

# Qualification Specification

## Highfield Level 2 Certificate in Providing Security Services (RQF)

Qualification Number: 600/3045/8

Version 1.1 September 2019

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## Highfield Level 2 Certificate in Providing Security Services (RQF)

### Introduction

This qualification specification is designed to outline all you need to know in order 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 Certificate in Providing Security Services (RQF)** has been developed and is awarded by Highfield Awarding 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.

The qualification is supported by Skills for Security, the Sector Skills Body for the Security sector.

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### Key facts

<b>Qualification Number:</b>	600/3045/8
<b>Learning Aim Reference:</b>	60030458
<b>Total Qualification Time (TQT)</b>	220
<b>Guided Learning (GL):</b>	139
<b>Credit Value:</b>	22
<b>Assessment Method:</b>	Portfolio of evidence

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### Qualification overview and objective

The **Highfield Level 2 Certificate in Providing Security Services (RQF)** is designed for those working in the security industry. There are four possible pathways that learners can follow: General, CCTV, Static and Patrol Guarding and Door Supervision.

The objective of the qualification is to prepare learners for employment in the security industry.

This qualification provides the competency component of the Apprenticeship in Providing Security Services and provides learners with the knowledge, understanding and skills to work within the security industry.

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### Entry requirements

In order to register on to this qualification, learners are required to meet the following entry requirements:

- **16-years** of age or **above**; and
- good levels of literacy and numeracy.

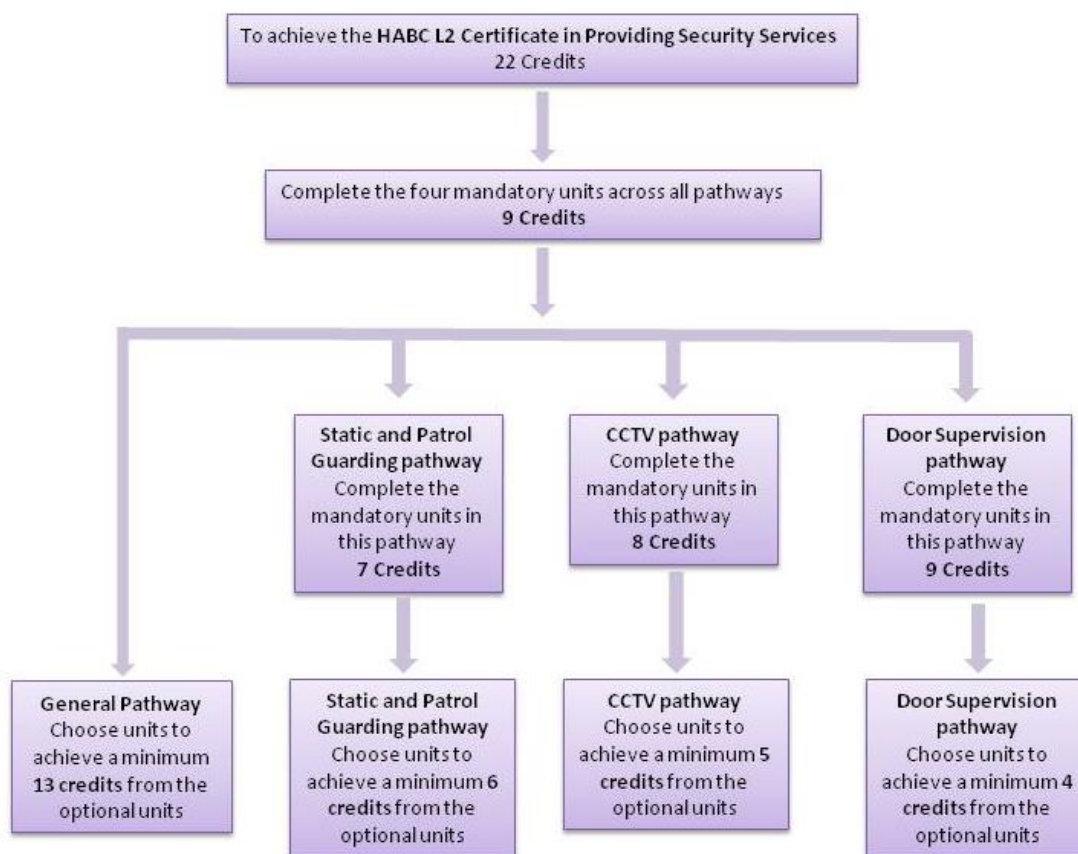
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### Geographical coverage

The qualification is suitable for delivery in England, Wales and Northern Ireland.

## Qualification pathway overview

The structure of the **Highfield Level 2 Certificate in Providing Security Services (RQF)** outlined below:



- **Appendix 1** contains a summary of the units contained in this qualification and shows whether they are mandatory or optional.
- **Appendix 2** contains details of the qualification structure/pathways shown in the diagram above and shows the Rules of Combination.
- **Appendix 3** contains all the qualification units including any specific assessment requirements.

## Delivery/assessment ratios

In order to effectively deliver and assess this qualification, centres are recommended not to exceed the ratio of **1-qualified assessor** to **20-learners** in any one instance. If centres wish to increase this recommended ratio, then please inform your account manager before doing so.

## Centre Requirements

To effectively deliver this qualification, centres must have the following resources in place:

- classroom with suitable seating and desks;
- high-quality teaching and learning resources; and
- Sufficient resources within their working/training environment that meet unit requirements

### Please note:

Centres are advised to check the requirements for each unit to ensure candidates have sufficient resources and/or opportunities in their working/training environment to meet each criterion within the unit.

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## Guidance on delivery

The total qualification time (TQT) for this qualification is **220-hours** and of this **139-hours** is recommended as guided learning (GL).

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 (forming Guided Learning Hours) and without supervision (all other time). TQT and GL values are advisory and assigned to a qualification as guidance.

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## Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence, which will be internally assessed and quality assured by the centre. Suggested paperwork is available within the centre download area.

Centres 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 refer to the Assessment Strategy for guidance on simulation and witness testimony. The Skills for Security (SfS) assessment strategy can be found on the Highfield website.

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## Guidance on quality assurance

To support the quality assurance of the qualification, Highfield requires centres to have in place a robust mechanism for internal quality assurance.

Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

## Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the member's area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualification documentation.

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## Assessor requirements

Assessors for this qualification are required to:

- Hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment;
  - Level 3 Certificate in Assessing Vocational Achievement;
  - A1 Assess Learner Performance Using a Range of Methods; or
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence.
- Have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient standing to be effective and reliable when judging candidates' competence. This knowledge and experience may be verified by the following:
  - Curriculum vitae and references;
  - Possession of a relevant qualification; or
  - Corporate membership of a relevant professional institution.
- Maintain appropriate continued professional development for the subject that demonstrates their ability and commitment to maintain occupational competence.
- Relate the national occupational standards against which they will be assessing candidates to activities in the workplace.
- Provide evidence that they:
  - Understand the structure of national occupational standards and qualifications;
  - Can interpret the standards in accordance with Highfields requirements;
  - Recognise acceptable sources of evidence for the qualification;
  - Can implement the recording procedures required by Highfield; and
  - Can implement Highfields quality assurance and administration procedures.
- Be in regular contact with their candidates and the internal quality assurer.

If the assessor is **working towards**, then they need to have a clear plan for achieving the qualification within **18-months** of commencing assessments.

For more information, please refer to the Skills for Security (SfS) assessment strategy document which is available on the Highfields website.

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## Internal quality assurance (IQA) requirements

The nominated internal quality assurance person must:

- Hold or be working towards a recognised IQA qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF or regulated equivalent);
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF or regulated equivalent); or
  - D34 or V1 verifier awards.
- Have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient standing to be effective and reliable when judging candidates' competence. Internal verifiers experience and knowledge may be verified by the following, among other things:
  - Curriculum vitae and references;
  - Possession of a relevant qualification; or
  - Corporate membership of a relevant professional institution.
- Maintain appropriate continued professional development for the subject that demonstrates their ability and commitment to maintain occupational competence.
- Be able to relate the national occupational standards against which they will be assessing candidates to activities in the workplace.
- Provide evidence that they:
  - Understand the structure of national occupational standards and qualifications;
  - Can interpret the standards in accordance with Highfields requirements;
  - Recognise acceptable sources of evidence for the qualification;
  - Can implement the recording procedures required by Highfields; and
  - Can implement Highfields quality assurance and administration procedures.
- Be in regular contact with the assessor.

If the IQA is **working towards**, then they will need to have a clear plan for achieving the qualification within **18-months** of commencing assessments.

For more information, please refer to the Skills for Security (SfS) assessment strategy document which is available on the Highfields website.

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## Counter-signing strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel that are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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## Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards for:

- Security and Loss Prevention



## Reasonable Adjustments and Special Considerations

Highfield has measures in place for learners who require additional support. Please refer to the Highfield Qualifications Reasonable Adjustments Policy for further information/guidance.

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## ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
  - a signed UK photocard driving licence
  - a valid warrant card issued by HM forces or the police
  - another photographic ID card, e.g. employee ID card, student ID card, travel card etc.
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## Progression

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 2 Certificate in the Principles of Providing Security Services;
  - 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 - [www.bsia.co.uk](http://www.bsia.co.uk)
  - Home Office - [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)
  - SIA - [www.sia.homeoffice.gov.uk/Pages/home.aspx](http://www.sia.homeoffice.gov.uk/Pages/home.aspx)
  - Skills for Security - [www.skillsforsecurity.org.uk/index.php](http://www.skillsforsecurity.org.uk/index.php)
  - Skills for Security - Apprenticeship details - [www.skillsforsecurity.org.uk/index.php/training/2/76](http://www.skillsforsecurity.org.uk/index.php/training/2/76)
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### Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

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### Recommended training materials

The following resources have been reviewed by Highfield and are recommended training materials for users of this qualification:

- Apprenti-kits, Intermediate Level Apprenticeship in Providing Security Services, [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Boulton, M, Morley, J & Walker, A. CCTV Operators Course Book (England and Wales). [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Colsey, S. Understanding Conflict Management Course Book. [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Dyson, J & Walker, A. Door Supervisors Course Book, [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Dyson, J & Walker, A. Security Officers Course Book, [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Morley, J Walker, A & Boulton, M, CCTV Operators Course Book, [www.Highfieldproducts.com](http://www.Highfieldproducts.com);
  - Walker, A. Cards4Safety Level 2 CCTV Playing Card Games. [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Walker, A. Cards4Safety Level 2 Door Supervision Playing Card Games. [www.Highfieldproducts.com](http://www.Highfieldproducts.com);
  - Walker, A. Cards4Safety Level 2 Security Guarding Playing Card Games. [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - CCTV Operators Training PowerPoint <sup>TM</sup>, [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Door Supervisor Training PowerPoint <sup>TM</sup>, [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
  - Security Officers Training PowerPoint <sup>TM</sup>, [www.Highfieldproducts.com](http://www.Highfieldproducts.com); or
  - Working in the Private Security Industry Challenge, [www.Highfieldproducts.com](http://www.Highfieldproducts.com)
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## Appendix 1: Summary of Units

The table below shows all the units contained in this qualification and whether they are mandatory for all pathways, mandatory within a pathway or optional. Further details on each pathway can be found, including the Rules of Combination in **Appendix 2 – Pathway details**.

**Key: M = mandatory unit O = optional unit**

Unit Title	Credit	GLH	Level	Pathways			
				General	CCTV*	DS**	SG***
Communicate effectively with others	2	15	2	M	M	M	M
Control security incidents	3	22	2	M	M	M	M
Portray a positive personal image	2	15	2	M	M	M	M
Reducing the risks to health and safety at work	2	20	2	M	M	M	M
Arrest by security operative	3	20	2	O	O	M	O
Assess and address risk to the environment	2	14	2	O	O	O	O
Carry out searches of people and their property	2	14	2	O	O	M	O
Carry out searches of vehicles for unauthorised items	2	15	2	O	O	O	M
Control a guard dog under operational conditions	5	30	2	O	O	O	O
Control entry to and egress from premises	2	13	2	O	O	O	M
Deal with disorderly and aggressive behaviour	2	11	2	O	O	M	O
Deal with lost and found property	1	9	2	O	O	O	O
Detect loss and theft in retail environments	3	13	2	O	O	O	O
Maintain CCTV recording media libraries and preserve potential evidence	2	16	2	O	M	O	O
Maintain the operational performance of CCTV systems	2	12	2	O	M	O	O
Maintain the security of property and premises through observation	3	23	2	O	O	O	M

Unit Title	Credit	GLH	Level	Pathways			
				General	CCTV*	DS**	SG***
Maintain understanding of current legislation and regulation relevant to the security officer role	3	12	4	O	O	O	O
Monitor areas using CCTV systems	4	24	2	O	M	O	O
Preventing unauthorised items passing through ports	6	48	2	O	O	O	O
Promote a healthy and safe workplace	2	14	2	O	O	O	O
Protecting from the risk of violence at work	3	22	2	O	O	O	O
Provide covert security in retail environments	2	12	2	O	O	O	O
Provide security at licensed venues	2	14	2	O	O	M	O
Record information relevant to the security operative role	1	9	2	O	O	O	O
Respond to keyholding visit requests	2	16	2	O	O	O	O
Use radio communications effectively	2	14	2	O	O	O	O
Visit sites in response to keyholding requests	3	20	2	O	O	O	O
Work effectively with other agencies	2	15	2	O	O	O	O

## Appendix 2: Qualification structure

This section contains details of the pathways within the Highfield Level 2 Certificate in Providing Security Services (RQF) outlining the **Rules of Combination**.

	Credit	GLH	Level
Learners must pass all the <b>core mandatory units</b> , their <b>pathway mandatory units</b> (if applicable) and their chosen <b>optional units</b> for a total of <b>22-credits</b> .			
<b>Core mandatory units for all pathways</b> Learners must achieve <b>9-credits</b> from the mandatory units			
Communicate effectively with others	2	15	2
Control security incidents	3	22	2
Portray a positive personal image	2	15	2
Reducing the risks to health and safety at work	2	20	2
<b>General pathway - optional units</b> Learners must achieve a <b>minimum of 13-credits</b> from the optional units			
Arrest by security operative	3	20	2
Assess and address risk to the environment	2	14	2
Carry out searches of people and their property	2	14	2
Carry out searches of vehicles for unauthorised items	2	15	2
Control a guard dog under operational conditions	5	30	2
Control entry to and egress from premises	2	13	2
Deal with disorderly and aggressive behaviour	2	11	2
Deal with lost and found property	1	9	2
Detect loss and theft in retail environments	3	13	2
Maintain CCTV recording media libraries and preserve potential evidence	2	16	2
Maintain the operational performance of CCTV systems	2	12	2
Maintain the security of property and premises through observation	3	23	2
Maintain understanding of current legislation and regulation relevant to the security officer role	3	12	4
Monitor areas using CCTV systems	4	24	2
Preventing unauthorised items passing through ports	6	48	2

	Credit	GLH	Level
Promote a healthy and safe workplace	2	14	2
Protecting from the risk of violence at work	3	22	2
Provide covert security in retail environments	2	12	2
Provide security at licensed venues	2	14	2
Record information relevant to the security operative role	1	9	2
Respond to keyholding visit requests	2	16	2
Use radio communications effectively	2	14	2
Visit sites in response to keyholding requests	3	20	2
Work effectively with other agencies	2	15	2
<b>Static and Patrol Guarding pathway - mandatory units</b> Learners must achieve the <b>7-credits</b> from the mandatory units from this group			
Carry out searches of vehicles for unauthorised items	2	15	2
Control entry to and egress from premises	2	13	2
Maintain the security of property and premises through observation	3	23	2
<b>Static and Patrol Guarding pathway - optional units</b> Learners must achieve a <b>minimum of 6-credits</b> from these optional units			
Arrest by security operative	3	20	2
Assess and address risk to the environment	2	14	2
Carry out searches of people and their property	2	14	2
Control a guard dog under operational conditions	5	30	2
Deal with disorderly and aggressive behaviour	2	11	2
Deal with lost and found property	1	9	2
Detect loss and theft in retail environments	3	13	2
Maintain CCTV recording media libraries and preserve potential evidence	2	16	2
Maintain the operational performance of CCTV systems	2	12	2

	Credit	GLH	Level
Maintain understanding of current legislation and regulation relevant to the security officer role	3	12	4
Monitor areas using CCTV systems	4	24	2
Preventing unauthorised items passing through ports	6	48	2
Promote a healthy and safe workplace	2	14	2
Protecting from the risk of violence at work	3	22	2
Provide covert security in retail environments	2	12	2
Provide security at licensed venues	2	14	2
Record information relevant to the security operative role	1	9	2
Respond to keyholding visit requests	2	16	2
Use radio communications effectively	2	14	2
Visit sites in response to keyholding requests	3	20	2
Work effectively with other agencies	2	15	2
<b>CCTV pathway – mandatory units</b> Learners must achieve the <b>8-credits</b> from the mandatory units from this group			
Maintain CCTV recording media libraries and preserve potential evidence	2	16	2
Maintain the operational performance of CCTV systems	2	12	2
Monitor areas using CCTV systems	4	24	2
<b>CCTV pathway - optional units</b> Learners must achieve a minimum of <b>5-credits</b> from these optional units			
Arrest by security operative	3	20	2
Assess and address risk to the environment	2	14	2
Carry out searches of people and their property	2	14	2
Carry out searches of vehicles for unauthorised items	2	15	2
Control a guard dog under operational conditions	5	30	2
Control entry to and egress from premises	2	13	2
Deal with disorderly and aggressive behaviour	2	11	2

	Credit	GLH	Level
Deal with lost and found property	1	9	2
Detect loss and theft in retail environments	3	13	2
Maintain the security of property and premises through observation	3	23	2
Maintain understanding of current legislation and regulation relevant to the security officer role	3	12	4
Preventing unauthorised items passing through ports	6	48	2
Promote a healthy and safe workplace	2	14	2
Protecting from the risk of violence at work	3	22	2
Provide covert security in retail environments	2	12	2
Provide security at licensed venues	2	14	2
Record information relevant to the security operative role	1	9	2
Respond to keyholding visit requests	2	16	2
Use radio communications effectively	2	14	2
Visit sites in response to keyholding requests	3	20	2
Work effectively with other agencies	2	15	2
<b>Door Supervision pathway – mandatory units</b> Learners must achieve the <b>9-credits</b> from the mandatory units from this group			
Arrest by security operative	3	20	2
Carry out searches of people and their property	2	14	2
Deal with disorderly and aggressive behaviour	2	11	2
Provide security at licensed venues	2	14	2
<b>Door Supervision pathway - optional units</b> Learners must achieve a minimum of <b>4-credits</b> from these optional units			
Assess and address risk to the environment	2	14	2
Carry out searches of vehicles for unauthorised items	2	15	2



	Credit	GLH	Level
Control a guard dog under operational conditions	5	30	2
Control entry to and egress from premises	2	13	2
Deal with lost and found property	1	9	2
Detect loss and theft in retail environments	3	13	2
Maintain CCTV recording media libraries and preserve potential evidence	2	16	2
Maintain the operational performance of CCTV systems	2	12	2
Maintain the security of property and premises through observation	3	23	2
Maintain understanding of current legislation and regulation relevant to the security officer role	3	12	4
Monitor areas using CCTV systems	4	24	2
Preventing unauthorised items passing through ports	6	48	2
Promote a healthy and safe workplace	2	14	2
Protecting from the risk of violence at work	3	22	2
Provide covert security in retail environments	2	12	2
Record information relevant to the security operative role	1	9	2
Respond to keyholding visit requests	2	16	2
Use radio communications effectively	2	14	2
Visit sites in response to keyholding requests	3	20	2
Work effectively with other agencies	2	15	2

## Appendix 3: Qualification content

**Unit 1:** Communicate effectively with others

Unit No: D/601/9040

Level: 2

GLH: 15

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to develop and maintain communication with people</b>	<p>1.1 Explain why effective communication is an essential aspect of work in the security sector</p> <p>1.2 Identify the barriers to effective communication including:</p> <ul style="list-style-type: none"> <li>• those relating to personal differences in culture, language, gender, literacy levels, experience, health/illness</li> <li>• environmental</li> <li>• social</li> </ul> <p>1.3 Communicate with people in a way that:</p> <ul style="list-style-type: none"> <li>• is open and respectful of them as individuals</li> <li>• is consistent with their level of understanding, culture, background and preferred ways of communicating</li> <li>• is appropriate to the context in which the communication is taking place</li> <li>• promotes equality and values diversity</li> <li>• consistent with relevant legislation, policies and procedures</li> </ul> <p>1.4 Provide opportunities for people to check their understanding of the information given to them and ask questions</p> <p>1.5 Describe the appropriate action to take to reduce barriers to effective communication</p> <p>1.6 Describe how to get support when experiencing difficulty in communicating effectively</p> <p>1.7 Describe the importance of making records that are accurate legible and complete, contain only information necessary for the record's purpose and are free from labelling and discrimination</p>
<b>2. Be able to maintain the security of information</b>	<p>2.1 Comply with legislation, policies and procedures related to the security of information</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.2 Ensure that information is only disclosed to those who have the right and need to know it</p> <p>2.3 State the appropriate precautions to take when communicating confidential or sensitive information</p> <p>2.4 Maintain the security of records when handling and storing them</p> <p>2.5 Alert the appropriate person when the security of information is not being maintained or information is being misused</p>
Additional Assessment Guidance/Requirements	
Assessment criteria 1.3, 1.4, 2.1, 2.2 & 2.4 must be assessed using naturally occurring evidence from the workplace.	

**Unit 2: Control security incidents**

Unit No: F/601/9189

Level: 2

GLH: 22

Credit: 3

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to deal with security incidents and emergencies safely</b>	<p>1.1 State the location of emergency equipment, including:</p> <ul style="list-style-type: none"> <li>• alarms</li> <li>• emergency exits</li> <li>• assembly points</li> <li>• utilities isolation points</li> <li>• nearest alternative telephones</li> <li>• internal shelter areas</li> </ul> <p>1.2 Describe how to use emergency equipment</p> <p>1.3 Confirm that the details relating to emergencies are accurate</p> <p>1.4 Take appropriate action in an emergency situation which is within personal responsibility, authority and competence and maintains the safety of all persons</p> <p>1.5 Demonstrate how to preserve the integrity of an emergency scene in line with the organisation's policies and procedures</p> <p>1.6 Demonstrate how to report the emergency, fully and accurately, to the emergency services and other interested parties in line with the organisation's policies and procedures</p>
<b>2. Be able to deal with security threats</b>	<p>2.1 State the organisation's and any other specific instructions and procedures for dealing with security threats</p> <p>2.2 Describe the limits of personal responsibility, authority and competence to deal with security threats</p> <p>2.3 Assess a security threat situation logically and calmly to decide the severity and nature of the threat</p> <p>2.4 Record all relevant details related to threats, accurately and clearly so they can be available to authorised people as required</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.5 Give full and accurate details of threats to the relevant person as soon as possible</p> <p>2.6 Complete the required documentation in line with the organisation's policies and procedures</p> <p>2.7 Describe how to keep records of security threats safe for use as evidence</p>
<b>3. Be able to recognise and deal with actual or potential breaches of the law or security requirements</b>	<p>3.1 Identify actual or potential breaches of the law correctly and promptly</p> <p>3.2 Take action to minimise or prevent the continued breach or incident in line with instructions and the organisation's policies and procedures</p> <p>3.3 Take steps to maintain personal health, safety and welfare and that of other people during a breach</p> <p>3.4 Record full and accurate details of breaches so they are available to the relevant person or authority</p> <p>3.5 Complete the required documentation in line with the organisation's policies and procedures</p> <p>3.6 State the current laws relating to security breaches including:</p> <ul style="list-style-type: none"> <li>• criminal damage</li> <li>• offences against people</li> <li>• trespass (criminal and non-criminal)</li> <li>• public order</li> <li>• misuse of substances</li> </ul>
<b>Additional Assessment Guidance/Requirements</b>	
Assessment criteria 1.3, 1.4, 1.5, 1.6, may be assessed using a realistic simulation but the remainder must be assessed through naturally occurring evidence from the workplace.	

**Unit 3: Portray a positive personal image**

Unit No: K/601/9042

Level: 2

GLH: 15

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to establish an effective rapport with customers</b>	1.1 Demonstrate a standard of appearance and behaviour that complies with the organisation's requirements 1.2 Demonstrate how to greet a customer respectfully and in a friendly manner 1.3 Communicate with customers in a way that makes them feel valued and respected 1.4 Identify the customer's expectations 1.5 Demonstrate how to treat the customer courteously and helpfully at all times 1.6 Demonstrate how to keep the customer informed and reassured 1.7 Demonstrate how to adapt behaviour to respond effectively to different customer behaviour
<b>2. Be able to respond appropriately to customers</b>	2.1 Respond promptly to a customer seeking assistance 2.2 Select the most appropriate way of communicating with the customer 2.3 Check with the customer that their expectations have been fully understood 2.4 Respond promptly and positively to the customers' questions and comments 2.5 Demonstrate how to allow the customer time to consider the response and give further explanation when appropriate
<b>3. Be able to communicate information to customers</b>	3.1 Demonstrate how to quickly locate and provide information that will help the customer 3.2 Identify information that the customer might find complicated and check whether they fully understand 3.3 Demonstrate how to clearly inform the customer of any reasons why their needs or expectations cannot be met

**Additional Assessment Guidance/Requirements**

This unit must be assessed using naturally occurring evidence from the workplace.



**Unit 4: Reducing the risks to health and safety at work**

Unit No: D/601/9037

Level: 2

GLH: 20

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand roles and responsibilities in the reduction of risks to health and safety in the workplace</b>	1.1 Define “hazards” and “risks” 1.2 Explain personal responsibilities and legal duties in respect of health and safety in the workplace 1.3 Identify which workplace instructions are relevant to the job
<b>2. Be able to assess the risks to health and safety in the workplace</b>	2.1 Describe the hazards which exist in the workplace and the safe working practices which must be followed 2.2 Explain the importance of remaining alert to the presence of hazards in the workplace 2.3 Identify those aspects of the workplace and working practices which could harm people 2.4 Assess which of the potentially harmful working practices and aspects of the workplace present the highest risks to people
<b>3. Be able to take appropriate action when risks to health and safety in the workplace have been identified</b>	3.1 Explain the importance of dealing with, or promptly reporting, risks 3.2 Identify the responsible people that health and safety matters should be reported to 3.3 Describe where and when to get additional health and safety assistance 3.4 Identify personal scope and responsibility for controlling risks 3.5 Identify workplace instructions for managing risks which cannot be dealt with 3.6 Demonstrate dealing with hazards in accordance with workplace instructions and legal requirements 3.7 Report to the people responsible for health and safety in your workplace those hazards which present the highest risks 3.8 Suggest options for reducing risks to health and safety to the responsible people

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	3.9 Report any differences between workplace instructions and suppliers' or manufacturers' instructions
<b>4. Be able to maintain health and safety in his/her own workplace</b>	<p>4.1 Carry out work in accordance with level of competence, workplace instructions, suppliers or manufacturer's instructions and legal requirements</p> <p>4.2 Demonstrate behaviour that does not endanger the health and safety of people in the workplace</p> <p>4.3 Demonstrate compliance with the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products</p>
<b>Additional Assessment Guidance/Requirements</b>	
This unit must be evidenced using naturally occurring evidence from the workplace.	

**Unit 5: Arrest by security operative**

Unit No: J/601/9212

Level: 2

GLH: 20

Credit: 3

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Know how to carry out a lawful arrest, preserve the scene and any potential evidence</b>	1.1 Describe the implications of wrongful arrest 1.2 Describe the situations in which it is permitted to apprehend suspects and the limits of personal responsibility and authority 1.3 Explain the concept of reasonable force, and when and how it may be used to apprehend suspects 1.4 Describe how to identify and preserve evidence and why it is important 1.5 Describe how to record accurate details at the time of the arrest and why it is important 1.6 Describe the importance of and process for preserving the 'chain of evidence' or 'audit trail' 1.7 Explain how to make full and accurate contemporaneous notebook entries and records and why it is important 1.8 Explain how to record full details of the use of force and why it is important
<b>2. Be able to apprehend people suspected of committing a crime for which they can be arrested</b>	2.1 Confirm there is sufficient and valid evidence to apprehend someone suspected of committing an offence 2.2 Take appropriate and lawful action to apprehend suspects in line with operational instructions and relevant codes of practice 2.3 Maintain the health, safety and welfare of all involved when apprehending suspects 2.4 Inform the relevant people and authorities that a suspect has been apprehended, in line with instructions and within required timescales 2.5 Record full and accurate details of the arrest, as soon as practicable 2.6 Ensure that all witnesses are correctly identified and their contact details obtained

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>3. Be able to detain people who have been arrested on suspicion of committing a crime for which they can be arrested</b>	<p>3.1 State the current law relating to the rights of detainees, including the restrictions on searching them or their possessions</p> <p>3.2 Describe where the dedicated detention area is and how it must be maintained</p> <p>3.3 Describe how to allow detainees their legal rights at all times during their detention</p> <p>3.4 Follow approved procedures for segregating and accompanying detainees</p> <p>3.5 Explain how and why detainees should be monitored to prevent their escaping or destroying potential evidence</p> <p>3.6 Demonstrate how to ensure the health, safety and welfare of all involved while detaining suspects</p> <p>3.7 Perform a correct handover of suspects to the relevant authority</p> <p>3.8 Record the details of detentions fully, accurately and within required timescales</p>
<b>4. Be able to preserve the integrity of potential evidence</b>	<p>4.1 Take all reasonable precautions to prevent potential evidence from being lost, removed or contaminated</p> <p>4.2 Preserve scenes of crime and potential evidence in line with approved policies and procedures and guidelines</p> <p>4.3 Prevent access to scenes of suspected offences by unauthorised people</p> <p>4.4 Demonstrate how to ensure that no alterations are made to scenes of suspected offences</p> <p>4.5 Describe personal responsibility to look after potential evidence and what should be done to preserve it</p> <p>4.6 Identify what constitutes potential evidence, including anything said by detainees</p>

**Unit 6: Assess and address risk to the environment**

Unit No: J/601/9047

Level: 2

GLH: 14

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to identify the risks to the environment arising as a result of workplace activities</b>	1.1 Describe current environmentally-friendly working practices relevant to the workplace 1.2 Identify workplace instructions, precautions and procedures relating to the control of risks to the environment 1.3 Identify any current working practices, materials, products or equipment which present a risk to the environment 1.4 Explain the importance of remaining alert to the presence of hazards to the environment in the whole work place 1.5 Identify the people in the workplace to whom environmental matters should be reported 1.6 Report any occurrences that could cause harm to the environment, for example; <ul style="list-style-type: none"> <li>• differences between legal regulations and workplace instructions</li> <li>• the use of materials or products hazardous to the environment</li> <li>• hazards which present high risk to the environment</li> </ul>
<b>2. Be able to minimise risks to the environment arising as a result of workplace activities</b>	2.1 Comply with the relevant legal requirements and workplace environmental instructions for the job role 2.2 Use resources and materials effectively and efficiently 2.3 Follow suppliers', manufacturers' and workplace instructions for the safe use and storage of materials, products and equipment 2.4 Explain the importance of dealing with, or promptly reporting, risks to the environment 2.5 Communicate suggestions for limiting risks to the environment to the responsible person

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	2.6 Follow the correct instructions for disposal of materials and products which can be hazardous to the environment
Additional Assessment Guidance/Requirements	
This unit must be assessed using naturally occurring evidence from the workplace.	

**Unit 7:** Carry out searches of people and their property  
**Unit No:** T/601/9206  
**Level:** 2  
**GLH:** 14  
**Credit:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to search people and their property for unauthorised items</b>	<p>1.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to authority to search people and their property</p> <p>1.2 Carry out searches at frequencies and in patterns that are in line with the organisation's policies and procedures</p> <p>1.3 Confirm that individuals have understood the reasons given for why they have been selected for search</p> <p>1.4 Ensure consent to search has been given before searching individuals</p> <p>1.5 Take appropriate and permitted action, in line with the organisation's policies and procedures, if consent to search is refused</p> <p>1.6 Carry out searches in suitable locations, in the presence of suitable witnesses and in a polite, professional and courteous manner</p> <p>1.7 Maintain personal health, safety and welfare while carrying out searches</p> <p>1.8 Record and report the details of searches in line with instructions and the organisation's policies and procedures</p>
<b>2. Be able to respond to finding unauthorised items</b>	<p>2.1 List the unauthorised items that should be looked for during searches</p> <p>2.2 Identify unauthorised items found during searches correctly</p> <p>2.3 Take prompt and appropriate action, in line with the organisation's policies and procedures, when unauthorised items are found</p> <p>2.4 Establish the reason for the person being in possession of unauthorised items</p> <p>2.5 Describe the possible reactions of suspects to finding unauthorised items and how to deal with them</p>



Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.6 Demonstrate how to deal safely with unauthorised items found during a search and retain them securely as evidence</p> <p>2.7 Demonstrate how to apprehend people suspected of having unauthorised items, following instructions and approved policies and procedures</p> <p>2.8 Record and report the relevant details relating to the unauthorised items, clearly and accurately, to the appropriate person within required timescales</p> <p>2.9 Maintain personal health, safety and welfare while responding to finding unauthorised items</p>

**Unit 8:** Carry out searches of vehicles for unauthorised items  
**Unit No:** F/601/9211  
**Level:** 2  
**GLH:** 15  
**Credit:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to control entry and exit of vehicles</b>	1.1 Give reasons why access by vehicles should be controlled 1.2 Communicate with all occupants of vehicles in a professional and courteous manner 1.3 Confirm the identity of all occupants, their reason for entry and the vehicle details 1.4 Control the issue of passes, permits to work and vehicle access in line with the organisation's policies and procedures 1.5 Promptly notify appropriate persons who need to know of the entry of vehicles 1.6 Give clear directions to permitted parking areas, and other information required by the organisation's policies and procedures 1.7 Confirm driver's authority for the removal of items from premises where this is required in line with the organisation's policies and procedures 1.8 Complete the required visit documentation in line with the organisation's policies and procedures
<b>2. Be able to search vehicles for unauthorised items</b>	2.1 State the frequency and pattern of vehicle searches required by the organisation's policies and procedures 2.2 List the unauthorised items that should be looked for during searches 2.3 Identify the possible hiding places in different types of vehicle 2.4 Confirm the reasons for the search have been understood by the vehicle occupants 2.5 Demonstrate how to establish consent to search the vehicle before starting the search 2.6 Identify the possible reactions to the request to submit to a search and how to deal with them

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.7 Describe the action to be taken in the event of a vehicle's occupants refusing consent to search</p> <p>2.8 State the procedures and instructions to be followed when searching vehicles, including:</p> <ul style="list-style-type: none"> <li>• methods of searching different types of vehicle</li> <li>• when witnesses should be present</li> <li>• different types of search, including entry and exit</li> <li>• the implications of carrying out searches incorrectly</li> <li>• the differences between random and specific</li> </ul> <p>2.9 Demonstrate how to search a vehicle effectively whilst maintaining personal health, safety and welfare</p> <p>2.10 Demonstrate the correct use of equipment to search vehicles effectively and efficiently</p>
<b>3. Be able to respond to finding unauthorised items</b>	<p>3.1 Describe the actions that should be taken when unauthorised items are found which are within the limits of personal responsibility and authority</p> <p>3.2 Identify unauthorised items found during searches of vehicles</p> <p>3.3 Ask the driver in a professional and courteous manner to explain the possession of unauthorised items</p> <p>3.4 Demonstrate how to securely retain unauthorised items found during a search as potential evidence, in line with the organisation's policies and procedures</p> <p>3.5 Take appropriate action to deal with people suspected of having unauthorised items when this, following site instructions and approved policies and procedures</p> <p>3.6 Record and report the details relating to searches to the appropriate person clearly, accurately and within required timescales</p>

**Unit 9: Control a guard dog under operational conditions**

Unit No: H/601/9198

Level: 2

GLH: 30

Credit: 5

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to patrol designated areas with a guard dog</b>	1.1 Control guard dogs using recognised words and gestures of command 1.2 Demonstrate how to keep the guard dog under control at all times 1.3 Carry out patrols in line with legislation and instructions in a way that makes best use of the dog's natural senses 1.4 Recognise and report to the appropriate person any potential hazards to the dog 1.5 Take prompt and appropriate action when the dog's reactions indicate a possible threat to security 1.6 Recognise and respond to changes that could affect the effectiveness of patrolling with a guard dog 1.7 Describe how changes in weather conditions, light levels and other environmental conditions can affect guard dogs' senses
<b>2. Be able to control entry to premises whilst handling a guard dog</b>	2.1 State the organisation's policies, procedures and instructions to be followed when controlling entry to premises and searching premises with a guard dog 2.2 Demonstrate how to ensure that the dog is securely restrained when it is not being used operationally 2.3 Take prompt and appropriate action when the dog's reactions indicate possible unauthorised entry 2.4 Respond to unauthorised entry in line with instructions and in a way that makes best use of the dog 2.5 Reassure other people of their safety as appropriate

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>3. Be able to apprehend suspects with the aid of a guard dog</b>	<p>3.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to apprehending people suspected of committing an offence with the aid of a guard dog, including:</p> <ul style="list-style-type: none"> <li>• criminal damage</li> <li>• offences against people</li> <li>• vagrancy</li> <li>• public order</li> <li>• misuse of drugs</li> </ul> <p>3.2 Describe the implications of wrongful arrest</p> <p>3.3 Describe when and how to use reasonable force to apprehend suspects</p> <p>3.4 Follow all normal and lawful procedures related to apprehending suspects, particularly relating to using a guard dog</p> <p>3.5 Apprehend suspects in line with instructions and codes of practice taking due regard to personal safety and that of the dog</p> <p>3.6 Explain why it is important to preserve evidence and record accurate details at the time a suspect is apprehended</p> <p>3.7 Identify which authorities have to be informed that a suspect has been apprehended and how to contact them</p> <p>3.8 Report the apprehending of a suspect to the relevant authority as soon as practicable</p>
<b>4. Be able to deal with incidents caused by guard dogs</b>	<p>4.1 Maintain appropriate distances between the dog and other people at all times</p> <p>4.2 Describe the injuries that can be caused by dogs and where to get help to treat the injured person</p> <p>4.3 Bring the guard dog under control promptly and safely after the incident</p> <p>4.4 Take prompt and effective action to prevent any attack by the dog</p> <p>4.5 Report the situation promptly to the appropriate person when a guard dog escapes</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	4.6 Report the action of the guard dog fully and as soon as practicable to the appropriate person after it has caused an injury

**Unit 10: Control entry to and egress from premises**

Unit No: F/601/9192

Level: 2

GLH: 13

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to control entry and egress by employees</b>	1.1 Explain why it is important to control entry to and egress from premises 1.2 Explain the limits of personal authority when controlling entry and egress 1.3 Identify the types of identity and other authority documents in use 1.4 Describe how to recognise invalid or false entry documents 1.5 Describe the actions to take for lost or stolen identification, or other documents authorising access 1.6 Confirm that persons wishing to enter premises have the required authority to do so 1.7 Admit authorised persons in accordance with organisation's policies and procedures 1.8 Take appropriate action when anyone attempts to gain entry without acceptable identification when this is required 1.9 Demonstrate how to maintain goodwill and remain professional when dealing with incidents 1.10 Report promptly to the appropriate person anyone seeking access who does not comply with entry requirements 1.11 Maintain the security of keys and site information following organisation's procedures and guidelines
<b>2. Be able to control entry and egress by visitors</b>	2.1 Greet visitors promptly and courteously 2.2 Confirm the identity of visitors, the purpose of their visit and whether they have authority to enter the premises 2.3 State where to find a record of internal phone number 2.4 Promptly notify the appropriate person to whom visitors should be directed or escorted



Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.5 Describe the layout and geography of the premises where they provide a security service</p> <p>2.6 Escort or direct visitors to the appropriate location in line with organisation's policies and procedures</p> <p>2.7 Demonstrate how to deal with incidents involving visitors professionally and courteously</p> <p>2.8 Complete the required visitor's documentation, including:</p> <ul style="list-style-type: none"> <li>• visitor pass</li> <li>• visitor register</li> </ul> <p>in line with organisation's policies and procedures</p>
<b>3. Be able to respond to unauthorised entry and egress from premises</b>	<p>3.1 State the limits of responsibility and authority and the requirements of site instructions for dealing with unauthorised entry to premises</p> <p>3.2 Identify indications that there has been unauthorised entry to the premises</p> <p>3.3 Describe what actions could be taken to deal with unauthorised entry</p> <p>3.4 Take appropriate action when discovering indications of unauthorised entry in line with organisation's policies and procedures</p> <p>3.5 Approach persons suspected of unauthorised entry appropriately</p> <p>3.6 Maintain personal health, safety and welfare while responding to unauthorised entry</p> <p>3.7 Demonstrate how to get immediate help from appropriate people when it is required</p> <p>3.8 Describe how to contact people who would make emergency repairs</p> <p>3.9 Record and report the details of unauthorised entry in line with instructions</p>

**Unit 11: Deal with disorderly and aggressive behaviour**

Unit No: L/601/9213

Level: 2

GLH: 11

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to deter adverse behaviour through visible security presence</b>	1.1 State the organisation's instructions for discouraging and dealing with adverse behaviour 1.2 Provide a visible presence in designated areas that deters adverse behaviour 1.3 Comply with the required company and customer standards for appearance and behaviour 1.4 Recognise adverse behaviour promptly 1.5 Discourage adverse behaviour before it escalates, using professional judgement and skills to defuse conflict situations 1.6 Take appropriate action to reduce risks to security or safety whilst maintaining own health safety and welfare, and that of others 1.7 Describe how to recognise criminal activity, including drug handling 1.8 Describe the layout and geography of the locations where security services are provided in line with assignment instructions
<b>2. Be able to deal with adverse behaviour</b>	2.1 Respond promptly to adverse behaviour in a polite, professional and calming manner 2.2 Demonstrate how to recognise and defuse aggressive or abusive behaviour, using both verbal and non-verbal communication 2.3 Demonstrate how to politely encourage people involved to refrain from adverse behaviour 2.4 Segregate individuals involved in adverse behaviour to minimise the effect on others 2.5 Describe how to get immediate help from other people when it is needed 2.6 Take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with legal constraints and instructions

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.7 Record the details of situations of adverse behaviour, in line with legal requirements and within required timescales</p> <p>2.8 Explain how and when reasonable and necessary force can be used</p>
Additional Assessment Guidance/Requirements	
Learners should demonstrate their competence through naturally occurring evidence.	

**Unit 12: Deal with lost and found property**

Unit No: D/601/9197

Level: 2

GLH: 9

Credit: 1

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Know how to deal with lost and found property</b>	<p>1.1 State the organisation's and any other specific instructions and procedures for dealing with lost and found property</p> <p>1.2 State the limits of own responsibility, authority and competence to deal with lost and found property</p> <p>1.3 Identify the other services to be contacted regarding lost property, how to contact them and what information they should be given</p> <p>1.4 Explain how, and why it is important, to record details accurately</p>
<b>2. Be able to deal with lost and found property</b>	<p>2.1 Gather sufficient information in line with the organisation's policies and procedures</p> <p>2.2 Record details of lost and found property clearly, accurately and in an easily retrievable format</p> <p>2.3 Demonstrate how to help people search for property in line with the organisation's policies and procedures</p> <p>2.4 Demonstrate how to help people claim property in line with the organisation's policies and procedures</p> <p>2.5 Deal with suspect packages that are found, in line with the organisation's policies and procedures whilst ensuring personal safety and that of others</p> <p>2.6 Identify and promptly contact the owner of any found property, where possible, or any person entitled to receive the property</p> <p>2.7 Complete required documentation in line with the organisation's policies and procedures</p> <p>2.8 Handle and store information relating to lost property in a way that protects its confidentiality</p>

**Unit 13: Detect loss and theft in retail environments**

Unit No: H/601/9217

Level: 2

GLH: 13

Credit: 3

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to gather and evaluate information to detect offences and suspects</b>	1.1 State where reliable and factual information about the organisation's loss and theft can be found  1.2 Collate and evaluate details related to the organisation's loss and potential offences  1.3 Liaise with store management and loss prevention department to understand the levels of losses and risk in the store  1.4 Agree appropriate action with store management and loss prevention department to lower the levels of loss and risk in the store  1.5 Describe how to help store management ensure that employees comply with company procedures to deter loss and theft  1.6 Maintain the covert nature of the security role while gathering information or evaluating evidence of loss or theft  1.7 Maintain security equipment and ensure that integrity of data and evidence is protected  1.8 Report details of loss, theft and subsequent actions taken, fully and accurately, to the relevant person  1.9 Describe ways to prevent loss and theft from retail environments
<b>2. Be able to respond to requests to identify and surveil suspects</b>	2.1 Record information from relevant authorities clearly and accurately maintaining own responsibility to take the appropriate action  2.2 Describe how to recognise when there is sufficient information and what effective action can be taken  2.3 Identify suspects correctly  2.4 Demonstrate the surveillance techniques that should be used to identify loss or theft  2.5 Describe how to identify suspicious behaviour and people suspected of causing loss or theft

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.6 Take action to deal with suspects that is in line with the organisation's policies and procedures</p> <p>2.7 Report details of suspects and action to be taken clearly to the relevant person in line with the organisation's policies and procedures</p> <p>2.8 Maintain the covert nature of the security role while responding to the identification of suspects</p> <p>2.9 Communicate effectively with associates to give details of suspects and action to take, in line with the organisation's policies and procedure</p>

**Unit 14:** Maintain CCTV recording media libraries and preserve potential evidence  
**Unit No:** J/602/5351  
**Level:** 2  
**GLH:** 16  
**Credit:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to maintain CCTV recording media storage system</b>	<p>1.1 Describe the types of recording media including:</p> <ul style="list-style-type: none"> <li>• their life expectancy</li> <li>• how they should be stored to preserve their operational condition</li> </ul> <p>1.2 Describe how to log and classify recording media</p> <p>1.3 Explain the importance of procedures for using recording media, including:</p> <ul style="list-style-type: none"> <li>• requisition</li> <li>• rotation</li> <li>• erasure</li> <li>• disposal</li> </ul> <p>1.4 Store recording media in approved locations to maintain their operational condition</p> <p>1.5 Demonstrate how to use recording media in line with the organisation's procedures including:</p> <ul style="list-style-type: none"> <li>• records</li> <li>• audit trails</li> <li>• logs</li> <li>• media identification</li> <li>• access</li> </ul> <p>1.6 Recognise when recording media is missing and take required action in line with personal responsibilities and instructions</p> <p>1.7 Maintain the confidentiality of recorded information in line with relevant legislation and codes of practice</p> <p>1.8 Complete required records accurately, legibly and within required timescales</p>
<b>2. Be able to preserve potential media evidence</b>	<p>2.1 State how and why it is important to follow the organisation's instructions and procedures for maintaining the security and confidentiality of recorded information</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.2 State who is authorised to have access to recording media and screen printouts containing potential evidence</p> <p>2.3 Explain the importance of preserving recording media evidence</p> <p>2.4 Demonstrate how to preserve recording media that contains potential evidence</p> <p>2.5 Demonstrate how to record the required details in line with instructions and organisational procedures</p> <p>2.6 Explain the procedure for disclosing confidential information to authorised persons</p> <p>2.7 Demonstrate how to ensure that recording media containing potential evidence is stored securely and made available only to authorised persons</p> <p>2.8 Complete required records accurately, legibly and within required timescales</p>
Additional Assessment Guidance/Requirements	
Learners should demonstrate their competence through naturally occurring evidence.	



**Unit 15: Maintain the operational performance of CCTV systems**

Unit No: Y/601/9215

Level: 2

GLH: 12

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to confirm operational performance of CCTV systems</b>	1.1 Describe the limits of own responsibility and authority to maintain, test and adjust the performance of CCTV systems 1.2 Identify the functional operations of the CCTV systems and equipment to be maintained 1.3 Ensure that operational commitments are not compromised while CCTV systems are tested 1.4 Carry out sufficient and appropriate tests to determine the operational performance of CCTV systems 1.5 Describe how to recognise poor performance of CCTV systems 1.6 Identify the likely causes of poor performance of CCTV systems 1.7 Identify equipment or components that are not working correctly 1.8 Make necessary adjustments to achieve the best performance from CCTV systems 1.9 Record complete and accurate details of: <ul style="list-style-type: none"> <li>• tests</li> <li>• results</li> <li>• unacceptable performance</li> </ul>
<b>2. Be able to arrange for unacceptable performance to be rectified</b>	2.1 Ensure that operational commitments of organisation are not compromised while system performance is being rectified 2.2 Take approved action that is within personal authority and responsibility to rectify unacceptable performance of CCTV systems 2.3 Use the correct terminology connected to performance, tests and faults of CCTV systems and equipment 2.4 Provide sufficient information to the relevant person to help them to rectify unacceptable

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>performance of CCTV equipment or components</p> <p>2.5 Provide appropriate practical help to rectify performance of CCTV equipment or components</p> <p>2.6 Record complete and accurate details of action taken to rectify performance of CCTV equipment or components</p>
Additional Assessment Guidance/Requirements	
Learners should demonstrate their competence through naturally occurring evidence.	

**Unit 16: Maintain the security of property and premises through observation**

Unit No: T/601/9190

Level: 2

GLH: 23

Credit: 3

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to monitor property and premises using security and protection systems</b>	1.1 State the location and coverage of sensing equipment that monitors security and safety 1.2 Demonstrate how to test and record that the security and protection systems are working properly 1.3 Describe the functions and operating principles of the security and protection systems 1.4 Record and report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person 1.5 Monitor property and premises in line with legislation, instructions and good practice 1.6 Take prompt and appropriate action to respond to alarms, indications or other signals from security and protection systems 1.7 Complete required security monitoring documentation in line with instructions and within required timescales
<b>2. Be able to patrol designated areas</b>	2.1 Describe the requirements and limits of responsibility and authority when patrolling designated areas 2.2 Describe the types and sources of risks to security and safety that might be found on patrols 2.3 Take appropriate action to deal with risks to security and safety that are found on patrols 2.4 Explain why it is important to record accurate and complete details of any security risks or suspicious situations that are found during patrols 2.5 Confirm that all security equipment and systems are operating in line with instructions 2.6 Record and report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.7 Patrol designated areas in line with instructions, approved policies, legislation, procedures and best practice</p> <p>2.8 Report and record individual position and progress as required by instructions</p> <p>2.9 Confirm that all access points are secure and that all security equipment and systems are operating in line with instructions</p> <p>2.10 Respond appropriately to any situation that increases the risk to security or safety in line with the organisation's policies and procedures</p> <p>2.11 Record and report the details of risks to security or safety, or other suspicious situations that are found during patrol, in line with instructions and within required timescales</p>
<b>3. Be able to respond to breaches in security or safety</b>	<p>3.1 Identify actual or potential breaches of security and safety correctly and promptly</p> <p>3.2 Respond appropriately to breaches of security and safety in a calm, professional and confident manner, in line with instructions</p> <p>3.3 Describe how to get immediate help from appropriate people when it is required</p> <p>3.4 Preserve the integrity of potential evidence and any crime scene, following instructions and guidelines</p> <p>3.5 Maintain own health, safety and welfare while responding to breaches of security</p> <p>3.6 Report and record the details of breaches in security or safety, or other suspicious situations, and action taken, in line with instructions and within required timescales</p>

**Unit 17: Maintain understanding of current legislation and regulation relevant to the security officer role**

Unit No: Y/601/9196

Level: 4

GLH: 12

Credit: 3

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Know the current legislation and regulation relevant to the security officer role</b>	1.1 Identify and access appropriate sources of relevant information 1.2 Use research methods that are efficient and effective in obtaining relevant information 1.3 Identify areas of legislation relevant to personal role 1.4 Explain the impact of legislation, regulation, codes of practice and guidelines on own role 1.5 Describe how to obtain specialist help and advice on legislation and regulation when it is needed 1.6 Explain the importance of maintaining knowledge and understanding of legislation relevant to personal role 1.7 Identify the areas of own security activities that are affected by current law
<b>2. Be able to implement new legislation and regulation</b>	2.1 Implement new legislation within agreed timescales 2.2 Inform other relevant people about implementation of new legislation 2.3 Provide details of implementation of legislation in a language and format that aids understanding 2.4 Explain new techniques and practices that are required by legislation to people who need to know them 2.5 Record accurate and full details of the impact on the organisation of applying new legislation 2.6 Maintain the security and confidentiality of security arrangements 2.7 Explain how different pieces of legislation impact on each other and the affect on own role 2.8 Explain how to confirm personal authority to apply new legislation and why it is important

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>3. Be able to maintain and update codes of practice and procedures</b>	3.1 Arrange regular scheduled reviews of security procedures with staff and all relevant stakeholders  3.2 Establish and promote a culture of continuous improvement with staff and stakeholders  3.3 Implement processes to ensure prompt notification of relevant legislative or internal changes to all relevant stakeholders  3.4 Propose changes in codes of practice or procedures and communicate them to required stakeholders for feedback  3.5 Produce new documentation and processes as required when legislation has changed  3.6 Record all changes to codes of practice, procedures and authorisations in accordance with the organisation's procedures  3.7 Describe how to carry out a review of a process or changes and re-evaluate as required  3.8 Explain why it is important to have in-depth knowledge of processes, policies and procedures that may be affected by change

**Unit 18: Monitor areas using CCTV systems**

Unit No: R/601/9214

Level: 2

GLH: 24

Credit: 4

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to prepare to monitor areas using CCTV systems</b>	<p>1.1 Describe how current legislation impact on the use of CCTV systems, including:</p> <ul style="list-style-type: none"> <li>• Data Protection Act</li> <li>• Regulation of Investigatory Powers Act</li> <li>• Police and Criminal Evidence Act</li> <li>• Serious Organised Crime and Police Act</li> <li>• Criminal Procedures and Investigation Act</li> <li>• Freedom of Information Act</li> <li>• Human Rights Act</li> </ul> <p>1.2 Check that the CCTV equipment is working properly, following organisation's instructions and procedures</p> <p>1.3 Adjust the CCTV equipment and system controls, including external lighting, to get the best performance</p> <p>1.4 Investigate the system for any faults when performance is adversely affected</p> <p>1.5 Describe what action to take if faults are found</p> <p>1.6 Carry out media changeovers in a way that minimises recorder downtime</p> <p>1.7 Organise the personal work area in order to comply with health and safety guidance relating to good ergonomic practice and the use of visual display units and to work efficiently and safely</p> <p>1.8 Ensure the monitor screens are clean to maximise clarity of image</p> <p>1.9 Complete the required records fully, clearly and within required timescales</p>
<b>2. Be able to monitor CCTV camera images and react to incidents</b>	<p>2.1 Use CCTV systems and equipment in line with operating instructions and within legal constraints</p> <p>2.2 Identify activities or incidents that should be recorded, following the organisation's instructions and guidelines</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.3 Use systems to their full operational ability to monitor and record incidents until no longer required to do so</p> <p>2.4 Demonstrate how to prioritise multiple incidents in relation to their seriousness or to instructions</p> <p>2.5 Interpret and report incidents promptly and clearly to the appropriate person</p> <p>2.6 Demonstrate how to work with external agencies in a way that is effective and efficient</p> <p>2.7 Maintain the confidentiality of information observed and recorded in line with relevant legislation and codes of practice</p> <p>2.8 Complete incident logs accurately, clearly and within required timescales</p> <p>2.9 Describe the local geography of the areas that are monitored</p>
<b>3. Be able to locate pre-determined targets using CCTV</b>	<p>3.1 Interpret information provided in order to select the most appropriate cameras and viewing areas</p> <p>3.2 Describe the area of coverage of each camera in use</p> <p>3.3 Describe the capabilities and limitations of systems and equipment in use</p> <p>3.4 Search for and identify targets systematically and promptly</p> <p>3.5 Use systems to achieve their best performance, including using real and time lapse recording</p> <p>3.6 Adjust equipment and system controls to maintain the best image of targets</p> <p>3.7 Modify search patterns to hold and track multiple targets</p> <p>3.8 Interpret and report ongoing events to the appropriate person accurately and clearly</p>
<b>Additional Assessment Guidance/Requirements</b>	
Learners should demonstrate their competence through naturally occurring evidence.	



**Unit 19:** Preventing unauthorised items passing through ports  
**Unit No:** L/601/9194  
**Level:** 2  
**GLH:** 48  
**Credit:** 6

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Know how to prevent unauthorised items passing through ports</b>	1.1 List the types of authorisation for persons and vehicles wishing to pass through ports 1.2 Identify invalid authorisations for persons and vehicles wishing to pass through ports 1.3 Describe the limitations of screening equipment to detect unauthorised items 1.4 Describe how to respond to limitations of screening equipment to detect unauthorised items 1.5 Identify current trends and techniques used to conceal unauthorised items and disguise tampering 1.6 Describe the difficulties that can arise during searches and how to respect these, including: <ul style="list-style-type: none"> <li>• cultural and religious sensitivities</li> <li>• language</li> <li>• aggression</li> <li>• anxiety</li> <li>• non cooperation</li> </ul> 1.7 Describe how to recognise search avoidance methods 1.8 Describe the possible reactions to the request to search or screen and how to deal with them 1.9 State the range of unauthorised items and their components that should be looked for during screening 1.10 Identify the actions to be taken when unauthorised items are found, and to whom this should be reported 1.11 Explain why baggage must be loaded and positioned correctly on screening equipment

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>2. Be able to screen people, belongings and baggage passing through ports</b>	<p>2.1 Check that the screening equipment and system in use is working properly using approved procedures</p> <p>2.2 Describe interpersonal skills and how to use them during screening of people and their property</p> <p>2.3 Confirm that persons wishing to pass through ports have the valid authorisation</p> <p>2.4 Request authorised persons to pass through screening equipment in a clear and polite manner</p> <p>2.5 Take prompt action in line with instructions and guidelines to indications from screening equipment of potentially unauthorised items</p> <p>2.6 Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions</p> <p>2.7 Record and report the details of screening in line with instructions</p> <p>2.8 Demonstrate how to ensure baggage is loaded and positioned correctly for effective screening</p> <p>2.9 Interpret images from the screening equipment correctly to identify potentially unauthorised items</p>
<b>3. Be able to search people, belongings and baggage passing through ports</b>	<p>3.1 Ensure consent to search has been obtained, before searching</p> <p>3.2 Take appropriate and permitted action when a person refuses to give consent to a search</p> <p>3.3 Take appropriate and permitted action if a person is attempting to avoid being searched</p> <p>3.4 Demonstrate how to search at frequencies and in patterns that are:</p> <ul style="list-style-type: none"> <li>• in line with instructions</li> <li>• appropriate to the defined level of threat</li> <li>• in suitable locations</li> <li>• in the presence of suitable witnesses</li> <li>• systematic, including inspecting items for modifications</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<ul style="list-style-type: none"> <li>correctly recorded and reported</li> </ul> <p>3.5 Demonstrate how to be polite, professional and courteous while searching</p> <p>3.6 Demonstrate how to prevent anyone interfering with the search process</p> <p>3.7 Demonstrate how to maintain personal health, safety and welfare whilst searching</p> <p>3.8 Take prompt and appropriate action, in line with instructions and guidelines, when unauthorised items are found</p>
<p><b>4. Be able to screen and search vehicles, cargo, goods and stores passing through ports</b></p>	<p>4.1 Ensure consent to search has been obtained, before searching</p> <p>4.2 Take appropriate and permitted action when a person refuses to give consent to a search</p> <p>4.3 Confirm screening equipment and systems are working properly using approved procedures</p> <p>4.4 Demonstrate how to search at frequencies and in patterns that are:</p> <ul style="list-style-type: none"> <li>in line with instructions</li> <li>appropriate to the defined level of threat</li> <li>systematic, including inspecting items for modifications</li> <li>correctly recorded and reported</li> </ul> <p>4.5 Take prompt and appropriate action, in line with instructions and guidelines, when unauthorised items are found</p> <p>4.6 Demonstrate how to prevent anyone interfering with the search process</p> <p>4.7 Demonstrate how to maintain personal health and safety and welfare whilst searching</p> <p>4.8 Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions</p>

**Unit 20:** Promote a healthy and safe workplace  
**Unit No:** K/601/9039  
**Level:** 2  
**GLH:** 14  
**Credit:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to develop plans to promote health and safety culture in the workplace</b>	1.1 State the organisation structure and lines of communication 1.2 Explain the available information sources on health and safety within the workplace 1.3 Describe how information on health and safety instructions and regulations is currently communicated within the workplace 1.4 Describe own responsibilities set out in the workplace instructions for communicating and consulting with colleagues and others 1.5 Describe the current level of understanding and support for, health and safety instructions and procedures by people at the workplace 1.6 State the workplace requirements for conducting a review of current working practices 1.7 Describe the work areas and job roles where current working practices are being reviewed 1.8 Identify resources which are required to improve the current health and safety culture 1.9 Identify where improvements and changes may be necessary using current sources of information available in the workplace
<b>2. Be able to implement plans to promote a health and safety culture in the workplace</b>	2.1 Develop plans to include promoting the advantages and legal necessities of following health and safety procedures 2.2 Identify practical opportunities for regular consultation on health and safety issues and ways of encouraging ideas on good practice 2.3 Identify those people in the workplace who will require information and advice about the plans to promote a health and safety culture in the workplace

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.4 Present plans for promoting a health and safety culture to the appropriate people in a clear and effective manner</p> <p>2.5 Provide relevant information and advice at an appropriate time, level and pace</p> <p>2.6 Describe how to monitor the effectiveness of the plans against agreed performance measures</p> <p>2.7 Identify opportunities for further improvements to the health and safety culture in the workplace</p>
Additional Assessment Guidance/Requirements	
Assessment criteria should be assessed through naturally occurring evidence from the workplace.	

**Unit 21:** Protecting from the risk of violence at work  
**Unit No:** J/601/9050  
**Level:** 2  
**GLH:** 22  
**Credit:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand the job role, responsibilities and limitations</b>	1.1 Describe the legal duties for an individual to ensure well-being and health and safety in the workplace as explained by relevant legislation 1.2 Describe the job role, including the responsibilities and limitations 1.3 Describe personal capabilities and limitations in terms of protection in potentially violent situations
<b>2. Be able to use verbal and non-verbal communication to help calm a potentially violent situation</b>	2.1 Describe the importance of showing respect for people, their property and rights 2.2 Describe when it is appropriate and possible to maintain a safe distance and avoid physical contact 2.3 Maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour 2.4 Maintain a safe distance and avoid physical contact 2.5 Avoid behaviour or language that may be discriminatory or oppressive when communicating with other people 2.6 Interpret simple body language and the importance of acknowledging other people's personal space 2.7 Explain clearly to the people involved: <ul style="list-style-type: none"> <li>• what you will do</li> <li>• what they should do and</li> <li>• the likely consequences if the present situation continues</li> </ul> 2.8 Communicate with those presenting unacceptable behaviour in a way that: <ul style="list-style-type: none"> <li>• shows respect for them, their property and their rights</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<ul style="list-style-type: none"> <li>is free from discrimination and oppressive behaviour</li> </ul>
<b>3. Be able to dynamically risk assess a potentially violent situation</b>	<p>3.1 Describe the main signs that a situation could escalate to violent behaviour</p> <p>3.2 Describe the importance of remaining alert to triggers of violent behaviour</p> <p>3.3 Describe the importance of planning how to leave a situation if there is a physical risk including identifying where the nearest exit routes are located</p> <p>3.4 Demonstrate how to keep the situation under review</p> <p>3.5 Act to reduce the risks to the safety of all those affected by the incident</p>
<b>4. Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety</b>	<p>4.1 Describe the types of action and behaviour that can be taken to calm situations</p> <p>4.2 Describe when to leave the scene of the incident, when to seek help and safe techniques for leaving the situation</p> <p>4.3 Act to calm the situation which will:</p> <ul style="list-style-type: none"> <li>not make the situation worse</li> <li>follow the organisation's policy and procedures and legal responsibilities</li> <li>minimise the risk of injury to all those involved</li> </ul> <p>4.4 Get assistance promptly when the situation is not being resolved</p> <p>4.5 Demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed</p>
<b>5. Be able to review an incident and support processes</b>	<p>5.1 Review the sequence of events leading up to the incident</p> <p>5.2 Discuss with relevant people whether organisational procedures helped or hindered the incident</p> <p>5.3 Assess organisation and personal risk assessments relevant to the activities and their adequacy for dealing with similar incidents</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>5.4 Identify areas of personal development</p> <p>5.5 Describe the importance of making use of available support and advice to help prevent any incident-related health problems</p> <p>5.6 Describe the importance of having the opportunity to talk to someone about the incident afterwards</p>
<b>6. Be able to accurately report an incident</b>	<p>6.1 Describe the organisation's procedures for dealing with violent behaviour</p> <p>6.2 Identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence</p> <p>6.3 Complete records in accordance with organisational requirements in respect of:</p> <ul style="list-style-type: none"> <li>• personal actions at the time of the incident</li> <li>• the circumstances and severity of the incident</li> <li>• the measures taken to ensure personal safety and that of other people</li> <li>• the action taken to try to calm the situation down</li> </ul> <p>6.4 Produce recommendations for the relevant people in order to reduce the risk of further similar incidents</p> <p>6.5 Contribute to good practice by sharing relevant non-confidential information with others in similar roles</p>
<b>Additional Assessment Guidance/Requirements</b>	
Assessment criteria should be assessed through naturally occurring evidence from the workplace.	



**Unit 22: Provide covert security in retail environments**

Unit No: D/601/9216

Level: 2

GLH: 12

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to maintain covert security presence</b>	<p>1.1 Give examples of suspicious behaviour in a retail environment</p> <p>1.2 Carry out covert security observations in line with:</p> <ul style="list-style-type: none"> <li>• organisation's policies and procedures</li> <li>• relevant legal requirements</li> <li>• codes of practice</li> </ul> <p>1.3 Act in a way that maintains the covert security role</p> <p>1.4 Describe how to dress, behave and communicate with others to preserve the covert role</p> <p>1.5 Dress appropriately for the retail environments in which the covert security is being provided</p> <p>1.6 Communicate with colleagues and the relevant authorities in ways that maintains the covert security role</p> <p>1.7 Explain why it is important to record and maintain all observations and reports</p> <p>1.8 Record activities as potential evidence in line with:</p> <ul style="list-style-type: none"> <li>• the organisation's policies and procedures</li> <li>• relevant legal requirements</li> </ul>
<b>2. Be able to respond to security alarms</b>	<p>2.1 Identify the type and locations of security alarm systems to which a response is required</p> <p>2.2 Respond appropriately to security alarms that does not compromise the covert security role, in line with the organisation's policies and procedures</p> <p>2.3 Report defective or ineffective security alarm systems to the appropriate person</p>

**Unit 23: Provide security at licensed venues**

Unit No: F/601/9208

Level: 2

GLH: 14

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand the law, regulations, codes of practice and guidelines as they apply to licensed premises</b>	<p>1.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to licensed venues and implications for the security operative</p> <p>1.2 Outline the requirements for equal opportunities, including freedom from;</p> <ul style="list-style-type: none"> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Harassment</li> <li>• Stereotyping</li> </ul> <p>1.3 State the conditions attached to the premises licence</p> <p>1.4 Describe the limits of personal authority and responsibility relating to entry to and exit from licensed venues</p>
<b>2. Be able to control entry to licensed venues</b>	<p>2.1 State the site instructions for controlling entry to the licensed venue, including the types of identification that have to be checked</p> <p>2.2 Confirm and record that security and protection equipment is functioning correctly</p> <p>2.3 State the implications of any unprofessional behaviour when controlling entry to licensed venues</p> <p>2.4 Inform customers of any special conditions of entry, exit or re-entry</p> <p>2.5 Ensure entry to licensed venues is only by approved entry points, by people with valid authorisation who comply with entry requirements, and is within the permitted numbers</p> <p>2.6 Carry out consensual searches in line with the organisation's policies and procedures</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.7 Describe how to get immediate help from other people when it is needed to maintain control of entry</p> <p>2.8 State the reason for recording opening and closing checks</p> <p>2.9 Complete documentation fully and accurately, including:</p> <ul style="list-style-type: none"> <li>• opening checks</li> <li>• closing checks</li> <li>• incidents</li> </ul> <p>in line with site instructions and within required timescales</p> <p>2.10 Describe how to contact the licence holder and the Designated Premises Supervisor</p>
<p><b>3. Be able to deter adverse behaviour at licensed venues</b></p>	<p>3.1 Provide a visible, firm and professional presence in licensed venues that deters adverse behaviour without acting aggressively, abusively or offensively</p> <p>3.2 Identify promptly indications of:</p> <ul style="list-style-type: none"> <li>• adverse behaviour</li> <li>• illegal substances                         <ul style="list-style-type: none"> <li>- use</li> <li>- dealing</li> </ul> </li> <li>• dangerous items</li> </ul> <p>3.3 Describe how to deal with:</p> <ul style="list-style-type: none"> <li>• adverse behaviour</li> <li>• illegal substances                         <ul style="list-style-type: none"> <li>- use</li> <li>- dealing</li> </ul> </li> <li>• dangerous items</li> </ul> <p>3.4 Discourage adverse behaviour before it escalates, using professional judgement and skills to take control and diffuse situations while maintaining personal health, safety and welfare</p> <p>3.5 State the limits of personal authority and responsibility relating to dealing with adverse behaviour at licensed venues</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>3.6 Describe how to maintain goodwill and remain professional when dealing with incidents</p> <p>3.7 Describe the implications of any unprofessional behaviour when monitoring and controlling behaviour at licensed venues</p> <p>3.8 Take appropriate and permitted action to prevent risks to security or safety</p> <p>3.9 Describe how to get immediate help from other people when you need it to deal with adverse behaviour</p>

**Unit 24: Record information relevant to the security operative role**

Unit No: R/601/9195

Level: 2

GLH: 9

Credit: 1

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to record relevant information relating to incidents accurately</b>	1.1 Identify and correctly access sources of information relating to incidents 1.2 Obtain sufficient relevant information relating to incidents in a lawful accurate and timely manner 1.3 Record details of incidents accurately and in an easily retrievable format 1.4 Take prompt and appropriate action to deal with identified gaps in information relating to incidents 1.5 Establish any permission or conditions that may apply to using this information 1.6 Communicate information relating to incidents only to those people authorised to receive it and within agreed timescales 1.7 Demonstrate how to handle and store information relating to incidents in a way that protects its confidentiality, and evidential and organisational value
<b>2. Be able to record information relevant to the security operative role</b>	2.1 Identify essential documentation to be completed relating to own role 2.2 Complete all essential documentation <ul style="list-style-type: none"> <li>• accurately</li> <li>• within agreed timescales</li> <li>• following legal and organisational guidelines</li> <li>• in an appropriate format</li> </ul> 2.3 Confirm that the final document meets with the requirements of the persons who requested it 2.4 Identify the necessary contact details needed to pass on information
<b>3. Be able to maintain confidentiality and security of information</b>	3.1 Explain why it is important to confirm who is authorised to have access to information

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>3.2 Identify and confirm the person, or persons, who are authorised to have access to information</p> <p>3.3 Explain why agreed sharing protocols need to be adhered to at all times</p> <p>3.4 Describe how to ensure that agreed sharing protocols are adhered to at all times</p> <p>3.5 Respond to requests for information by members of the public and agencies in an appropriate manner whilst following organisational procedures</p> <p>3.6 Inform the appropriate persons of requests for information received from members of the public</p> <p>3.7 Explain why it is important to maintain the confidentiality of information</p> <p>3.8 Demonstrate how to maintain confidentiality and security of information relating to security</p> <p>3.9 Explain the importance of maintaining the goodwill of the source of the information</p>

**Unit 25: Respond to keyholding visit requests**

Unit No: J/601/9193

Level: 2

GLH: 16

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to collate and confirm information about visit requests</b>	1.1 Respond to initial requests in line with organisational requirements and within required timescales 1.2 Ensure there is sufficient valid information on which to confirm visit requirements 1.3 Confirm the authority and validity of callers following the organisation's contractual requirements (password, code word, etc) 1.4 Record required details of requested visits accurately and completely, including the purpose of the visit 1.5 Project a professional image both personal and organisational 1.6 State the organisation's procedures and contractual requirements for responding to visit requests
<b>2. Be able to take responsibility for keys and site information</b>	2.1 Confirm the correct keys, access codes and site information are available for the sites or premises to be visited 2.2 Maintain the security of keys and site information, following the organisation's procedures and guidelines 2.3 Follow the organisation's procedures for key management, including completing records 2.4 Confirm there is no information attached to keys which could compromise the security of the site
<b>3. Be able to prioritise keyholding response visits and other actions</b>	3.1 Demonstrate how to prioritise visits or other actions using the information that has been collated and confirmed in line with the organisation's guidelines 3.2 Demonstrate how to take account of the type of site or premises to be visited, purpose of the visit, potential risk and nature of the customers' business

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>3.3 Act within the limits of personal authority and responsibility</p> <p>3.4 Get help from the appropriate people to deal with situations when there are conflicting priorities</p> <p>3.5 Record details of visits or other actions accurately and completely, following the organisation's procedures and requirements</p>
<b>4. Be able to allocate resources for keyholding responses</b>	<p>4.1 Describe the organisation's procedures for the security and management of keys and site information</p> <p>4.2 Identify what site information response officers need, where to get it and why it is important to maintain its security</p> <p>4.3 Select the most appropriate response officer, following the organisation's guidelines</p> <p>4.4 Confirm that response officers fully understand the purpose and details of response visits</p> <p>4.5 Allocate keys, access codes and site information to response officers in line with organisational requirements, within required timescale and security requirements</p> <p>4.6 Confirm that response officers have the correct and sufficient equipment required for visit to sites and premises</p>



**Unit 26: Use radio communications effectively**

Unit No: R/601/9049

Level: 2

GLH: 14

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Know how to use radio communication equipment effectively</b>	<p>1.1 Describe the effect of regulations affecting the transmitting and receiving of radio communications in both normal and emergency situations</p> <p>1.2 Describe the procedure for confirming that the radio communication equipment is working properly, and what to do if it is not</p> <p>1.3 State the limits of personal authority and responsibility for passing on information</p> <p>1.4 Describe the causes of poor transmission or reception, and what action to take to improve communications</p> <p>1.5 Describe how to report any difficulties in transmitting and receiving information promptly and accurately to the relevant person</p> <p>1.6 State the organisation's procedure for the use of;</p> <ul style="list-style-type: none"> <li>• the phonetic alphabet</li> <li>• the 24-hour clock</li> <li>• call signs</li> <li>• caller identification</li> <li>• passwords</li> </ul>
<b>2. Be able to use radio communication equipment effectively</b>	<p>2.1 Operate radio equipment in line with manufacturers' instructions and statutory regulations</p> <p>2.2 Respond to incoming communications promptly and appropriately in line with organisation's procedures</p> <p>2.3 Pass on information to the appropriate people, who are authorised to receive it, within agreed timescales</p> <p>2.4 Use outgoing communication equipment in line with organisation's procedures and statutory regulations</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.5 Confirm the information transmitted is understood by those receiving it</p> <p>2.6 Demonstrate the correct use of the phonetic alphabet</p> <p>2.7 Maintain complete and accurate records of transmitted and received communications</p>
Additional Assessment Guidance/Requirements	
This unit must be assessed using naturally occurring evidence from the workplace.	

**Unit 27: Visit sites in response to keyholding requests**

Unit No: K/601/9218

Level: 2

GLH: 20

Credit: 3

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to travel between sites safely and efficiently</b>	<p>1.1 State the legal requirements and other relevant codes of practice that must be complied with when driving on public roads, including if involved in a traffic collision or other reportable incident</p> <p>1.2 Confirm that the authorised vehicle is roadworthy and complies with relevant legal and organisational requirements</p> <p>1.3 Describe the necessary actions if a vehicle is either not roadworthy or does not meet legal requirements</p> <p>1.4 Plan routes using relevant maps and other information according to journey conditions</p> <p>1.5 Travel between sites in the shortest time whilst minimising risks to life, property and the environment</p> <p>1.6 Assess the driving conditions and modify driving to minimise risk to self and others</p> <p>1.7 Maintain the safety and security of the vehicle between and at sites at all times</p> <p>1.8 Maintain effective communications with relevant persons in accordance with the organisational requirements</p>
<b>2. Be able to carry out visual risk assessments on arrival</b>	<p>2.1 State personal responsibility in relation to health and safety, particularly when carrying out visual risk assessments;</p> <p>2.2 Explain the factors that should be taken into account to assess the risks of entering sites or premises</p> <p>2.3 Demonstrate how to base risk assessments on valid and reliable factors</p> <p>2.4 Confirm the security and safety status of sites and premises, following the organisation's guidelines and procedures</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.5 Maintain own safety whilst carrying out visual risk assessments, following the organisation's guidelines and good practice, including maintaining required communications</p> <p>2.6 Act within the limits of personal authority and responsibility</p> <p>2.7 Get help from appropriate people if needed</p>
<b>3. Be able to enter sites and premises</b>	<p>3.1 Explain different procedures for entering sites and premises</p> <p>3.2 Enter sites and premises following the correct entry procedures</p> <p>3.3 Maintain personal safety whilst entering sites or premises, following the organisation's guidelines and good practice</p> <p>3.4 Check that sites and premises are secure after you have entered</p> <p>3.5 Disarm alarm systems, in accordance with assignment instructions</p> <p>3.6 Maintain the integrity of potential evidence of breaches of security or safety</p> <p>3.7 Maintain effective communications with relevant persons in accordance with assignment instructions</p>

**Unit 28: Work effectively with other agencies**

Unit No: F/601/9046

Level: 2

GLH: 15

Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to develop effective working arrangements with staff in other agencies</b>	<p>1.1 Identify the relevant legislation, organisational policies and procedures that apply to joint working and their impact</p> <p>1.2 Describe the principles and benefits of joint working between different agencies</p> <p>1.3 Describe the nature and purpose of the industry sector</p> <p>1.4 Describe the roles and responsibilities of the different people and agencies involved</p> <p>1.5 Describe how agency structure and culture can affect joint working</p> <p>1.6 Identify the information that needs to be shared, the reasons for this and how to maintain the security of information</p> <p>1.7 Define and record arrangements for joint working that:</p> <ul style="list-style-type: none"> <li>• are appropriate to the nature and purpose of the work</li> <li>• are likely to be effective in achieving their aims</li> <li>• include factors likely to hinder joint working (such as stereotyping, discrimination)</li> <li>• include how joint working is to take place when different individuals become involved</li> </ul> <p>1.8 Define how and when the joint work will be monitored and reviewed</p>
<b>2. Be able to sustain effective working with staff in other agencies</b>	<p>2.1 Demonstrate joint working in a way that is consistent with agreements made, own job role and relevant policies and standards</p> <p>2.2 Demonstrate how to interact with people in the other agency in ways which:</p> <ul style="list-style-type: none"> <li>• encourage effective relationships and participation</li> <li>• respect their views, roles and responsibilities</li> </ul>


Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<ul style="list-style-type: none"> <li>• promote equality and value diversity</li> <li>• acknowledge the value of joint working</li> </ul> <p>2.3 Demonstrate how to represent your agency's views and policies in a clear and constructive way</p> <p>2.4 Identify any issues in the joint working and use effective methods to address them with the people involved</p> <p>2.5 Identify when and where to seek support when experiencing difficulty working effectively with staff in other agencies</p> <p>2.6 Describe methods of reviewing the effectiveness of joint working relationships</p>
Additional Assessment Guidance/Requirements	
This unit must be assessed using naturally occurring evidence from the workplace.	

## Appendix 4: Sample assessment material

The qualification is assessed by portfolio of evidence.

Please see below a screen shot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

We listen and respond



**Mandatory Group (Door Supervision Pathway)**

Unit	Level	RQF Credit	Assessment Method	Internally Assessed (Centre)	Externally Quality Assured	Date of completion
Arrest by security operative	2	3	Portfolio	✓	✓	
Carry out searches of people and their property	2	2	Portfolio	✓	✓	
Deal with disorderly and aggressive behaviour	2	2	Portfolio	✓	✓	
Provide security at licensed venues	2	2	Portfolio	✓	✓	

**Optional Units (Door Supervision Pathway) – minimum of 4-credits**

Unit No.	Unit	Level	RQF Credit	Assessment Method (by portfolio)	Internally Assessed (Centre)	Externally Quality Assured	Date of completion
					✓	✓	
					✓	✓	
					✓	✓	
					✓	✓	
					✓	✓	

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