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# Qualification Specification

## Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry

Qualification Number: 601/4964/4

Version 3.0 December 2019

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## Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your Highfield account manager.

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### Qualification regulation and support

The **Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry** has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

This qualification is supported by:

- Skills for Security (SfS), the standards setting body for the security industry; and the
  - Security Industry Authority (SIA), who regulate the private security industry.
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### Key Facts

<b>Qualification Number:</b>	601/4964/4
<b>Learning Aim Reference:</b>	60149644
<b>Total Qualification Time (TQT):</b>	28
<b>Guided Learning Hours (GLH)</b>	19
<b>Minimum Contact Time (MCT):</b>	18.5-hours*
<b>Credit Value:</b>	3
<b>Assessment Method:</b>	Multiple-choice examinations

\* The SIA stipulates a minimum number of contact hours and a minimum number of training days. See Guidance on Delivery for details.

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### Qualification overview and objective

This qualification is designed for those learners wishing to apply for a licence from the Security Industry Authority (SIA) to work as a security officer. It is based on the relevant SIA specification for learning and qualifications.

The objective of this qualification is to support a role in the workplace.

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### Entry requirements

To register for this qualification, learners are required to meet the following entry requirements:

#### Age Ranges

This qualification is approved for delivery to learners aged 16 and over. However, an SIA licence cannot be applied for until the age of 18.

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### Language pre-requisite

Security operatives are likely, during their work, to be required to make calls to the emergency services and communicate clearly to resolve conflict. It is therefore essential that security operatives can communicate clearly.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must be conducted in the medium of English and/or Welsh, as appropriate. Centres must ensure that learners have sufficient **reading, writing, speaking** and **listening** language skills before putting the learners forward for assessment. Evidence must be retained by centres for all learners and made available for external quality review purposes.

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

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

Evidence of the learner's achievement of the above qualifications should be auditable and available to EQS for review.

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### Geographical coverage

This qualification is suitable for learners in England, Northern Ireland and Wales. Due to the legislative differences in Northern Ireland, separate multiple-choice question papers will be available for the units specified below:

- Working within the Private Security Industry
- Working as a Security Officer within the Private Security Industry
- Conflict Management within the Private Security Industry

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### Delivery/assessment ratios

To effectively deliver the qualification, Highfield recommends that centres use a ratio of **1-qualified** tutor to **12-learners**.

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### Centre requirements

Centres are required to have in place policies and procedures in relation to risk assessment. Training and assessment venues must be risk assessed for their suitability and approved by Highfield. Venues will need to be assessed for each training episode. Centres are responsible for maintaining and updating risk assessment documentation.

The training and assessment environment must be adequately equipped, conducive to effective learning and **must** comply with current Health and Safety requirements.

## Guidance on delivery

The total qualification time (TQT) for this qualification is **28-hours**, and of this, **19-hours** is guided learning (GL). Please note **18.5-hours** is minimum contact time (MCT) stipulated by the SIA.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision and without supervision.

This section of the specification provides information on the specific delivery requirements of the qualification.

### Minimum Contact Time

The following table outlines the minimum contact time for each of the units contained within the Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry. Minimum contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time **DOES NOT** include breaks in the delivery of the course, assessing English language skills, course registration and ID checking.

Unit No.	Unit reference	Unit Title	Minimum Contact Time
1	K/615/8264	Working within the Private Security Industry	1-hour*
2	Y/506/7108	Working as a Security Officer within the Private Security Industry	10-hours
3	Y/506/7125	Conflict Management within the Private Security Industry	7.5-hours*

Centres are required to retain detailed registers that include start/end times of training for each day and should be signed daily by the learners. This should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These should be retained for audit purposes.

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

- **9-hours** of learning for the unit Working within the Private Security Industry
- **30-minutes** of learning for preparation for training for the Conflict Management unit

It is important that the materials used clearly show learners how many hours distance learning they are expected to undertake and that they are given **sufficient** time to complete it before their course begins. It is also a requirement of the centre to check that the appropriate learning has occurred.

Suitable methods of distance learning include prepared, high-quality online learning materials that the learner must navigate, prepared high-quality course books that the learner must work through and complete, and/or other prepared high-quality learning materials/workbooks that the learner can use to cover specific areas of content.

In addition to the above, the SIA has stated that the training, delivery and assessment of the Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry, must take place over a **minimum of 3-days**, and each day of training, delivery and assessment **must not exceed 8-hours**.

If distance learning is **NOT** used for the Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry, then the course **must** be delivered over **4-days** (28-hours).

#### **Additional Unit Delivery Requirements**

As part of the delivery of the conflict management and searching components of the qualification, training providers are required to provide practical learning through the use of role-play exercises, ensuring each learner is able to acquire the skills required. See **Appendix 5** for further details.

**For further information please also refer to the Introduction to Learning Leading Towards Licence-linked Qualifications available on the SIA website.**

#### **Guidance on assessment**

This section of the specification provides information on how the qualification's individual components are assessed, along with any further specific requirements:

<b>Unit No.</b>	<b>Unit reference</b>	<b>Unit Title</b>	<b>Assessment Methods</b>
1	K/615/8264	Working within the Private Security Industry	Externally set and externally assessed MCQ paper. 40-questions, 1-hour, 70% pass mark
2	Y/506/7108	Working as a Security Officer within the Private Security Industry	Externally set and externally assessed MCQ paper. 40-questions, 1-hour, 70% pass mark
3	Y/506/7125	Conflict Management within the Private Security Industry	Externally set and externally assessed MCQ paper. 20-questions, 30-minutes, 70% pass mark

Following the assessment, all paperwork must be returned to Highfield. Upon successful processing, a list of results will be provided to the centre contact stating whether learners have passed or failed, along with certificates for those learners that have met the required standard.

Centre's must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

**Please note: the tutor is not permitted to act as the invigilator for units contained within this qualification that they have delivered.**

## Guidance on quality assurance

To support with quality assurance, Highfield requires centres to undergo a security approval visit prior to the delivery of the qualification. Upon successful completion of this, centres are then permitted to register and deliver courses. This security approval is revisited on at least an annual basis.

In addition to the regular monitoring/support visits, Highfield recommends that centres have a quality assurance system in place prior to the return of assessment material to Highfield for external assessment/moderation which ensures assessments are of the highest standard for every course.

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## Tutor requirements

To deliver this qualification (and the units contained within it) tutors are required to hold the following:

- training qualification
- sector competence
- additional unit specific requirements

Further elaboration of each of the above components is listed below:

### Training Qualification

Tutors are required to hold a teaching or training qualification at level 3 or above, which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or an equivalent such as:

- Level 3 Award in Education and Training (QCF or equivalent)
- PTLLS, CTLLS or DTLLS
- Certificate in Education
- Post Graduate Certificate in Education
- SVQ levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Professional Graduate Diploma in Education (PGDE)

### Sector Competence

Tutors delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

To demonstrate this, Highfield will require sufficient information about a tutor's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that tutors have the right occupational expertise, the SIA requires:

- new tutors to the sector (i.e. this is their first role in the security sector as identified by their CV) to have a minimum of **3-years'** frontline operational experience in the last 10, which is relevant to the qualifications that they are delivering. This experience should have been gained in the UK.
- existing tutors must demonstrate they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector.

In addition to the above, tutors must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least 30 hours every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

### **Additional Unit Specific Requirements: Conflict Management**

In addition to the core requirements for this qualification the SIA require additional competencies for training being placed on the delivery of the following unit:

- **Unit 3: Conflict Management within the Private Security Industry**
  - Level 3 Delivery of Conflict Management Training (NQF/QCF/RQF)

The SIA may publish additional requirements for tutors as and when they are agreed. Tutors looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements detailed within the qualification.

Tutors who are unsure about their current qualifications or who wish to check their eligibility should contact their Highfield account manager.

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### **Mapping to National Occupational Standards (NOS)**

This qualification maps to the relevant SIA specification for learning and qualifications.

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### **Reasonable adjustments and special considerations**

Highfield has measures in place for learners who require additional support. Please see the Highfield Reasonable Adjustments Policy.

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### **ID requirements**

It is the responsibility of each centre to have systems in place to ensure that the person taking any of the security licence-linked qualifications is indeed the person they are purporting to be.

All centres are therefore required to ensure that each learner's photograph and formal identification documents are checked and recorded before they are allowed to sit the examination/assessment.

When completing the ID validation sheet, all photographs supplied by the learners must be checked to ensure each one is a true representation of the individual. Once satisfied, they must print the learner's name on the reverse of the photograph before sticking it onto the adhesive film on the identification validation sheet.

Centres are reminded to ensure all data is stored to comply with current Data Protection legislation and that they are aware of the new General Data Protection Rules (GDPR) that come into effect from May 2018.

A list of current documentation that is accepted by the SIA as proof of identification is available within the Highfield Security Licence-Linked Examination Learner List and Declaration. This can be accessed in the download area of the Highfield website.



### Progression opportunities

Progression and further learning routes could include:

- Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry
- Highfield Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry
- Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry
- Highfield Level 3 Award in the Delivery of Conflict Management Training (RQF)
- Highfield Level 3 Award for Deliverers of Physical Intervention Training within the Private Security Industry

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### Useful Websites

- British Security Industry Authority <http://www.bsia.co.uk/>
- Home Office <http://www.homeoffice.gov.uk/>
- SIA <http://www.sia.homeoffice.gov.uk/Pages/home.aspx>

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### Recommended Training Materials

The following resources are recommended training materials to support the learning of this qualification:

- Working as a Security Officer Course Book, Walker, A. Highfield.co.uk Ltd
  - Working as a Security Officer PowerPoint, Walker, A. Highfield.co.uk Ltd
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## Appendix 1: Qualification structure

To successfully complete the Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry, learners **must** achieve **3-credits** from the mandatory units.

To complete this qualification, learners must achieve **all units** in the mandatory group totaling **3-credits**.

### Mandatory Units

Unit No.	Unit reference	Unit Title	Level	RQF Credit
1	K/615/8264	Working within the Private Security Industry	2	1
2	Y/506/7108	Working as a Security Officer within the Private Security Industry	2	1
3	Y/506/7125	Conflict Management within the Private Security Industry	2	1

### Important Note:

There is **NO** RPL opportunities for old units (linked with historic security qualifications) that will allow for certification of the above qualification and identified units must be completed in full to be awarded the qualification.

## Appendix 2: Qualification content

**Unit 1: Working within the Private Security Industry**

Unit number: K/615/8264

Min. contact time: 1-hour

GLH: 1-hour

Credit: 1

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know the main characteristics of the Private Security Industry</b></p>	<p>1.1. Identify the key purposes of the private security industry</p> <p>1.2. State the functions of the Security Industry Authority (SIA)</p> <p>1.3. Identify standards of behaviour required of a security operative</p> <p>1.4. Identify different sectors within the private security industry</p> <p>1.5. Identify the benefits of linking with crime reduction initiatives</p>
<p><b>2. Understand legislation as it applies to the individual in carrying out a licensable activity</b></p>	<p>2.1. Identify the differences between Civil and Criminal Law</p> <p>2.2. State the main aims of the Private Security Industry Act 2001</p> <p>2.3. Identify key legislation relating to promoting equality and diversity in the workplace</p>
<p><b>3. Understand the importance of safe working practices to comply with legal requirements</b></p>	<p>3.1. State the importance of Health &amp; Safety in the work environment</p> <p>3.2. State the meaning of 'duty of care'</p> <p>3.3. Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation</p> <p>3.4. Identify methods for safe manual handling</p> <p>3.5. Recognise 'risks' in relation to health and safety at work</p> <p>3.6. State how to minimise risk to personal safety and security</p> <p>3.7. Identify typical workplace hazards</p> <p>3.8. Identify safety signs and signals</p> <p>3.9. State reporting procedures for Health and Safety accidents and incidents</p> <p>3.10. Identify who to contact in first aid situations</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Understand fire procedures in the workplace</b></p>	<p>4.1. Identify basic fire safety measures</p> <p>4.2. Identify the elements that must be present for fire to exist</p> <p>4.3. Identify classifications of fire</p> <p>4.4. Identify basic firefighting equipment</p> <p>4.5. State the different types of fire extinguishers and their uses</p> <p>4.6. State the actions to be taken upon discovering a fire</p> <p>4.7. State the importance of understanding fire control panels</p> <p>4.8. State the importance of understanding fire evacuation procedures</p> <p>4.9. Identify the role and responsibilities of a fire marshal</p>
<p><b>5. Understand emergencies and the importance of emergency procedures</b></p>	<p>5.1. Identify responses to different types of emergencies</p> <p>5.2. State how to make emergency calls</p> <p>5.3. Identify actions to be taken in the event of personal injury</p> <p>5.4. Identify factors which may indicate individuals could be vulnerable and at risk of harm</p> <p>5.5. State actions to take when individuals have been identified as vulnerable and at risk of harm</p> <p>5.6. Identify how to report indicators of child sexual exploitation</p> <p>5.7. Identify behaviours that could indicate suspicious or terrorist activity</p> <p>5.8. Identify actions to be taken in the event of a security threat</p> <p>5.9. State the importance of a business continuity plan</p>
<p><b>6. Understand the importance of communication skills and customer care</b></p>	<p>6.1. State the basic elements of communication</p> <p>6.2. Identify the different types of communication</p> <p>6.3. State the importance of communication in delivering customer care</p> <p>6.4. Identify different types of customers and how their needs can vary</p> <p>6.5. State the principles of customer care</p> <p>6.6. Identify best practice in relation to telephone communications</p> <p>6.7. Identify best practice in relation to radio communications</p> <p>6.8. Recognise the call signs of the NATO phonetic alphabet</p>

**Amplification**

**LO1: Know the main characteristics of the Private Security Industry**

1.1. Identify the key purposes of the private security industry

- Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs)
- Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents)
- Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies)
- Provide personnel and appropriate protection systems for people, property and premises

1.2. State the functions of the Security Industry Authority (SIA)

- Protect the public and regulate the security industry (licensing, industry regulations)
- Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses)
- Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation)
- Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes)
- Keep under review the private security industry and the operation of the legislative framework

1.3. Identify standards of behaviour required of a security operative (see appendix 4, for further details):

- Personal appearance (smart presentable attire, meet employer guidelines, carry SIA licence while on duty)
- Professional attitudes and skills (act without discrimination, professionalism, courtesy, personal integrity and understanding, moderate language, alertness, fitness for work)
- General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines)
- Organisation/Company Values and Standards (adhere to employer standards, procedures and policies; awareness of employer culture and values)

1.4. Identify different sectors within the private security industry

- Licensed sectors in manned guarding:
  - vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, keyholding
- Other sectors:
  - private investigation; events security (stewarding); electronic security and fire security systems, dog handling

1.5. Identify the benefits of linking with crime reduction initiatives

- Crime reduction initiatives:
  - National Pub Watch, local Pub Watch initiatives; Crimestopper; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with Local Authority and police)
- Benefits:
  - reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit

crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer

**LO2: Understand legislation as it applies to the individual in carrying out a licensable activity**

**2.1 Identify the differences between Civil and Criminal Law**

- Main features of Civil law:
  - purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities
- Types of offences:
  - trespass, breach of contract
- Main features of Criminal Law:
  - purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt
- Types of offences:
  - common assault, actual bodily harm, grievous bodily harm, violence undertaking licensable activities without an SIA licence; permitting drug related activities to take place on licensed premises (supplying and/or consuming illegal drugs)

**2.2 State the main aims of the Private Security Industry Act 2001**

- Raise standards in the private security industry
- Increase public confidence in the private security industry
- Increase public safety
- Remove criminal elements from the private security industry
- Establish the SIA (Security Industry Authority)
- Establish licensing

**2.3 Identify key legislation relating to promoting equality and diversity in the workplace**

- Key Legislation:
  - Equalities Act 2010; Human Rights Act 1998
- Protection from discrimination in the workplace:
  - 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

**LO3: Understand the importance of safe working practices to comply with legal requirements**

**3.1 State the importance of Health & Safety in the work environment**

- Duty of care
- To keep employees and customer’s safe
- To avoid damage to equipment and property
- To comply with legislation; consequences of failure to comply (prosecution, fines, business closure)

- To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation)

3.2 State the meaning of 'duty of care'

- Definition:
  - requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law
- Exercising duty of care:
  - deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities

3.3 Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation

- Responsibilities of employees and the self-employed:
  - 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 processes and procedures put in place by their employer
- Responsibilities of employers:
  - 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

3.4 Identify methods for safe manual handling

- 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

3.5 Recognise 'risks' in relation to health and safety at work

- Definition of risks:
  - likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard
- Risk factors:
  - drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures
- Risks to health and safety:
  - injury, ill health, fatality
- Risk assessment process:
  - identify hazards; evaluate risks (low, medium, high) record findings; review and implement changes to remove or minimise hazards

3.6 State how to minimise risk to personal safety and security

- Awareness of potential hazards
- Understanding the risk assessment process
- Following health and safety and organisational procedures and policies

- Use of appropriate personal protective equipment, personal alarms and mobile phones, radios
- Procedures for lone working

3.7 Identify typical workplace hazards

- Definition of 'hazard':
  - potential source of harm; adverse health effect on a person or persons
- Typical workplace hazards:
  - conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working

3.8 Identify safety signs and signals

- Types of safety signs:
  - prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety
- Types of safety signals:
  - hand; acoustic

3.9 State reporting procedures for Health and Safety accidents and incidents

- 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, reporting to the relevant enforcing authority, keeping records of incidents)
- Reporting methods:
  - online; telephone; by post)

3.10 Identify who to contact in first aid situations

- First aid situations:
  - bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke
- Who to contact:
  - designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation
- Notify supervisor

**LO4: Understand fire procedures in the workplace**

4.1 Identify basic fire safety measures

- Control of fuel and ignition sources (bins and waste disposal)
- Safe storage of flammables
- Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire blanket/extinguishers sprinkler systems)
- Staff training
- Avoidance of overloading electrical points



- Fire plan: fire walls; fire doors; emergency exits;
- 4.2 Identify the elements that must be present for fire to exist
- Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)
- 4.3 Identify classifications of fire
- 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
- 4.4 Identify basic firefighting equipment
- Equipment:
    - fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)
- 4.5 State the different types of fire extinguishers and their uses
- Water:
    - use with paper, wood, fabric
  - General Foam:
    - use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary)
  - CO2 Gas:
    - use with electrical fires (primary)
  - Wet chemical:
    - cooking oil fires
  - Powder:
    - use with most fires including liquid and electrical fires
- 4.6 State the actions to be taken upon discovering a fire
- Sound the alarm and inform emergency services
  - FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger.
  - Identify area where fire is, isolate other areas
- 4.7 State the importance of understanding fire control panels
- Ensure full understanding of extent of area of incident
  - To pass on correct message to emergency services (materials, chemicals stored in affected area)
  - To act accordingly to the notifications
  - To take necessary precautions as signalled by the systems
- 4.8 State the importance of understanding fire evacuation procedures
- To keep self and others safe
  - To save time in an emergency
  - To assist emergency services

- To confirm evacuation

4.9 Identify the role and responsibilities of a fire marshal

- Daily duties to check:
- Exit doors are available for use, unlocked and unobstructed
  - escape routes are clear of storage and combustible materials
  - fire extinguishers are in position with seals in place
  - fire safety signs are in position
  - fire alarm call points are unobstructed
  - fire-resisting doors are closed and functioning properly
  - if any malfunction of the weekly fire alarm test is reported
- In event of emergency:
  - on hearing 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 Co-ordinator

**LO5: Understand emergencies and the importance of emergency procedures**

5.1 Identify responses to different types of emergencies

- Definition of emergency:
  - situation that is unexpected, threatens safety or causes serious disruption and requires immediate action
- Types of emergencies:
  - power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat
- Responses to emergencies:
  - follow correct procedures depending on emergency
  - ensure safety of self and others
  - report to appropriate authorities
  - appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm
  - prioritisation of incidents

5.2 State how to make emergency calls

- Stay calm
- Dial appropriate emergency telephone number and ask for relevant emergency service
- Provide relevant information:
  - location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident

5.3 Identify actions to be taken in the event of personal injury

- Contact designated first aider or call the emergency services, as appropriate
- Ensure safety of self and others
- Deal with injury within limits of own ability and authority
- Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses)

- 5.4 Identify factors which may indicate individuals could be vulnerable and at risk of harm
- Individuals:
    - adults, young people and children who the private security operative may come into contact with whilst on duty
  - Factors indicating vulnerability:
    - 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, having a physical or learning disability
- 5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm
- Seeking help of Street Pastors, Street Marshalls or any other active schemes
  - Calling a relative to assist in the case of a younger or vulnerable adult
  - Calling for 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
  - Calling the police
- 5.6 Identify how to report indicators of child sexual exploitation
- Indicators of child sexual exploitation:
    - Children and young people in the company of older people or anti-social 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
  - Reporting:
    - contact the police or call Crimestoppers
    - Report as soon as possible
- 5.7 Identify behaviours that could indicate suspicious or terrorist activity
- Person taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities
  - Person 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
- 5.8 Identify actions to be taken in the event of a security threat
- Ensuring a visible presence of vigilant security staff; regular patrols
  - Maintaining organised search procedures
  - Ensuring emergency exits are secured when not in use Know and follow relevant procedure for your place of work (company’s evacuation plan; within the limits of your own authority)
  - Reporting incident requiring immediate response to the police.
  - Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.

- 5.9 State the importance of a business continuity plan
- Ensures important business operations continue in event of an emergency or incident
  - Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure

**LO6: Understand the importance of communication skills and customer care**

- 6.1 State the basic elements of communication
- Communication process:
    - sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback
- 6.2 Identify the different types of communication
- non-verbal communication:
    - body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication
  - verbal communication:
    - speaking (tone); listening
- 6.3 State the importance of communication in delivering customer care
- Features of effective communication:
    - choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding
  - Importance of effective communication:
    - greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations
- 6.4 Identify different types of customers and how their needs can vary
- Types of customer:
    - internal and external, direct and indirect
  - Customer needs/expectations:
    - information, assistance, directions, product and/ service
  - Customers with particular needs:
    - physical difficulties; learning difficulties; sensory impairment; English as second language; under influence of drugs and/or alcohol; speech impediment
- 6.5 State the principles of customer care
- Principles:
    - establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable
  - Dealing with problems:
    - acknowledge the customer; establish the customer’s needs; put yourself in the customer’s position; accept responsibility for resolving problem; involve the customer in the solution; see it through

- 6.6 Identify best practice in relation to telephone communications
- Best practice:
    - polite and professional approach and language; appropriate greeting when answering phone; clear distinct voice with moderate pitch and volume; listening to verbal and vocal expressions; use of questioning techniques; providing appropriate information; maintaining confidentiality; leaving, taking and passing on messages accurately; recognise limits of own authority; use of phonetic alphabet; completing relevant phone logs and records
- 6.7 Identify best practice in relation to radio communications
- Check equipment; battery charged; check all parts are in working order
  - Uses of phonetic alphabet:
    - enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings
  - Methods used to communicate clearly and accurately over a radio network:
    - 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
  - How to deal with an emergency incident:
    - local organisational protocols (identification of self, call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident
- 6.8 Recognise the call signs of the NATO phonetic alphabet
- Call signs:
    - correlate to each letter from phonetic alphabet; local policies regarding call signs allocated

**Unit 2:** Working as a Security Officer within the Private Security Industry  
 Unit number: Y/506/7108  
 Min. contact time: 10-hours  
 GLH: 10-hours  
 Credit: 1  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the role of a security officer within the private security industry.</b>	1.1. Identify the duties and responsibilities of a security officer. 1.2. State the purposes of assignment instructions. 1.3. Identify the purposes of control rooms. 1.4. Identify items of equipment needed by a security officer when on duty. 1.5. State the meaning of the term “confidentiality” within the context of a security officer’s responsibility.
<b>2. Understand the law relevant to the role of a security officer.</b>	2.1. Identify common crimes that a security officer may encounter. 2.2. Identify different types of trespass. 2.3. State actions to take when dealing with trespassers. 2.4. State a security officer’s power of arrest. 2.5. State arrest procedures to be followed by a security officer. 2.6. Identify different types of evidence. 2.7. State how to preserve evidence after an incident. 2.8. State crime reporting procedures. 2.9. State the law relating to the use of force.
<b>3. Understand the importance of, and reasons for, patrolling.</b>	3.1. State the purpose of patrolling. 3.2. State the importance of different types of patrols. 3.3. Identify actions to take before starting a patrol. 3.4. State patrolling procedures and techniques. 3.5. State the importance of local and site knowledge. 3.6. State the importance of check calls. 3.7. Identify common incidents encountered when on patrol. 3.8. State actions to take when incidents are encountered on patrol.
<b>4. Understand access and egress control.</b>	4.1. State the purpose of access and egress control. 4.2. Identify different methods of access and egress control. 4.3. State typical access and egress control duties of a security officer. 4.4. State the powers of entry of authorised persons.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Understand searching relevant to a security officer.</b></p>	<p>5.1. Identify a security officer’s right to search.                      5.2. Identify the different types of search.                      5.3. Recognise hazards when conducting a search.                      5.4. State the precautions to take when carrying out a search.                      5.5. State how to search people and their property.                      5.6. State how to search vehicles.                      5.7. Identify actions to take in the event of a search refusal.                      5.8. Identify search documentation that a security officer is required to complete.                      5.9. Identify actions to take if a prohibited or restricted item is found during a search.                      5.10. Identify additional considerations to take when searching individuals.</p>
<p><b>6. Understand the purpose and functions of different types of electronic and physical protection systems.</b></p>	<p>6.1. State the types and purposes of electronic and physical protection systems.                      6.2. State the features and functions of electronic and physical protection systems.                      6.3. Identify how electronic and physical protection systems assist a security officer.                      6.4. State actions to take in response to different types of alarm activations.                      6.5. State the meaning of the term “false alarm”.                      6.6. Identify potential threats to electronic and physical protection systems.</p>
<p><b>7. Understand reporting and record keeping relevant to a security officer.</b></p>	<p>7.1. Identify different types of reports.                      7.2. State basic report writing techniques.                      7.3. State the purpose of notebooks.                      7.4. Identify information that should be included in notebooks.                      7.5. State the purpose of incident reports.                      7.6. Identify information to include in incident reports.                      7.7. State the importance of hand-over reports and briefings.                      7.8. Identify information that should be included in hand-over reports and briefings.</p>

Amplification
<p><b>LO1 Understand the role of a security officer within the private security industry.</b></p> <p>1.1. Identify the duties and responsibilities of a security officer</p> <ul style="list-style-type: none"> <li>• Protect life</li> <li>• Prevent and deter crime</li> <li>• Prevent loss</li> <li>• Protect property</li> <li>• Part of the extended police family/other agencies</li> </ul>

- Respond to incidents
  - Control site access/egress
  - Customer liaison
  - Provide a safe and secure environment
- 1.2. State the purposes of assignment instructions
- Describes the security officer's roles and duties for a specific site
  - Outlines actions to take in an emergency, including contact numbers
  - Part of the contract between the "client/customer" and the security company
- 1.3. Identify the purposes of control rooms
- Monitors activity on a site
  - Provides assistance and emergency back up support for security officers
  - Provides an additional resource (e.g. CCTV) to monitor remote, vulnerable and secure areas.
- 1.4. Identify items of equipment needed by a security officer when on duty
- Communication equipment (radios; mobile phones)
  - Personal protective equipment
  - Site specific, and patrol equipment (keys, swipe cards, access fobs etc)
  - Notebooks, pens
- 1.5. State the meaning of the term "confidentiality" within the context of a security officer's responsibility.
- Keeping site information secure
  - Only disclosing information to authorised persons
  - Compliance with Data Protection Act
- LO2 Understand the law relevant to the role of a security officer.**
- 2.1 Identify common crimes that a security officer may encounter  
Includes, but is not limited to:
- Theft
  - Burglary
  - Robbery
  - Assault
  - Actual/Grievous Bodily Harm
  - Trespass
  - Arson
  - Breach of the peace
  - Damage with intent to endanger life (Scotland)
  - Threats to damage (Threats to commit criminal damage – Northern Ireland)
  - Criminal damage with intent
- 2.2 Identify different types of trespass
- Criminal (re Criminal Justice and Public Order Act 1994 – raves, squatting etc)
  - Trespass (Trespass (Scotland) Act 1865) is an offence under Scots law. Note: The legislation was amended under the Land Reform (Scotland) Act 2003 which established universal access rights to most (but not all) land. These reforms do not apply (hence why trespass remains an offence) to: houses and gardens and non-residential buildings



and associated land; land in which crops are growing; land next to a school and used by the school; sports or playing fields when these are in use and where the exercise rights would interfere with such use; land developed and in use for recreation and where the exercise of access rights would interfere with such use; golf courses (you can cross a golf course provided that you do not interfere with any games of golf); places like airfields, railways, telecommunication sites, military bases and installations, working quarries, construction sites; visitor attractions or other places which charge for entry

2.3 State actions to take when dealing with trespassers

- To request trespassers to leave premises within a reasonable time
- To explain reasons for requesting to leave
- To ensure that a person is trespassing and not just lost
- To take action (eject) if refusal to leave peacefully

2.4 State a security officer's power of arrest

- Arrest is a last resort
- No special power of arrest (only the same as any other citizen)
- Can arrest for arrestable offences and breach of the peace (under Common Law)
- Powers of Arrest under common law

2.5 State arrest procedures to be followed by a security officer

- Inform person being arrested that they are being arrested; the reason for the arrest; the offence they are believed to have committed; that the police have been called
- Hand person over to police, explaining reason for arrest and any supporting evidence e.g. witnesses, CCTV, property.
- Only use reasonable force (where necessary)
- Responsible for welfare of arrested person
- Ensure any evidence not destroyed/disposed of
- Record details of arrest as soon as possible; assist police with a statement if required
- Ensure own and others safety

2.6 Identify different types of evidence

- Direct
- Primary
- Secondary
- Circumstantial
- Hearsay
- Forensic

2.7 State how to preserve evidence after an incident

- Securing the scene
- Controlling and restricting access
- Not touching/moving items
- Co-operate with emergency services

2.8 State crime reporting procedures

- As soon as practical after the event
- Follow assignment instructions, and appropriate reporting procedures, e.g. emergency services, client, employer (as relevant)

- Importance of notebook entries
- Complete formal incident report/police statement/site specific report as appropriate

2.9 State the law relating to the use of force

- As per Criminal Law Act 1967, Chapter 58:
- a person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large
- Force can be used to protect self, as self-defence
- Force can be used to make a lawful arrest and prevent a crime
- Force can be used to eject a trespasser from private premises
- Force can be used to prevent a breach of the peace
- Any use of force must be fully justified and properly reported and recorded
- Security officers can be prosecuted if they use unnecessary or excessive force

**LO3 Understand the importance of, and reasons for, patrolling**

3.1 State the purpose of patrolling

- Visual deterrent
- Identifies any weaknesses in site security and actions needing to be taken

3.2 State the importance of different types of patrols

- 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
- Random: Patrols carried out at random times, to prevent patterns developing
- Internal: Those carried out inside premises/property
- External: Patrolling outside premises/property
- 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.

3.3 Identify actions to take before starting a patrol

- Check that communication equipment is in working order
- Check assignment instructions for frequency/requirements/route
- Inform relevant people at beginning (and end) of patrol

3.4 State patrolling procedures and techniques

- Follow assignment instructions
- Vary routes and times so that set patterns do not emerge
- Use relevant (mechanical or electronic) clocking devices to record patrol information
- Maintain regular contact with colleagues/control room
- Be vigilant, e.g. for intruders/fire; checking fire exits; checking doors and windows are secure etc.

3.5 State the importance of local and site knowledge

- Awareness of any local crime issues that may affect security of site
- Identify suspicious persons, vehicles, packages
- Identify site security breaches

- Challenge the unusual/unexpected
- 3.6 State the importance of check calls
- 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
- 3.7 Identify common incidents encountered when on patrol
- Suspicious people, vehicles, packages
  - Breaches in site security, such as perimeter fences, broken windows, damaged locks
  - Identification of hazards, dangers
  - Intruders
- 3.8 State actions to take when incidents are encountered on patrol
- Report to control room
  - Call the emergency services
  - Record details in notebook
  - Write an incident report
  - Challenge intruders
- LO4 Understand access and egress control**
- 4.1 State the purpose of access and egress control
- 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
  - To allow entry to only authorised persons
- 4.2 Identify different methods of access and egress control
- Signing in/signing out
  - Visitor logs and passes
  - Swipe cards
  - Pin entry
  - Biometric readers
  - CCTV
  - Mechanical devices (e.g. raised kerbs; cats claws; barriers; turnstiles)
- 4.3 State typical access and egress control duties of a security officer
- Checking for authority to enter premises
  - First point of contact, so creates customer impression
  - Providing directions
  - Staffing access points/checkpoints
  - Controlling issue/return of visitor's passes
  - Recording visitor information
  - Operating access/egress control equipment
  - Refusing entry and removing unauthorised persons

- 4.4 State the powers of entry of authorised persons
- Includes HM Revenue and Customs; police officers; Health and Safety Inspectors; Fire Officers
  - Do not have to give advance notice of visit
  - Must provide valid proof of identity

**LO5 Understand searching relevant to a security officer**

- 5.1 Identify a security officer's right to search
- Permission of person being searched
  - As a condition of entry/admissions policy
  - As stated in assignment instructions
- 5.2 Identify the different types of search
- General: everyone
  - Random: e.g. every fourth person
  - Specific: selected individual/vehicle
- 5.3 Recognise hazards when conducting a search
- Sharp objects
  - Drugs
  - Weapons
  - Malicious allegations of theft
  - Un co-operative client/customer
- 5.4 State the precautions to take when carrying out a search
- Protective clothing (e.g. Safety gloves)
  - Be professional at all times
  - Use a designated search area (if possible)
  - Search in view of CCTV (if possible)
  - Search in pairs (if possible)
- Note: Practical searching activities are a mandatory requirement for delivery of assessment criteria 5.5; 5.6.**

- 5.5 State how to search people and their property
- Gain permission prior to search
  - Follow search policy/assignment instructions
  - Use appropriate PPE
  - Same sex searching policy
  - Self-search techniques
  - Where possible, search with a witness and in view of CCTV

- 5.6 State how to search vehicles
- Ensure own health and safety (correct clothing and footwear; avoid inhaling vehicle fumes; be aware of other moving vehicles; be visible to other drivers; constantly monitor for hazards and risk in the search area)
  - Typical locations for search: in tool box or under floor covering in the boot; beneath/behind removable back seats; in webbing of seats; under, behind or in spare wheel; glove compartments; behind battery or other compartments; behind panelling in boot; under seats; door pockets; under carpet; front and rear bumpers

- Carry out level/type of search according to assignment instructions

5.7 Identify actions to take in the event of a search refusal

- Explain reasons for search
- Ask for reason for refusal
- Follow assignment instructions
- Record details in search register

5.8 Identify search documentation that a security officer is required to complete

- Search book/ register
- Search report
- Incident book/ report

5.9 Identify actions to take if a prohibited or restricted item is found during a search

- Follow assignment instructions
- Inform control room/senior management
- Seize/secure, item (where relevant/appropriate)
- Record details of find
- Inform police (where relevant/appropriate)

5.10 Identify additional considerations to take when searching individuals

- Cultural and religious
- People with a disability
- Minors

**LO6 Understand the purpose and functions of different types of electronic and physical protection systems**

6.1 State the types and purposes of electronic and physical protection systems

- Access/egress control systems: to control entry/exit of site/premises
- Fire alarm systems: to detect fire/heat/smoke
- CCTV systems: to record and monitor activity on site
- Maintenance systems: to inform staff of faults with equipment
- Electronic Article Surveillance (EAS): to secure retail items (tags)

6.2 State the features and functions of electronic and physical protection systems

- Access/egress control: swipe cards; biometric readers; raised kerbs; key pads. Control access to/entry from premises.
- 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
- EAS: tagging, normally of high value items in retail stores, trigger alarm if item removed whilst tag still in place.

6.3 Identify how electronic and physical protection systems assist a security officer

- Provide information of incidents on site that require action

6.4 State actions to take in response to different types of alarm activations

- To identify the type of alarm activation and its location

- Follow assignment instructions

6.5 State the meaning of the term “false alarm”

- An alarm activation that requires the emergency services to attend unnecessarily. This could include alarms that activate in error.

6.6 Identify potential threats to electronic and physical protection systems

- Sabotage
- Malfunction
- User error

**LO7: Understand reporting and record keeping relevant to a security officer.**

7.1 Identify different types of reports

- Incident reports
- Handover reports
- Police statements/MG11
- Log book entries
- Search registers
- Visitor logs
- Other site-specific reports

7.2 State basic report writing techniques

- Accurate
- Factual, not personal opinions
- Timely
- Errors to be crossed through and initialled
- No correcting fluids, don't tear out pages, no blank lines, no writing between lines
- Signed and dated

7.3 State the purpose of notebooks

- Can be an aide memoire when patrolling
- Record routine and unusual events
- Can be used as evidence in Court

7.4 Identify information that should be included in notebooks

- Routine information, e.g. Patrol routes, times on/off duty
- Record unusual events or occurrences, descriptions, car registration details
- Not for personal use

7.5 State the purpose of incident reports

- Potential for use as evidence in Court
- Provides a written record of what has taken place
- Can justify a security officer's actions

7.6 Identify information to include in incident reports

- Date time and location of incident
- Accurate information about the incident: what was seen; who was involved; what action was taken
- Details of witnesses

- Descriptions of people, vehicles

7.7 State the importance of hand-over reports and briefings

- Handover any necessary equipment/keys
- Opportunity to share information: incidents since last on duty; details of any ongoing incidents; any specific duties for next shift
- Highlight any vulnerable areas; secure, insecure areas; site hazards
- Details of people still on site, expected visitors/deliveries

7.8 Identify information that should be included in hand-over reports and briefings

- Handover any necessary equipment/keys
- Opportunity to share information: incidents since last on duty; details of any ongoing incidents; any specific duties for next shift
- Highlight any vulnerable areas; secure, insecure areas; site hazards
- Details of people still on site, expected visitors/deliveries

**Unit 3:** Conflict Management within the Private Security Industry  
 Unit number: Y/506/7125  
 Min. contact time: 7.5-hours  
 GLH: 8-hours  
 Credit: 1  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the principles of conflict management appropriate to their role</b>	1.1. State the importance of positive and constructive communication to avoid conflict 1.2. State the importance of employer policies, guidance and procedures relating to workplace violence 1.3. Identify factors that can trigger an angry response in others 1.4. Identify factors that can inhibit an angry response in others 1.5. Identify human responses to emotional and threatening situations
<b>2. Understand how to recognise, assess and reduce risk in conflict situations</b>	2.1. State how managing customer expectations can reduce the risk of conflict 2.2. Identify the stages of escalation in conflict situations 2.3. State how the application of dynamic risk assessment can reduce the risk of conflict 2.4. State the importance of positioning and exit routes
<b>3. Understand how to communicate in emotive situations to de-escalate conflict</b>	3.1. State how to use non-verbal communication in emotive situations 3.2. State how to overcome communication barriers 3.3. Identify the differences between assertiveness and aggression 3.4. Identify ways of defusing emotive conflict situations 3.5. Identify approaches to take when addressing unacceptable behaviour 3.6. State how to work with colleagues to de-escalate conflict situations
<b>4. Understand how to develop and use problem solving strategies for resolving conflict</b>	4.1. State the importance of viewing the situation from the customer's perspective 4.2. Identify strategies for solving problems 4.3. Identify win-win approaches to conflict situations
<b>5. Understand good practice to follow after conflict situations</b>	5.1. State the importance of accessing help and support following an incident 5.2. State the importance of reflecting on and learning from conflict situations 5.3. State the benefits of sharing good practice 5.4. State why security operatives should contribute to solutions to recurring problems

**Amplification**



**LO1: Understand the principles of conflict management appropriate to their role**

- 1.1 State the importance of positive and constructive communication to avoid conflict
- Importance of positive and constructive communication
  - Be positive, professional, calm, clear and polite
  - Good communication skills are vital to defuse and avoid conflict
- 1.2 State the importance of employer policies, guidance and procedures relating to workplace violence
- Meeting Health and Safety at Work legislation
  - Sets an expectation for both staff and customers as to what behaviour is and is not acceptable
  - Makes staff aware of their responsibilities in regard to workplace violence
  - Ensures staff are aware of the procedures to follow in the event of a violent situation
  - Details reporting procedures
- 1.3 Identify factors that can trigger an angry response in others
- Feeling embarrassed
  - Feeling insulted
  - Feeling threatened
  - Loss of face
  - Being ignored
  - Peer pressure
  - Feeling patronised
  - The feeling of not being taken seriously
  - Alcohol, drugs and medical conditions will increase the chances of triggering an angry response
- 1.4 Identify factors that can inhibit an angry response in others
- Self-control
  - Personal values
  - Fear of retaliation
  - Social or legal consequences
- 1.5 Identify human responses to emotional and threatening situations
- Fight or flight response
    - Fear
    - Adrenaline
    - Shock
    - fear of being “blocked in”

**LO2: Understand how to recognise, assess and reduce risk in conflict situations**

- 2.1 State how managing customer expectations can reduce the risk of conflict
- Understand customer expectations
  - Listen carefully
  - Apologise
  - Empathise
  - Keep calm
  - Provide options
  - Acknowledge the customers frustrations/anger

- Take action and explain procedures
- 2.2 Identify the stages of escalation in conflict situations
- Frustration
  - Anger
  - Aggression
  - Violence
- 2.3 State how the application of dynamic risk assessment can reduce the risk of conflict
- Recognise potential threats
  - Assess a situation
  - Adjust the response required to meet the risk present
  - step back, assess threat, find help, evaluate options and respond
- 2.4 State the importance of positioning and exit routes
- Maintain personal space
  - Ensure an escape route is visible for all parties
  - Non-aggressive stance
- LO3: Understand how to communicate in emotive situations to de-escalate conflict**
- 3.1 State how to use non-verbal communication in emotive situations
- Signalling non-aggression through non-verbal communication (stance, gestures, body language, eye contact, open handed gestures)
  - Personal space awareness
- 3.2 State how to overcome communication barriers
- What is a barrier?
    - Physical barriers (heat, pain, fear, noise, shock, language, mental illness)
    - Psychological barriers (culture, fear of authority, attitude, belief)
  - How to overcome communication barriers:
    - Physical barriers (speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space)
    - Psychological barriers must take extra care (talk clearly, make sure you are non-threatening, explain what you are doing, move to a quieter/lighter space)
- 3.3 Identify the differences between assertiveness and aggression
- Aggressive behaviour (threatening tone and positioning, gestures and words)
  - Assertive behaviour (firm but fair, calm, normal positioning and body language, polite)
- 3.4 Identify ways of defusing emotive conflict situations
- Empathy
  - Building rapport
  - Win-win
  - Positive communication
  - Active listening
  - Providing assistance e.g. calling a taxi, including management into discussions
- 3.5 Identify approaches to take when addressing unacceptable behaviour
- Non-aggressive body language

- Empathy
- Be positive and assertive
- Actively listen

3.6 State how to work with colleagues to de-escalate conflict situations

- Positioning
- Switching to or from a colleague
- Dynamic risk assessment

**LO4: Understand how to develop and use problem solving strategies for resolving conflict**

4.1 State the importance of viewing the situation from the customer's perspective

- Builds rapport
- Enables empathy
- Helps to diffuse conflict situations
- Understand conflict situations

4.2 Identify strategies for solving problems

- Managing customer expectations
- Building rapport
- Find a mutual understanding
- Empathy
- Explanation of reasons

4.3 Identify win-win approaches to conflict situations

- Both sides come out of encounter satisfied
- Problem solving and negotiation
- Ways to achieve a win-win situation

**LO5: Understand good practice to follow after conflict situations**

5.1 State the importance of accessing help and support following an incident

- Sources of support through colleagues, management and counsellors
- Reduces the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress

5.2 State the importance of reflecting on and learning from conflict situations

- Sharing good practice
- Make improvements
- Recognise trends and poor practice

5.3 State the benefits of sharing good practice

- prevent reoccurrence of the same problem
- Improve procedures for conflict situations
- Common response to situations

5.4 State why security operatives should contribute to solutions to recurring problems

- To increase safety for staff and customers
- Identify procedures or methods to deal with situations effectively

## Appendix 3: Sample assessment material

This qualification is assessed by Multiple-choice question papers.

Highfield EXAMINATION 

Paper Code: WIP5206

### Working within the Private Security Industry

Level 2  
K/615/8264

**Information for registered centres**  
The seal on this examination paper must only be broken by the candidate at the time of the examination. Under no circumstances should a candidate use an unsealed examination paper.

**Information for candidates**  
Under no circumstances should you the candidate use an unsealed examination paper. This examination consists of 40 multiple-choice questions. The minimum pass mark is 28 correct answers. The duration of this examination is 1 hour. You are NOT allowed any assistance to complete the answers. You must use a pencil to complete the answer sheet - pens must NOT be used. When completed, please leave the Examination Answer Sheet (EAS) on the desk.

**EXAMINATION ANSWER SHEET (EAS) INSTRUCTIONS:**  
For each question, fill in ONE answer ONLY.  
If you make a mistake ensure you erase it thoroughly.  
You must mark your choice of answer by shading in ONE answer circle only.  
Please mark each choice like this:

01     ANSWER COMPLETED CORRECTLY

Examples of how NOT to mark your Examination Answer Sheet (EAS). These will not be recorded.

01     DO NOT partially shade the answer circle  
ANSWER COMPLETED INCORRECTLY


01     DO NOT use ticks or crosses  
ANSWER COMPLETED INCORRECTLY

01     DO NOT use circles  
ANSWER COMPLETED INCORRECTLY

01     DO NOT shade over more than one answer circle  
ANSWER COMPLETED INCORRECTLY

All candidates MUST sign the Examination Answer Sheet (EAS) in the bottom right-hand corner of the page before leaving the examination room.

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Highfield EXAMINATION 

Paper Code: SOPS205

### Working as a Security Officer within the Private Security Industry

Level 2  
Y/506/7108

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**Information for candidates**  
Under no circumstances should you the candidate use an unsealed examination paper. This examination consists of 40 multiple-choice questions. The minimum pass mark is 28 correct answers. The duration of this examination is 1 hour. You are NOT allowed any assistance to complete the answers. You must use a pencil to complete the answer sheet - pens must NOT be used. When completed, please leave the Examination Answer Sheet (EAS) on the desk.

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ANSWER COMPLETED INCORRECTLY

01     DO NOT shade over more than one answer circle  
ANSWER COMPLETED INCORRECTLY

All candidates MUST sign the Examination Answer Sheet (EAS) in the bottom right-hand corner of the page before leaving the examination room.

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## Appendix 4: Standards of behaviour for security operatives

### Personal Appearance

A security operative should at all times:

- Wear clothing which is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines
- Wear his/her Security Industry Authority licence on the outside of their clothing while on duty, displaying the photograph side (except close protection operatives)

### Professional Attitude and Skills

A security operative should:

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

### General Conduct

In carrying out his/her duty, a security operative should:

- Never solicit or accept any bribe or other consideration from any person.
- Not drink alcohol or be under the influence of alcohol or drugs
- Not display preferential treatment towards individuals
- Never abuse his/her position of authority
- Never carry any item which is or could be considered to be threatening
- Report all incidents to the management
- Co-operate fully with members of the police and partners, local authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run.

### Organisation/Company Values and Standards

A security operative should:

- Adhere to the employing organisation/company standards
- Be perceptive of the employing organisation/company culture and values
- Contribute to the goals and objectives of the employing organisation/company.



## Appendix 5: Use of role play in training

### Role Play to Accompany Delivery of the Conflict Management Unit

The conflict management unit covers a number of security roles performed in a diverse range of environments. Although the environments may contrast there are common elements to most security roles in terms of communication and conflict management.

The training should be further tailored to respond to the specific work place context of the learning group through the inclusion of highly relevant scenarios. The scenarios will enhance skills and confidence in the areas covered through giving learners the opportunity to apply their knowledge and skills. The purpose of scenarios is to actively engage the learners in problem solving common problems and to respect and draw upon their own experience and ideas. Through effective use of scenarios learners will be able to relate the training directly to their work.

It is important that tutors ensure the **physical** and **emotional** safety of those participating in and/or affected by scenario based training. Scenarios **must** be supervised at **all times** with clear briefings to prevent physical confrontation and other risks.

Conflict situations and the training **must** include at least one practical scenario from each of the four following headings that is appropriate to the role of learners:

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

To ensure each scenario has clear focus, it should be carefully selected and aligned to the relevant session learning objectives identified within the **specification for learning and qualifications for conflict management** available on the SIA website.

**Scenarios should include issues relating to employment equality, disability and discrimination.**