style="list-style-type: none"> ○ Must be registered ○ Must have a named person who is responsible and accountable for its use ○ Must display signs to inform people that CCTV is in operation ○ Must not record in private spaces such as toilets ● Must comply with current data protection legislation e.g. <ul style="list-style-type: none"> ○ when storing data including any recordings ○ restricting access to certain staff ○ by using recordings appropriately
1.7	<ul style="list-style-type: none"> ● Privacy issues and concerns ● Vulnerable to damage and vandalism ● Misuse ● Cannot prevent crime ● Cost ● Familiarity with scope of cover ● Technology vulnerabilities
1.8	<ul style="list-style-type: none"> ● Raise performance standards ● Assist the SIA to develop new opportunities ● Increased customer confidence
2.1	<p>Main features of Civil law:</p> <ul style="list-style-type: none"> ● Purpose to right a wrong ● Individual brings the cases ● Remedy by compensation for loss or damage ● Standard of proof on balance of probabilities <p>Examples of civil offences:</p> <ul style="list-style-type: none"> ● Libel ● Slander (defamation in Scotland) ● Breach of contract ● Employment Law ● Family and matrimonial disputes ● Property disputes ● Personal injury cases ● Trespass <p>Main features of Criminal Law:</p> <ul style="list-style-type: none"> ● Purpose to deter and punish ● State brings the cases ● Remedy is fines/imprisonment ● Standard of proof is beyond reasonable doubt <p>Examples of Criminal offences:</p> <ul style="list-style-type: none"> ● Driving under the influence ● Assault ● Murder ● Rape ● Child abuse ● Theft ● Domestic abuse ● Arson (wilful fire raising in Scotland) ● Kidnapping or holding someone against their will
2.2	<ul style="list-style-type: none"> ● Raise standards in the private security industry ● Increase public confidence in the private security industry

	<ul style="list-style-type: none"> • Increase public safety • Remove criminal elements from the private security industry • Established the SIA (Security Industry Authority) • Established licensing
2.3	<ul style="list-style-type: none"> • Key Legislation: Equalities Act 2010; Human Rights Act 1998 • Protection from discrimination in the workplace: <ul style="list-style-type: none"> ○ protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity ○ direct and indirect discrimination • Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal • Employer’s duty to make reasonable adjustments
2.4	<p>Licensable roles</p> <p>Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit (CVIT), key holding</p>
2.5	<p>Have an understanding of current data protection regulation</p> <p>Include the general principles</p> <ul style="list-style-type: none"> • The use of body worn cameras and restrictions e.g. <ul style="list-style-type: none"> ○ Images must be stored to comply with GDPR and can only be viewed by authorised personnel • Recording and documenting in notebooks
3.1	<ul style="list-style-type: none"> • Arrest is to take away someone’s liberty • There is no legal definition for citizen’s arrest • Police and non-police arrest • Arrest with a warrant • Arrest without a warrant
3.2	<ul style="list-style-type: none"> • Security operatives have no special powers of arrest, only the same powers of arrest as every other citizen. • Arrestable offences, indictable offences and Breach of the Peace • Indictable offences are usually tried at the Crown Court (Arrestable offences are usually tried at Sheriff Court/High Court in Scotland) • Powers of arrest under the common law • Offences include: <ul style="list-style-type: none"> ○ Murder/Homicide (Culpable Homicide in Scotland) ○ Aggravated Assault (Serious Assault in Scotland) ○ Assault ○ Rape ○ Sexual Assault ○ Firearms offences ○ Robbery ○ Burglary (Housebreaking in Scotland) ○ Theft ○ Drugs offences ○ Fraud ○ Criminal damage (Malicious mischief in Scotland)
3.3	<ul style="list-style-type: none"> • Must be within powers of citizen’s arrest • Section 24a of the Police and Criminal Evidence Act 1984 • Indictable offence must be either being committed or have already been committed • Arrest can only be made to prevent the person from: <ul style="list-style-type: none"> ○ (a) causing injury to himself or another; ○ (b) suffering injury himself;

	<ul style="list-style-type: none"> ○ (c) causing loss of or damage to property; ○ (d) making off before a constable can assume responsibility for him
3.4	<ul style="list-style-type: none"> ● Inform person that they are under arrest, provide the reason for arrest, and that the police will be called ● Detain the person and ensure their safety ● Use witnesses wherever possible ● Only use reasonable and necessary force to prevent: <ul style="list-style-type: none"> ○ escape of individual under arrest or assault against security operatives or others
3.5	<ul style="list-style-type: none"> ● Taking someone's liberty is a serious matter ● Can only arrest for indictable offences (Arrestable offences in Scotland) ● False arrest can lead to civil or criminal prosecution of the security operative making the arrest ● Personal safety of the security operative can be at risk
3.6	<ul style="list-style-type: none"> ● The arrested person is now the security operatives responsibility ● Ensure own safety ● Ensure the person's safety ● Ensure any evidence is preserved and not disposed of ● Hand person over to police, explaining reason for arrest ● Inform police of any extra evidence of offence (witnesses, CCTV, property) ● Record arrest in line with local policy ● Assist police with a statement if required ● Attend court at a later date if required ● Identify how to work with the Police in relation to arrest procedures
3.7	<ul style="list-style-type: none"> ● Reasonable force is the amount of force that can be used to protect yourself or your property from attack. It can be used to prevent crime or when detaining someone through a citizen's arrest. It can also be classed as "legal force" ● Necessary force is an opinion of the level of force that was carried out in any situation
4.1	<p>Responsibilities of employees and the self-employed:</p> <ul style="list-style-type: none"> ● To take responsibility for own health and safety, to co-operate with employer, to take reasonable care and not put themselves or public at risk, to report injuries and accidents to employer ● To follow instruction, processes and procedures put in place by their employer <p>Responsibilities of employers:</p> <ul style="list-style-type: none"> ● To maintain the safety of employees and anyone who visits the premises ● To provide safe access and egress ● To assess and reduce risk, to provide first aid facilities, to tell staff about hazards, to provide training if required, to record injuries and accidents, to provide and maintain necessary equipment and clothing and warning signs ● To comply with legislation: consequences of failure to comply e.g. prosecution, business closure
4.2	<ul style="list-style-type: none"> ● Being isolated and having to rely on technology for back up ● Being vulnerable: <ul style="list-style-type: none"> ○ Injury / ill-health ○ Violence ○ Lack of support ○ Lack of communication ○ Lack of welfare facilities for rest
4.3	<p>Definition of 'hazard':</p> <ul style="list-style-type: none"> ● potential source of harm or adverse health effect on a person or persons <p>Typical workplace hazards:</p>

	<ul style="list-style-type: none"> • accidents due to poor lighting, uneven surfaces, steps, etc. • risk of infection from body fluids • risk of dealing with aggressive or violent behaviour • Injuries from poor manual handling • Misuse/abuse of machinery • Sharp objects (needles and knives) • Diseases • Hazardous chemicals • Noise pollution • Moving vehicles • Obstructions • Poor lighting • Fire/floods and other emergencies <p>Definition of 'risks':</p> <ul style="list-style-type: none"> • likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard <p>Identify risks:</p> <ul style="list-style-type: none"> • Level of Risk (High, Medium or Low impact) • Assess the risk of the hazard by identifying who may be harmed and how, what controls are already in place, what additional controls are needed to control the risk, who is required to do this and when is it required to be completed by.
4.4	<ul style="list-style-type: none"> • Risk assessment: developing awareness of risks and how to minimise them • Following health and safety and organisational procedures in relation to health and safety • Use of protective equipment, personal alarms and mobile phones • Importance of following safe routines and being systematic • Identify methods for safe manual handling <ul style="list-style-type: none"> ○ Assessment of load; know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull • Follow health and safety and organisational procedures in relation to global (or critical) incidents
4.5	<ul style="list-style-type: none"> • Different categories of sign: e.g. prohibition, warning, mandatory, safe condition, fire-fighting, hazard/chemical warning plates
4.6	<ul style="list-style-type: none"> • Reportable incidents and accidents under RIDDOR: work-related, dangerous occurrence, resulting in injury, occupational disease or death; gas related incident • Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting – 'responsible person', online, telephone, by post • Remember to include who, what, when, how and where
4.7	<ul style="list-style-type: none"> • When handling any personal information or data (either their own or someone else's) Security Operatives must: <ul style="list-style-type: none"> ○ Comply with current data protection legislation ○ Follow organisational procedures ○ Follow assignment instructions ○ Maintain confidentiality of information • Security Operatives should: <ul style="list-style-type: none"> ○ Use personal social media responsibly including managing privacy settings ○ Not wear anything identifiable outside the workplace ○ keep personal vigilance e.g. not completing surveys ○ Not discuss work issues outside the workplace

	<ul style="list-style-type: none"> ○ Not discuss work information with colleagues
5.1	<ul style="list-style-type: none"> ● Components of fire: the fire triangle (oxygen, fuel, heat - chemical chain reaction)
5.2	<ul style="list-style-type: none"> ● Follow organisation's policies and procedures ● Sound the alarm and inform emergency services ● FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt to put out a fire if it puts you in danger. ● Identify area where fire is, isolate other areas ● Control panel: Important to ensure full understanding of extent of area of incident, to pass on correct message to emergency services e.g. with regard to materials, chemical stored in affected area
5.3	<ul style="list-style-type: none"> ● Be observant and vigilant ● Control of fuel and ignition sources e.g. bins and waste disposal ● Safe storage of flammables ● Inspection and maintenance of electrical equipment ● Avoidance of overloading electrical points ● Follow staff training ● Adhere to fire plan
5.4	<ul style="list-style-type: none"> ● A – Ordinary combustible: includes paper, wood, textiles, rubber ● B – Flammable liquids e.g. petrol, paint, solvents ● C – Flammable gas e.g. butane, propane ● D – Metal fires e.g. powdered and metal shavings, alkali-based metals ● Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel). ● F – Hot cooking oils
5.5	<p>Extinguishers:</p> <ul style="list-style-type: none"> ● Water for use with paper, wood ● General Foam for use with paper, wood; specialist foam for use with industrial alcohol <p>CO² Gas for use with electrical fires (primary); flammable liquids (secondary)</p> <p>Wet Chemical, for cooking oil fires</p> <p>Powder for use with most fires including liquid and electrical fires</p> <p>Other equipment:</p> <ul style="list-style-type: none"> ● fire blankets, fire hose, sprinkler system
5.6	<ul style="list-style-type: none"> ● Sound the alarm ● Check allocated area to ensure that everybody has left, take roll call ● Take control of the evacuation and ensure that anybody with evacuation difficulties is aided ● Proceed to the assembly area and report to the fire officer in charge
6.1	<p>Emergency is:</p> <ul style="list-style-type: none"> ● a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action <p>Emergencies can include incidents, occurrences, accidents. Examples are listed below.</p> <ul style="list-style-type: none"> ● Incident/Occurrence – this could include a fight, power cut or drug overdose, etc. ● Emergency – this could include health emergencies such as epileptic seizure, anaphylactic shock, heart attack, etc. ● Accident – this could include someone falling down steps, someone slipping on a wet floor, etc.
6.2	<p>Types of emergency:</p> <ul style="list-style-type: none"> ● power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat, fire, terror threat

6.3	<p>Types of reactions:</p> <ul style="list-style-type: none"> Public/human responses – fight or flight Panic, freeze Crowd control, danger of crushing
6.4	<p>Security operative responses to emergencies:</p> <ul style="list-style-type: none"> follow correct procedures depending on emergency ensure safety of self and others report to appropriate authorities act quickly, be authoritative, remain calm, encourage others to remain calm follow procedures for making emergency calls follow escalation procedures if required document clearly what happened and your response review and evaluate incident Identify how a graduated response can be applied to incidents
6.5	<p>List actions to be taken when first aid is required</p> <ul style="list-style-type: none"> If necessary, contact designated first aider or the emergency services Know the limits of your own ability and authority to deal with personal injury Record the injury in the accident book Keep people safe, including onlookers Provide privacy whenever possible
6.6	<ul style="list-style-type: none"> Evacuation – this is a controlled process of emptying an area or premises of people. Evacuation can be to an adjoining area within a building or outside depending on the severity of the incident. Examples for evacuation could be flood, fire or terror threat. Invacuation – this is a controlled process of getting people into safe premises due to an incident which could cause harm to people who were outside. For example, if a person with a firearm started to shoot people in the street you would encourage everyone into the building and lock the doors for safety. Basic principles are to keep people safe and to follow the organisation’s policies and procedures. Importance of knowing venue specific requirements
7.1	<ul style="list-style-type: none"> Non-verbal communication: gesture, stance, eye contact, facial expression, Verbal communication: speaking, listening, reading, pitch, tone of voice Written communication: pictures, signs, script, text messages
7.2	<ul style="list-style-type: none"> To ensure that the message being sent is received and understood by the recipient Features of effective communication include choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding Promotes effective teamwork Promotes a professional establishment and service Prevents misinterpretation which could lead to aggressive behaviour Prevents misunderstanding which could lead to mistakes Importance of effective communication: to ensure organisational effectiveness and effective team working, to provide effective service to customers NATO phonetic alphabet: call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated Uses of phonetic alphabet enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings
7.3	<ul style="list-style-type: none"> Promotes safety

	<ul style="list-style-type: none"> • Provides a professional and safe service and establishment • Supports colleagues • Promotes efficiency
7.4	<ul style="list-style-type: none"> • Establishing rapport, acknowledging the customer, communicating information effectively, showing respect, listening to the customer and trying to meet their expectations • Dealing with problems: acknowledge the customer, establish the customer's needs, put yourself in the customer's position, accept responsibility, involve the customer in the solution, see it through
7.5	<ul style="list-style-type: none"> • Types of customer: internal and external, direct and indirect • Customer needs/expectations: e.g. information, assistance, directions • Customers with particular needs: e.g. physical difficulties, learning difficulties, sensory impairment, English as second language, under influence of drugs and/or alcohol
8.1	<ul style="list-style-type: none"> • To comply with the law • To provide a clear audit trail of the incident or accident • To prevent you from having to rely on your memory
8.2	<ul style="list-style-type: none"> • Incident records • Accident records • Searches and checks • Logbooks • Pocket notebooks • Search / visitor / key registers • Duty sheets • accident reports • Lost/found property registers • Message books • Handover reports • Other site-specific reports
8.3	<ul style="list-style-type: none"> • Who – the report is for / it was written by • What – happened / action was taken / was the result • When – Day/date/time • How – did it happen • Where – place of incident • Details of any other witnesses/people/injuries or property
8.4	<p>Statement to be completed as part of the training and internally assessed with a sign off sheet submitted to AO to say completed.</p> <ul style="list-style-type: none"> • The implications of failing to complete the section 9 statement or using the required documents. • PACE (Police and Criminal Evidence Act 1984) • Incidents requiring physical intervention/use of force, must be • Fully reported – including: • Description of subject/s behaviour • Other 'impact factors' • Staff responses including description of physical • Interventions and level of force used • Description of any injuries sustained • First aid and/or medical support provided • Details of admission to hospital • Support to those involved and follow up action required

8.5	<ul style="list-style-type: none"> Follow organisation’s policies and procedures Follow any legal advice from representative Be punctual and prepared
9.1	<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.
9.2	<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
9.3	<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. 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)

	<ul style="list-style-type: none"> • 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
<p>9.4</p>	<p>Hot Principles:</p> <ul style="list-style-type: none"> • Hidden • Obviously suspicious • Typical <p>Four Cs: Confirm, Clear, Communicate and Control</p> <p>Safety distance, including:</p> <ul style="list-style-type: none"> • 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>9.5</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>9.6</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
<p>10.1</p>	<ul style="list-style-type: none"> • Duty of care is: “a moral or legal obligation to ensure the safety or well-being of others” • People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone

10.2	<ul style="list-style-type: none"> • Vulnerable: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill, Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person’s movements, senses or activities that is invisible to the onlooker). • Indicators of child sexual exploitation: children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars
10.3	<ul style="list-style-type: none"> • Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people • Offer to call a relative or friend to give assistance • Offer to call a licensed taxi to take the vulnerable person home • Using ‘safe havens’ or other local initiatives run by organisations such as St John’s Ambulance • Be aware of current safety initiatives e.g. Ask Angela campaign • Reporting indicators of child sexual exploitation: <ul style="list-style-type: none"> ○ Contact the police or call Crimestoppers ○ Report as soon as possible
10.4	<ul style="list-style-type: none"> • Close monitoring of vulnerable people • Buying drinks or gifts for vulnerable people • Suspicious behaviour around certain times and venues • Inappropriate use of technology e.g. upskirting with phones
10.5	<ul style="list-style-type: none"> • Restricting freedom of individuals • Unexplained bruising • Lack of confidence and insecurity • Change in circumstances e.g. cleanliness, appearance
10.6	<ul style="list-style-type: none"> • Follow organisation’s policies and procedures • Notify police • Safeguard victim • Separate victim from assailant • Record and document all information
10.7	<ul style="list-style-type: none"> • Follow your organisation’s policies and procedures • Speak to the person • Explain the situation and the risks of the anti-social behaviour • Explain the consequences if the anti-social behaviour continues • Remain calm • Ensure that your colleagues know about the situation and that you have back-up if needed • Vigilance. • High-profile patrols. • Early intervention. • Positive non-aggressive communication. • Prompt reporting of incidents. • Accurate recording of incidents. • Liaison with police and other appropriate agencies.
11.1	<ul style="list-style-type: none"> • Sources of support through colleagues, management and counsellors • Publications, internet • Help lines (e.g. Samaritans) • Other support e.g. Citizen’s advice/ Trade Unions

11.2	<ul style="list-style-type: none"> Reducing the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress Helps you to reflect on the incident and evaluate your actions
11.3	<ul style="list-style-type: none"> Areas for improvement can be identified Preventing reoccurrence of the same problem Organisations can use data for licensing hearings Recognising trends Recognising poor practice Recognising good practice Sharing good practice Making improvements Improving procedures for incident management Identifying common response to situations
11.4	<ul style="list-style-type: none"> Promotes professional service Increases safety for staff Promotes teamwork Increases safety for customers Identifies procedures or methods to deal with situations effectively

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Very Strong	High volume of Level 2 command verbs
Skills	2	Weak	A single entry for a practical task
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 TUT and credit			
	Hours	Comments	
Guided learning	17	8 hours of this can be directed study	
Directed study	Optional 8		
Independent study	N/A		
Work-based learning	N/A		
Non invigilated assessment	N/A		
TUT:	17	Credit:	2

Unit 2 Principles of Working as a Security Officer In The Private Security Industry

Unit Summary

This specialist unit provides the basic knowledge and skills to enable the learner to perform functions of a security offer in the private security industry. Working with electronic systems and technology are covered alongside the manual operations of Security Officer; this unit provides many opportunities to blend traditional classroom learning with leaving the classroom to see and experience the requirements of the unit alongside the tutor where location and conditions allow.

1. The learner will: Understand the roles and responsibilities of security officers		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify different security officer roles within the private security industry.	MCQ
1.2	Identify the main responsibilities of a security officer.	MCQ
1.3	Recognise how the control room supports the security officer.	MCQ

2. The learner will: Understand the control of access and egress		
Assessment Guidance The learner must		Types of Evidence
2.1	State the purpose of access and egress control.	MCQ
2.2	Identify the security officer’s duties and responsibilities when controlling access and egress.	MCQ
2.3	State the powers of statutory agencies relating to access and egress control.	MCQ
2.4	Identify ways of attempting to gain unauthorised access.	MCQ
2.5	State the responsibilities of a security officer in relation to crowd management and queue control at access and egress points.	MCQ

3. The learner will: Know the different types of electronic and physical protection systems in the security environment.		
Assessment Guidance The learner must		Types of Evidence
3.1	Identify how the different types of electronic and physical protection systems can support the security officer role.	MCQ
3.2	Identify different types of protection measures.	MCQ
3.3	Identify potential risks to protection systems.	MCQ
3.4	Identify types of alarm activations and the actions to take in response to them.	MCQ

4. The learner will: Know how to minimise risk to personal safety at work.		
Assessment Guidance The learner must		Types of Evidence
4.1	Identify responsibilities for personal safety at work.	MCQ
4.2	Identify situations that might compromise personal safety.	MCQ
4.3	Identify the risks of ignoring personal safety in conflict situations.	MCQ
4.4	State the personal safety benefits of undertaking dynamic risk assessments.	MCQ

4.5	List ways to minimise risk to personal safety at work.	MCQ
4.6	Recognise the different types of personal protective equipment relevant to the role of a security officer	MCQ
4.7	State the purpose of using body-worn cameras (BWC)	MCQ
4.8	Identify strategies that can assist personal safety in conflict situations.	MCQ
4.9	Describe limits of own responsibility in physical intervention situations.	MCQ
4.10	Identify types of harm that can occur during physical interventions.	MCQ
4.11	Identify the personal safety advantages of mental alertness at work.	MCQ
4.12	State the benefits of reflecting on personal safety experiences.	MCQ

5. The learner will: Understand drug-misuse legislation, issues and procedures relevant to the role of a security officer.		
Assessment Guidance The learner must		Types of Evidence
5.1	Recognise the signs and symptoms of drug use	MCQ
5.2	Identify the signs that may indicate drug dealing	MCQ
5.3	State how to dispose of drug related litter and contaminated waste	MCQ

6. The learner will: Know how to conduct effective search procedures.		
Assessment Guidance The learner must		Types of Evidence
6.1	Identify the different type of searches carried out by a security officer.	MCQ
6.2	Identify a security officer's right to search.	MCQ
6.3	Identify different types of searching equipment.	MCQ
6.4	Recognise possible hazards when conducting a search.	MCQ
6.5	State precautions to take when carrying out a search.	MCQ
6.6	State actions to take if an incident or an accident occurs during searching.	MCQ
6.7	Demonstrate how to search people, and their property.	Obs
6.8	State typical areas of vehicles to be searched	MCQ
6.9	Identify reasons for carrying out a premises search.	MCQ
6.10	Recognise actions to take in the event of a search refusal.	MCQ
6.11	Identify reasons for completing search documentation.	MCQ
6.12	Identify actions to take if a prohibited or restricted item is found during a search	MCQ

7. The learner will: Understand how to patrol designated areas safely.		
Assessment Guidance The learner must		Types of Evidence
7.1	State the purposes of patrolling.	MCQ
7.2	Identify types of patrol undertaken by a security officer.	MCQ

7.3	State patrolling procedures.	MCQ
7.4	Identify how to communicate effectively using relevant equipment.	MCQ
7.5	Demonstrate effective use of communication devices.	Obs
7.6	Recognise the importance of check calls.	MCQ
7.7	State how to respond to an incident.	MCQ
7.8	State reasons for recording and preserving crime scenes	MCQ
7.9	State actions to take to preserve evidence after an incident	MCQ
7.10	Identify circumstances when a security officer should call the police	MCQ

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> • Retail • Corporate • Asset Protection • Educational establishments • Health and Care Sector (NHS)
1.2	<ul style="list-style-type: none"> • Protect life • Prevent and deter crime • Prevent loss • Protect property and assets • Respond to incidents and emergencies • Control site access/egress • Provide assistance to employees and customers • Provide a safe and secure environment • Maintain confidentiality of site and personal data/information • Ensure compliance with current Data Protection legislation • Customer Liaison • Process deliveries
1.3	<ul style="list-style-type: none"> • Monitors activity on a site using systems such as CCTV / Clocking devices and Radios • Provides assistance and emergency back up support for security officers • Around the clock/out of hours support • Central point of contact • Management of frontline staff • Storage and issue point for equipment (e.g. PPE, body worn cameras (BWC) etc.)
2.1	<ul style="list-style-type: none"> • Controls the entry and exit of all staff/visitors and customers • Records who is on site at any given time • Provides information in the event of evacuation /emergencies • Protects safety of staff and visitors. • Safeguards site and assets • Allows entry to authorised persons only etc.
2.2	<ul style="list-style-type: none"> • Relating to: <ul style="list-style-type: none"> ○ People including statutory agencies ○ Vehicles ○ Property • Operating queuing systems

	<ul style="list-style-type: none"> • Checking authority to enter premises • Operating access/egress control equipment • First point of contact, so creates visitor/customer impression • Providing directions and guidelines for site access to third parties • Controlling the entry and exit of all staff/visitors and customers • Searching people, their belongings and vehicles • Staffing access points/checkpoints • Controlling issue/return of visitors passes • Recording visitor information • Refusing entry and removing unauthorised persons • Recording who is on site at any given time • Provide information in the event of evacuation, emergencies • Protects safety of staff and visitors
2.3	<ul style="list-style-type: none"> • Statutory agencies include HM Revenue and Customs; police officers; Health and Safety Inspectors; Fire Officers; local authority trading standards officers; local authority food safety inspectors • Do not have to give advance notice of visit • Must provide valid proof of identity • Statutory agencies must not be prevented from carrying out their duties
2.4	<ul style="list-style-type: none"> • Unauthorised use of keys, cards, codes etc. • Using false / outdated credentials / ID • Unsecured access points • Tailgating • Door propping • Physical breach
2.5	<ul style="list-style-type: none"> • Decreasing the potential for conflict outside the site • Demonstrating good customer service • Allowing assessment of attitude and behaviour of different customers while queuing • Enforcement of admissions policy • Improving the safety of self, customers and others • Reducing likelihood of crushing • Working with traffic management to keep pedestrians safe and avoid traffic collisions • Enhance customer satisfaction and enjoyment • Understand current government guidance as applied to sites
3.1	<ul style="list-style-type: none"> • Provide information of incidents on site requiring action, • Detecting change of state and/or fault • Access/egress control systems: to control entry/exit of site/premises • CCTV systems: to show images an officer may not otherwise easily be able to see • Electronic Article Surveillance (EAS): to alert officer if tag hasn't been removed before exiting retail premises • Intruder alarms: display location / type of breach • Enable large area to be covered • Give enhanced vision in low light • Identify objects not visible to the naked eye • Enable faster response times • Reduce manning numbers • Safer searching
3.2	<ul style="list-style-type: none"> • Access/egress control these control access to/entry from premises: <ul style="list-style-type: none"> ○ Visitor logs and passes ○ Signing in/signing out ○ Swipe cards/fob entry;

	<ul style="list-style-type: none"> ○ Biometric readers; ○ Hostile vehicle mitigation; ○ Video intercoms; ○ Keypads; ○ Facial recognition; ○ Mail/baggage Scanners; ○ Mail and delivery logs <ul style="list-style-type: none"> ● Physical controls: Fences / walls incl those with climb deterrent, gates, raised kerbs; ● Intruder detection and alarms e.g. infrared sensors; break resulting in ink/smoke deployment ● Mechanical devices (e.g. cat’s claws; turnstiles; locks; control barriers) ● Automatic Number Plate Recognition (ANPR) ● Metal detectors (walk-through/ handheld etc.) ● Fire: heat/smoke detectors; audible alarms; flashing lights. Detect a change of ‘state’ ● CCTV: PTZ cameras; fixed cameras. Monitor and record activity on site ● Maintenance systems: alert staff to faults with systems ● Electronic Article Surveillance (EAS) tagging, ● Key management systems
3.3	<ul style="list-style-type: none"> ● Sabotage from either external parties or insider threat ● Malfunction ● Absence of or poor maintenance ● User error ● Systems failure e.g. electrical outage, ● Force Majeure /accidental damage (e.g. natural disaster)
3.4	<ul style="list-style-type: none"> ● Follow assignment instructions ● Intruder alarm: check panel; contact control; use CCTV to investigate/ in person if safe to do so; call emergency services if appropriate ● Fire (heat/smoke); check panel; contact control; if genuine, start official fire evacuation process including calling emergency services ● Gas leak: raise the alarm; evacuate; contact supplier ● False alarms: activations resulting in emergency services attending unnecessarily. Include alarms activated in error or maliciously activated ● Building Maintenance System (BMS) activations: check panel; contact control ● Awareness of the implication of excessive ‘false alarms’ on the emergency service response
4.1	<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
4.2	<ul style="list-style-type: none"> ● Lone working

	<ul style="list-style-type: none"> • Interrupting a crime in progress • Dealing with intoxicated individuals • High risk locations (e.g. construction sites; remote and higher value site)
4.3	<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
4.4	<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
4.5	<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
4.6	<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) ○ Radios, mobile phones ○ Personal alarms ○ Torches ○ Equipment to help control infections
4.7	<ul style="list-style-type: none"> • Securing evidence against an offender • Deterring crimes • Self-protection • Curbing behaviour (Security Officer or customer) • Identifying offenders
4.8	<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
4.9	<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

<p>4.10</p>	<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
<p>4.11</p>	<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.
<p>4.12</p>	<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 • Identifying procedures or methods to deal with situations effectively.
<p>5.1</p>	<ul style="list-style-type: none"> • Awareness of Misuse of Drugs Act 1971 including: <ul style="list-style-type: none"> ○ Possession of drugs ○ Possession of controlled drugs with intent to supply ○ Supplying controlled drugs ○ Manufacturing controlled drugs ○ Allowing the premises to be used to take controlled drugs ○ Class A, B and C drugs • Uncoordinated / unusual behaviour • Repetitive movement (especially mouth and hands) • Dilated or constricted (pinpoint) pupils • Excessive sweating • Anxiety • Feeling drowsy • Unconsciousness
<p>5.2</p>	<ul style="list-style-type: none"> • Suspicious behaviour • Frequent trips to toilets • Meetings with lots of strangers • Lots of people approaching one individual • Covert exchanges of items/cash • Hiding in areas out of view of staff and CCTV • Information from other customers or members of staff / neighbouring property • Unusual activity in car park/vicinity of site (especially out of hours)

	<ul style="list-style-type: none"> • Drug litter found around the perimeter and or on site
5.3	<ul style="list-style-type: none"> • Use personal protective equipment (i.e. safety gloves) • Use sharps boxes or bottles for needles • Dispose of blood-stained tissues down the toilet or place in contaminated waste bags
6.1	<ul style="list-style-type: none"> • General: when everyone is searched • Random: when a random selection of people is searched (e.g. search every fourth person) • Specific: when specific individuals or vehicles are searched for specific reasons (Suspicious people, vehicles / packages etc). • Vehicle • Premises
6.2	<ul style="list-style-type: none"> • As a part of the site admissions policy • As a condition of entry • In accordance with employees' contracts (for entry / exit) • As a loss prevention technique to ensure staff / visitors are not stealing; where sensitive data/industrial espionage is risk to ensure data / intellectual property is not taken off site • Follow same sex searching policy (inc. searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance) • Only with permission from the person prior to the search • As stated in assignment instructions
6.3	<ul style="list-style-type: none"> • Handheld metal detector (Search wand), ensure sensitivity of equipment is known • Archway Metal detectors (know calibration settings) • Baggage / Packages x-ray scanning, trays for smaller belongings • Search mirrors with lights • Gloves • Torch • Search dogs (trained to detect specific threats of concern)
6.4	<ul style="list-style-type: none"> • Drugs coming into contact with skin • Needles/ Sharp objects • Infectious Diseases • Weapons • Violence • Malicious allegations • Un co-operative visitor/client/customer
6.5	<ul style="list-style-type: none"> • Use of personal protective equipment (PPE), e.g. safety gloves • Use of a dedicated search area with good lighting • Carry out searching in pairs if possible • Carry out searching in view of CCTV if possible • Use self-search techniques <p>Infectious diseases</p> <ul style="list-style-type: none"> • Use of personal protective equipment (PPE), e.g. safety gloves • Use self-search techniques <p>For Vehicles</p> <ul style="list-style-type: none"> • Ensure own health and safety: <ul style="list-style-type: none"> ○ use appropriate PPE including high-visibility clothing and safety footwear etc. ○ avoid inhaling vehicle fumes ○ be aware of other moving vehicles ○ be visible to other motorists ○ constantly monitor for hazards and risk in the search area) • Ensure engine is off and keys are controlled

	<ul style="list-style-type: none"> • Vehicle is parked in a safe designated location with parking brake applied • Ensure driver and any passengers are visible and in a safe location • Search location to have good lighting, CCTV and witness where possible.
6.6	<ul style="list-style-type: none"> • Contact emergency services • Follow assignment instructions • Summon assistance from first aider (if necessary) • Cordon area off • Complete notebook / report / search log
6.7	<ul style="list-style-type: none"> • Explain the search policy • Obtain permission of person being searched prior to the search • Use effective communication throughout the search • Follow site policy / assignment instructions • Follow same sex searching policy (inc. searches of transgender individuals. These searches should be performed according to the SIA guidance document “Trans customers: A guide for door supervisors’ which is located at: https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf • Use appropriate PPE (e.g. protective gloves) • Search with a witness or in view of CCTV • Designated search area / table with good lighting • Consider dignity in front of others • Never ask to remove clothing, other than outer garments e.g. coats, gloves, jumpers. • Use self-searching techniques (where appropriate) • Consideration must be given to protected characteristics <ul style="list-style-type: none"> ○ age ○ disability ○ gender reassignment ○ marriage and civil partnership ○ pregnancy and maternity ○ race ○ religion or belief ○ sex/gender • When searching children and young people: <ul style="list-style-type: none"> ○ two staff should be present during search ○ never ask to remove clothing, other than outer garments like coats, gloves, jumpers ○ avoid touching ○ encourage parents/ guardians to assist
6.8	<p>Types of Vehicles:</p> <ul style="list-style-type: none"> • Cars • Vans • Motorcycles/Cycles • Heavy Goods Vehicles <p>Carry out level/type of search according to assignment instructions</p> <p>Areas to be searched:</p> <ul style="list-style-type: none"> • Interior (inc. under seats; door pockets; under carpet) • Boot or cargo area • Engine compartment (inc. behind battery) • Outside • Underneath • Toolbox

	Voids (in manufacturer-made storage areas and/or voids that may have been altered/customised)
6.9	<ul style="list-style-type: none"> • Pre-entry check to ensure safety on opening • Identifying potential hazards • Search for drugs, weapons, suspicious packages, missing persons • Find potential lost property • Closing check to ensure no personnel remain in toilets, or areas where it is easy to hide/stow away • Lock down to ensure all windows and doors are secure etc.
6.10	<ul style="list-style-type: none"> • Politely explain reasons for search: <ul style="list-style-type: none"> ○ condition of entry / employment contract • If visitors/customers do not give consent for a search, then they should be denied entry, inform person they are due to visit • Follow site policy / assignment instructions • Record details in search register / other report
6.11	<ul style="list-style-type: none"> • Protection against allegations of misconduct • Protect person who is being searched. • Proof of lawful search for evidential reasons • To capture time, date, people present, reason for search • Search book/ register • Search report • Incident book/ report
6.12	<ul style="list-style-type: none"> • Follow site policy / assignment instructions • If item is against entrance policy but is not illegal, follow the site's policy/assignment instructions. • Consider holding/looking after non-illegal but restricted item(s) before granting entry is and returning item on exit. • Consider seizing / securing the illegal item, refusing entry, recording the find and informing the police. <p>Or;</p> <ul style="list-style-type: none"> • Consider seizing the illegal item, arresting the individual, calling the police and handing over both the person and the item to the police. • Record the find in line with the site policy / assignment instructions and record details of the find • Inform control room / senior management • If the individual is an employee contact line manager/ Human Resources as detailed in assignment instructions
7.1	<ul style="list-style-type: none"> • To ensure all is in order • Visual deterrent • Identifies weaknesses in site security and actions needing to be taken
7.2	<ul style="list-style-type: none"> • First or Initial: Those patrols carried out at the beginning of a shift, (or takeover/handover) to identify problems/incidents that need to be dealt with • Final: The last patrol carried out before the security officer goes off duty, to ensure that any areas requiring attention have been identified/dealt with • Snap, or "one-off" patrol: An additional patrol carried out to respond to a specific incident or situation • Lock up/unlock patrols, when required to ensure: <ul style="list-style-type: none"> ○ all entry points are secure. ○ alarms set. ○ fire precaution measures in place. • Unlock patrols ensure safe access/ to staff/ public; emergency exits accessible

7.3	<ul style="list-style-type: none"> • Follow assignment instructions • Ensure radio equipment is tested, fully charged, and programmed to correct channel prior to use • Check assignment instructions for frequency / requirements / route • If clocking devices are to be used in what order/ timings • Inform relevant people at beginning (and end) of patrol frequency patterns of patrols and their safety implications. • Vary routes and times • Use relevant (mechanical or electronic) clocking devices to record patrol information • Be vigilant, e.g., for opportunities for intruders/fire; checking fire exits; checking doors and windows are secure etc. • Maintain contact with colleagues/control room • Identify site security breaches • Challenge the unusual/unexpected • Identify the reasons for of using local and site knowledge when patrolling. • Awareness of any local crime issues that may affect security of site • Identify suspicious persons, vehicles, packages
7.4	<ul style="list-style-type: none"> • Equipment <ul style="list-style-type: none"> ○ Radio's and earpieces ○ Mobile phones ○ Internal telephone systems • Communication occurring between: <ul style="list-style-type: none"> ○ internal and external colleagues ○ professionals i.e., within the site or police/external agencies • Methods used to communicate clearly and accurately over a radio network: <ul style="list-style-type: none"> ○ use of radio protocols to signal start/end of transmissions. ○ use of clear and concise language. ○ ensure clear and effective communication. ○ ensure urgent incidents are dealt with quickly
7.5	<ul style="list-style-type: none"> • Accurate, brief and clear • Use of call-signs, pro-words, local code words • Use of the NATO phonetic alphabet • Correct pronunciation of numbers • Professional local radio etiquette • Equipment used: <ul style="list-style-type: none"> ○ Radios ○ Mobile phone ○ Internal telephone systems ○ Internal tannoy systems/public address systems • Ensure radio equipment is tested, fully charged, and programmed to correct channel prior to use
7.6	<ul style="list-style-type: none"> • Maintains contact with colleagues/control room • Contributes to safety of security officer • Checks that all radio systems are functioning • Provides opportunity to identify any areas of poor radio transmission
7.7	<ul style="list-style-type: none"> • Follow assignment instructions • Report to control room • Carry out dynamic risk assessment • Cordon off area • Protect evidence • Call the emergency services (if appropriate)

	<ul style="list-style-type: none"> • Direct CCTV coverage to area (if possible) • If an indictable offence has been committed, consider arrest • For suspected theft, follow assignment instructions and apply an appropriate method of control e.g. ASCONE <ul style="list-style-type: none"> ○ Approach, Select, Conceal, Observe, Non-payment Exit • For cases of trespass follow assignment instructions and apply an appropriate method of control e.g. 5 step appeal to ask them to leave <ul style="list-style-type: none"> ○ Ask them to leave ○ Explain why request has been made ○ Inform person of potential consequences ○ Final request and confirmation that they refuse to leave under their own steam ○ Action, use reasonable force to remove the trespasser from site • For medical incidents, consider using privacy screening • Obtain witness details • Record details in notebook as soon as possible • Write an incident report and other reporting methods set out in assignment instructions as soon as possible following the incident • Provide statement to Police if required • Take part in debrief • Support colleagues post incident
7.8	<ul style="list-style-type: none"> • Permanent written record of the event • For evidential purposes • To assist in identifying offenders • To assist outside agencies or court cases • To justify actions taken • To prevent malicious allegations or civil actions
7.9	<ul style="list-style-type: none"> • Contact the emergency services • Cordon off the area • Contain potential evidence • Control the area • Call for support and inform management • Restrict access • Show police any potential evidence • Record actions
7.10	<ul style="list-style-type: none"> • Following an arrest • To report: <ul style="list-style-type: none"> ○ a serious crime ○ a serious public order offence ○ other serious incidents inside or outside of the site • Concern for the welfare of self and others • Suspicious activity with terrorism concerns.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	High volume of Level 2 command verbs
Skills	2	Weak	A single entry for a practical task
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 TUT and credit			
	Hours	Comments	
Guided learning	10		
Directed study	2		
Independent study	N/A		
Work-based learning	N/A		
Non invigilated assessment	N/A		
TUT:	12	Credit:	1

Unit 3 Application of Conflict Management in the Private Security Industry

Unit Summary

Managing conflict effectively brings immediate benefits to both the learner to avoid situations leading to violence and to the employer by establishing a professional brand image. Early recognition of the signs of escalation can provide excellent customer service and support a safer working environment.

1. The learner will: Understand the principles of conflict management appropriate to the role		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify situations that can lead to conflict	MCQ
1.2	State how positive and constructive communication can be used to manage conflict	MCQ
1.3	Recognise why it is important to be familiar with policies and procedures relating to workplace violence	MCQ
1.4	Identify the stages of escalation in conflict situations	MCQ
1.5	Recognise the stages of the attitude and behaviour cycle	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	Recognise the potential risk posed in a conflict situation	MCQ
2.2	Identify factors that can trigger or inhibit a range of responses in self and others	MCQ
2.3	Identify a range of responses to conflict situations	MCQ
2.4	Recognise the stages in de-escalating conflict	MCQ
2.5	State the importance of positioning and exit routes	MCQ

3. The learner will: Understand the use of problem-solving techniques when resolving conflict		
Assessment Guidance The learner must		Types of Evidence
3.1	Recognise how to use empathy to resolve conflict	MCQ
3.2	Identify the benefits of using problem solving techniques	MCQ
3.3	Recognise how win-win approaches work to resolve conflict situations	MCQ

4. The learner will: Be able to communicate to de-escalate conflict		
Assessment Guidance The learner must		Types of Evidence
4.1	Recognise verbal and non-verbal communication techniques	Obs
4.2	Explain how to deal with communication barriers in conflict situations	Obs
4.3	Identify different behaviour types	Obs
4.4	Demonstrate approaches to take when addressing unacceptable behaviour	Obs
4.5	Demonstrate ways to de-escalate conflict situations	Obs

4.6	Demonstrate working with colleagues to de-escalate conflict situations	Obs
------------	--	-----

What needs to be learnt?	
1.1	Common situations leading to conflict <ul style="list-style-type: none"> • Misunderstandings • Poor communication • Lack of planning • Unrealistic/ unfair expectations • Attitudes • Frustration and stress • Substance and alcohol use
1.2	<ul style="list-style-type: none"> • Importance of positive and constructive communication • Being positive, professional, calm, clear and polite • Using effective communication skills (vital to defuse and avoid conflict)
1.3	<ul style="list-style-type: none"> • Employer policies, guidance and procedures relating to workplace violence • Meeting Health and Safety at Work legislation • Setting an expectation for both staff and customers as to what behaviour is and is not acceptable • Making staff aware of their responsibilities in regard to workplace violence • Ensuring staff are aware of the procedures to follow in the event of a violent situation • Detailed reporting procedures • Helps reduce risk of litigation and harm to self and others
1.4	Stages of conflict escalation <ul style="list-style-type: none"> • Frustration leads to • Anger leads to • Aggression leads to • Violence
1.5	Attitude and behaviour cycle <ul style="list-style-type: none"> • Importance of adopting an appropriate initial response to conflict situations • Link between attitude and behaviour • Positive attitude constructs positive behaviour • Negative attitude constructs negative behaviour • Effective behaviour and communication influencing attitude and behaviour of others
2.1	Risks in potential conflict situations <ul style="list-style-type: none"> • Identifying potential risk to self and others (staff, customers, bystanders) • Dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately) • Possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and assessing potential threats, adapting conflict response to situation) • Minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques
2.2	Factors <ul style="list-style-type: none"> • Actions • Behaviours (self and others) • Situations • Emotions

	<p>Triggers</p> <ul style="list-style-type: none"> • Perceptions • Conflicting goals • Different personal values • Misunderstandings • Poor communication <p>Inhibitors</p> <ul style="list-style-type: none"> • Self-control • Personal values • Fear of retaliation • Social or legal consequences • Body worn cameras and any other technology
2.3	<p>Range of responses</p> <ul style="list-style-type: none"> • Feeling insulted • Feeling threatened • Anger • Loss of face • Being ignored • Peer pressure • Feeling patronised • The feeling of not being taken seriously • Alcohol, drugs and medical conditions • Angry response • Fight or flight response <ul style="list-style-type: none"> ○ Fear ○ Adrenaline ○ Shock • Fear of being “blocked in”
2.4	<p>Stages in de-escalating conflict</p> <ul style="list-style-type: none"> • Assess emotional state • Identify trigger factors • Reassure to reduce anxiety • Speak calmly and actively listen • Empathise and check understanding • Problem solving - resolve the issue • Explain what, when, how • Keep informed
2.5	<p>Positioning and exit routes</p> <ul style="list-style-type: none"> • Maintaining personal space • Demonstrating non-aggressive stance • Ensuring an escape route is visible for all parties • Awareness of exit routes
3.1	<p>Empathy</p> <ul style="list-style-type: none"> • Ability to share someone else's feelings or experiences • Imagining being in that person's situation <p>Customer perspective/ resolving conflict</p> <ul style="list-style-type: none"> • What the customer thinks and feels; sees; says: does • Customer pain (fears, frustrations, obstacles) • Potential gain (goals, wants, needs) • Understanding the customer’s point of view
3.2	<p>Problem solving techniques</p>

	<ul style="list-style-type: none"> • Identify issues • Understand everyone's interests • Identify possible solutions/options • Evaluate options • Select option or options • Document agreement(s) • Agree on contingencies, monitoring, and evaluation <p>Benefits</p> <ul style="list-style-type: none"> • Managing customer expectations • Building rapport • Building trust • Finding mutual understanding • Demonstrating empathy • Explaining reasons
<p>3.3</p>	<p>Win-win situation</p> <ul style="list-style-type: none"> • Outcome where everyone is satisfied <p>Win-win approaches</p> <ul style="list-style-type: none"> • Active listening • Empathy • Problem solving • Negotiation
<p>4.1</p>	<p>Range of communication techniques</p> <p>Verbal communication</p> <ul style="list-style-type: none"> • Speaking – pitch, tone, clarity, language • Listening <p>Non-verbal communication</p> <ul style="list-style-type: none"> • Stance • Body language • Eye contact • Gestures • Signalling non-aggression through non-verbal communication • Personal space awareness
<p>4.2</p>	<p>Barriers</p> <ul style="list-style-type: none"> • Heat, pain, fear, noise, shock, language, mental illness, Culture, fear of authority, attitude, belief substance and/or alcohol use <p>Overcoming communication barriers</p> <ul style="list-style-type: none"> • Speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space, make sure you are non-threatening, explain what you are doing
<p>4.3</p>	<p>Aggressive behaviour</p> <ul style="list-style-type: none"> • Threatening tone • Threatening positioning • Angry gestures • Angry words • Concerns of violence • Staring/ uncomfortable eye contact <p>Assertive behaviour</p> <ul style="list-style-type: none"> • Firm but fair • Calm • Normal positioning

	<ul style="list-style-type: none"> Relaxed body language Polite/rational speech Listening Acknowledging <p>Passive behaviour</p> <ul style="list-style-type: none"> Hesitant, apologetic speech patterns Overly seeking approval Always agreeing with others Broken speech pattern Self-deprecation or self-criticism Overly quiet speech Discomfort in groups Lack of eye contact
4.4	<p>Approaches</p> <ul style="list-style-type: none"> Non-aggressive body language Empathy Be positive and assertive Actively listen Problem solving Follow appropriate organisational policies and procedures
4.5	<p>Conflict de-escalation</p> <ul style="list-style-type: none"> Manging communication barriers Using positive communication Active listening Non-verbal communication Verbal communication Non-aggressive Empathy Building rapport/trust Problem solving Providing assistance e.g. calling a taxi Including management in discussions
4.6	<ul style="list-style-type: none"> Positioning Switching to or from a colleague

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	High volume of Level 2 command verbs
Skills	2	Strong	6 entries for practical tasks
Overall	2		Whole unit is within the cognitive domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	11		
Directed study	2		
Independent study	N/A		
Work-based learning	N/A		
Non invigilated assessment	N/A		
TUT:	13	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.	
Conduct	Carry out
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic
Describe	Write or speak about the topic or activity giving detailed information
Establish	Set up on a permanent basis; Get generally accepted; Place beyond dispute
Explain	Make clear. Give reasons for
Identify	Provide brief information about a subject, specific process or activity
Implement	Put into practical effect; Carry out
Produce	Carry out or do / Take an action / Follow an instruction
Provide	Supply relevant information, products or resource

(this list is not exhaustive)

Appendix 3: Specimen Assessment Material

1 Which one of the following activities does not require an SIA licence to perform

- A** Checking identity prior to admission
- B** Searching a person's bag
- C** Removing a trespasser
- D** Providing customers with directions

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 Which of the following behaviours is likely to trigger a frustrated customer into anger

- A** Empathetic
- B** Active Listening
- C** Aggressive Stance
- D** Paraphrasing