Qualification Specification

Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

Qualification Number: 601/4967/X

Version 2.0   January 2018

Contents

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Introduction

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

Qualification regulation and support

The **Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry** has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

This qualification is supported by:
- Skills for Security (SfS), the standards setting body for the security industry; and the
- Security Industry Authority (SIA), who regulate the private security industry.

Key facts

Qualification Number:	601/4967/X
Learning Aim Reference:	6014967X
Total Qualification Time (TQT):	140
Guided Learning Hours (GLH)	140
Minimum Contact Time (MCT):	139.5-hours*
Credit Value:	14
Assessment Method:	Multiple-choice examination, open response questions and practical assessment

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

Qualification overview and objective

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

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

Entry requirements

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

Age Ranges

This qualification is approved for delivery to learners aged **18+.**

Language pre-requisite

Close protection operatives are likely during their work be required to make calls to the emergency services, communicate clearly with principal(s), the principal(s) family, business associates and the wider close protection team and support mechanisms - therefore it is essential that close protection operatives are able to communicate clearly.

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

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

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

First-aid requirements

When applying for a close protection licence, learners will be required to produce evidence that they have attained a recognised first-aid award (this is not a qualification requirement). Learners should present their valid first-aid certificate to their training provider before starting training. If they do not have a recognised first-aid qualification, they will need to have one in order to apply for a licence. This is in addition to the minimum contact time of **139.5-hours** of knowledge and practical skills training. Recognised first aid qualifications include:

- Highfield Level 3 Award in First Aid at Work (RQF)
- Highfield Level 3 Award in First Aid Response (RQF)

It is good practice for centres to include a copy of the relevant first-aid certificate in the learner's portfolio if it has been provided prior to or gained during their course.

Geographical coverage

This qualification is suitable for learners in England, Wales and Northern Ireland.

Delivery/assessment ratios

To effectively deliver this qualification, Highfield recommends that centres use a ratio of **1-qualified tutor** to **10-learners**. If centres wish to increase Highfield's recommended ratio, then please first inform Highfield before doing so.

Centre requirements

To deliver this qualification effectively, centres are required to have access to suitable training facilities that support learning and assessment taking place. Centres are required to have in place policies and procedures in relation to risk assessment. Training and assessment venues must be risk assessed for their suitability and approved by Highfield. Venues will need to be assessed for each training episode. Centres are responsible for maintaining and updating risk assessment documentation.

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

In addition to this, centres must have the following resources in place to support unit content:

- appropriate equipment to support the delivery of unit 1, learning outcome 7: Searching, reconnaissance and surveillance
- appropriate equipment to support the delivery of unit 2, learning outcome 8: Use of paper and technological resources for route planning
- access to vehicles to support the delivery of unit 2, learning outcome 9

Guidance on delivery

The total qualification time (TQT) for this qualification is **140-hours,** and of this, **140-hours** is guided learning (GL). Please note **139.5-hours** has been stipulated as minimum contact time (MCT) by the SIA.

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

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

Minimum Contact Time
The following table identifies the minimum contact time for the **3-units** contained within the Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry. Minimum contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking examinations/assessment. This time **DOES NOT** include breaks in the delivery of the course, assessing English language skills, course registration and ID checking.

Unit No.	Unit reference	Unit Title	MCT
1	M/615/8265	Working as a Close Protection Operative	56-hours
2	T/615/8266	Planning, Preparing and Supporting a Close Protection Operation	76-hours
3	Y/506/7125	Conflict Management within the Private Security Industry	7.5-hours*

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

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

- **30-minutes** of learning for preparation for training for the Conflict Management unit

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

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

The SIA recognises that the delivery of this qualification may include exercises that will exceed **8-hour days**. To reflect this practice there is no restriction on the length of a training day, however, the SIA has stated that the training, delivery and assessment of the Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry must take place over a **minimum** of **12-days**.

Additional Unit Delivery Requirements
As part of the delivery of the conflict management component of the qualification, training providers are required to provide practical learning through the use of role-play exercises ensuring each learner is able to acquire the skills required - **See Appendix 4.**

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

Guidance on assessment
This section of the specification provides information on how the qualifications individual components are assessed, along with any further specific requirements:

Unit No.	Unit reference	Unit Title	Assessment Methods
1	M/615/8265	Working as a Close Protection Operative	Externally set and externally assessed MCQ 25-questions, 40-minutes duration, 70% pass mark Externally set and internally assessed open response questions Internally set and internally assessed practical tasks
2	T/615/8266	Planning, Preparing and Supporting a	Externally set and externally assessed MCQ 30-questions, 45-minutes duration, 70% pass mark

		Close Protection Operation	Externally set and internally assessed open response questions
			Internally set and internally assessed practical tasks
3	Y/506/7125	Conflict Management within the Private Security Industry	Externally set and externally assessed MCQ 20-questions, 30-minutes duration, 70% pass mark

All external assessment paperwork must be returned to Highfield for processing and the portfolio of evidence (including open response and practical assessments) should be retained by the centre for quality assurance purposes. Upon successful processing, a list of results will be provided to the centre contact stating whether learners have passed or failed, along with certificates for those learners that have met the required standard.

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

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

Guidance on quality assurance

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

In addition to the regular monitoring/support visits, Highfield recommends that centres have a quality assurance system in place prior to the return of assessment material for external quality assurance. Persons completing the quality assurance function should have the appropriate skills/competencies and should not have been involved in any aspect of the delivery/assessment of the course they are quality assuring. This is to ensure assessments are of the highest standard for every course.

Recognition of prior learning

Arrangements for exemptions and accreditation of prior learning (APL) are as follows:

- close protection operatives who have previously received formal close protection training and are currently employed in an operational close protection role should present themselves to an approved training centre with evidence of the training they have received. Depending on the **date** and **content** of the training they have taken and to what extent the training covered the learning objectives of the new close protection course for licensing, they will be directed to take either the full **140-hours** full close protection course or the **24-hour** refresher course.

- learners who have completed formal close protection training from the organisations listed below, and have remained in an operational close protection role, will be exempt from further

training, *but* will be required to take both the **theory** and **robustly evidence** the **practical performance criteria** listed below:

Organisations:

- Special Air Service Regiment Body Guard Course
- Royal Military Police Close Protection Course
- Metropolitan Police Royalty Protection/Special Branch Close Protection Course
- Police National Close Protection Courses including Northern Ireland

Portfolio is **required** to evidence:

- **Unit 1:** AC 7.1, 7.2, 7.3 7.4 and 7.5; and
- **Unit 2:** AC 8.1. 8.2, 8.3, 8.4, 8.5 **&** 9.1, 9.2, 9.3, 9.4, 9.5, 9.6.

Please note: it is important to ensure that training remains current. Therefore, **qualifications** allowing exemption from the SIA-approved training must be no more than **3-years** old, except where otherwise stated. It is strongly recommended that learners who present themselves for assessment only should consider attending a **24-hour refresher** course. Those who have trained in either a police or military environment may find the terminology and procedures to be different in a civilian context and this would give them the best opportunity of passing the assessment.

Tutor requirements

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

- training qualification
- sector competence
- additional unit specific requirements

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

Training Qualification

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

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

Sector Competence

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

To demonstrate this, Highfield will require sufficient information about a tutor's occupational experience for consideration in the approval process, for example, experience of working in the

private security industry or working in a role that can be mapped to the requirements of the private security industry.

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

- new tutors to the sector (i.e. this is their first role in the security sector as identified by their CV) to have a minimum of **3-years'** frontline operational experience in the last 10 relevant to the qualifications that they are delivering. This experience should have been gained in the UK, although it is recognised that some overseas experience in close protection may also be relevant - this will be judged on individual merit by Highfield.

- existing tutors must demonstrate they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector.

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

Additional Unit Specific Requirements

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

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

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

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

Internal quality assurance (IQA) requirements

The following units have a practical task that is assessed and internally quality assured:

- Unit 1: (M/615/8265) - Working as a Close Protection Operative
- Unit 2: (T/615/8266) - Planning, Preparing and Supporting a Close Protection Operation

The minimum requirements for IQA of this qualification is that internal quality assurance officers must be qualified and have relevant occupational competency in the subject area they are quality assuring.

Therefore, Highfield requires nominated internal quality assurance officers for this qualification to:

- Meet the tutor requirements;
- Be independent from conducting delivery and assessments;
- Be independent from conducting examination invigilation; and
- Have sufficient, relevant experience and working knowledge of the assessment and internal quality assurance processes.

Although it is not a requirement that IQA officers of this qualification hold a formal IQA qualification, it is recognised as good practice.

Mapping to National Occupational Standards (NOS)

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

Reasonable adjustments and special considerations

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

ID requirements

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

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

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

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

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

Progression opportunities

Progression and further learning routes include:

- Highfield Level 3 Award in the of Delivering Conflict Management Training (RQF)
- Highfield Level 3 Award for the Deliverers of Physical Intervention Training within the Private Security Industry

Useful websites

The following websites are identified as useful references for this qualification:

- British Security Industry Authority http://www.bsia.co.uk/
- Home Office http://www.homeoffice.gov.uk/
- SIA http://www.sia.homeoffice.gov.uk/Pages/home.aspx
- Skills for Security http://www.skillsforsecurity.org.uk/index.php

Recommended training materials

The following resource is a recommended training material to support learning of this qualification:

- Understanding Conflict Management Course Book, Colsey, S. Highfield.co.uk Ltd

Appendix 1: Qualification structure

To successfully complete the Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry, learners must achieve **15-credits** overall (please see important information section below).

In order to complete this, learners must achieve the following:

- **all units** in the mandatory group totaling **15-credits**

Mandatory Group:

Unit No.	Unit reference	Unit Title	Level	RQF Credit
1	M/615/8265	Working as a Close Protection Operative	3	6
2	T/615/8266	Planning, Preparing and Supporting a Close Protection Operation	3	8
3	Y/506/7125	Conflict Management within the Private Security Industry	2	1

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

The overall credit value of the qualification has been determined by the TQT value, therefore, it should be noted that the aggregated unit credit values do not necessarily replicate the overall qualification credit value. This is due to differences that naturally occur when unit credit values are rounded to their nearest whole number.

Appendix 2: Qualification content

Unit 1: Working as a Close Protection Operative

Unit number: M/615/8265
Min. contact time: 56-hours
GLH: 56-hours
Credit: 6
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the roles and responsibilities of a close protection operative**	1.1. State the purpose of close protection 1.2. State the purpose of close protection training and licensing 1.3. Describe the different roles and responsibilities within a close protection team 1.4. Identify the professional attributes required of a close protection operative 1.5. Explain the difference between a client and a principal within the role of close protection 1.6. Identify client types who require close protection services 1.7. Recognise the importance of communication within a close protection environment 1.8. Identify the types of equipment available to a close protection operative 1.9. Describe tasks a close protection operative could undertake whilst working alone 1.10. Explain the difference between a successful and unsuccessful close protection task 1.11. State why continual professional development (CPD) is necessary for a close protection operative
2. **Understand basic surveillance, anti-surveillance and counter-surveillance techniques**	2.1. State the purpose of surveillance 2.2. State the purpose of anti-surveillance 2.3. State the purpose of counter-surveillance 2.4. Describe basic surveillance, anti-surveillance and counter-surveillance techniques 2.5. Identify sources of unwanted attention 2.6. Describe the capabilities and limitations of surveillance equipment

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
3. Understand legislation relevant to a close protection operative	3.1. State the main aims of the Private Security Industry Act 3.2. Identify the functions of the Security Industry Authority 3.3. Identify the differences between civil, criminal and common law 3.4. State current legislation that impacts on the role of a close protection operative
4. Understand the importance of interpersonal skills within a close protection environment	4.1. State the definition of interpersonal skills 4.2. Identify interpersonal skills required within the close protection environment 4.3. Explain the importance of communication with principals, clients and other individuals 4.4. Explain the importance of assertiveness in the role of a close protection operative 4.5. Explain the importance of etiquette, dress code and protocol within a close protection environment
5. Understand the importance of reconnaissance within a close protection environment	5.1. State the purpose of reconnaissance 5.2. Identify factors to be considered when conducting a reconnaissance 5.3. State the role of the Security Advance Party (SAP) 5.4. Explain the difference between covert, overt, and low-profile reconnaissance
6. Understand search procedures within a close protection environment	6.1. State the reason for the search 6.2. State how to deal with unauthorised/dangerous items 6.3. Identify legislation in relation to powers of search and access control as applied to the close protection operative 6.4. Describe the implications of searching buildings, vehicles and people 6.5. Identify resources used for carrying out a search 6.6. Describe the process for sanitising and securing a location prior to use 6.7. Identify methods for securing a vehicle, building and location 6.8. Explain the importance of post search security

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
7. Be able to establish and maintain secure environments	7.1. Carry out basic search techniques for people, vehicles and property 7.2. Carry out a room search 7.3. Complete a reconnaissance activity 7.4. Use basic surveillance, anti-surveillance and counter surveillance techniques 7.5. Use basic negotiation skills

LO1:   Understand the roles and responsibilities of a close protection operative

1.1.   State the purpose of close protection
- Overall definition – to protect:
    - Principal
    - Family
    - Lifestyle
    - Business
    - Image

1.2.   State the purpose of close protection training and licensing
- To gain and maintain industry knowledge and skills
- To keep skills up to date
- To apply for a licence to work as a CPO in the UK

1.3.   Describe the different roles and responsibilities within a close protection team
- Team Leader
- Close Protection Operative (CPO)
- Personal Protection Officer (PPO)
- Security Advance Party (SAP)
- Driver
- Medic
- Residential Security Team (RST)
- Personal Escort Section (PES)
- Personal Security Detail (PSD) e.g. hostile environments
- Second in Command (2IC)

1.4.   Identify the professional attributes required of a close protection operative
- Honesty
- Integrity
- Discretion
- Excellent communicator
- Calm
- Modest
- Trained
- Well presented
- Prepared

1.5.   Explain the difference between a client and a principal within the role of close protection
- Client is purchaser of services
- Principal is for the intended cover of services, i.e. protective cover
- Client can also be the Principal

1.6.   Identify client types who require close protection services
- Corporate
- Celebrities
- Dignitaries
- Private individuals
- Public sector
- International

1.7.   Recognise the importance of communication within a close protection environment
- Planning
- Briefings
- Etiquette
- Teamwork
- Sharing good practice
- De-briefing

1.8.   Identify the types of equipment available to a close protection operative
- Global Positioning Satellite (GPS)
- Satnav
- Handheld Metal Detector (HHMD)
- CCTV (overt/covert/bodycam)
- Tracking devices
- Personal Protective Equipment (PPE)
- Mobiles
- Binoculars
- Cameras
- Wands
- Infra-Red (IR) or laser sensors
- Alarms

1.9.   Describe tasks a close protection operative could undertake whilst working alone
- Security surveys
- Driving, escorting, security of minors
- Reconnaissance
- Member of the Security Advance Party (SAP)
- Member of the Residential Security Team (RST)
- Meetings, functions, events, leisure, shopping

1.10. Explain the difference between a successful and unsuccessful close protection task
- Successful: no compromises or interruptions, safety and scheduled maintained
- Unsuccessful: Compromised, embarrassed, assault or fatality
- However, if an incident occurs but there is no embarrassment or assault then this could also be deemed to be successful.

- A task that incurs an assault or embarrassment would be deemed unsuccessful

1.11.   State why continual professional development (CPD) is necessary for a close protection operative
- Keeps skills up to date
- Maintains knowledge
- Maintains competency

LO2:   Understand basic surveillance, anti-surveillance and counter-surveillance techniques

2.1   State the purpose of surveillance
- Planned operation:
    - person, place, object, gather information
- Situational awareness:
    - environment (urban, rural), impact factors (time of day, weather), external influences

2.2   State the purpose of anti-surveillance
- Measures to enable you to do what you need to do, despite knowing that you are under surveillance.
    - By the use of:
        - Drilling
        - Security Advance Party (SAP)
        - Reconnaissance

2.3   State the purpose of counter-surveillance
- Measures used to help you recognise that you are under surveillance and to develop suitable countermeasures
    - By the use of:
        - Active detection
        - Passive detection
        - Third party detection
        - Hostile activity

2.4   Describe basic surveillance, anti-surveillance and counter-surveillance techniques
- Surveillance techniques:
    - Covert
    - Overt
    - Foot
    - Mobile
    - Static
    - Urban, rural

2.5   Identify sources of unwanted attention
- Known criminals
- Media
- Followers, Stalkers, Fixated persons
- Groups (e.g. protest groups)
- Hostile reconnaissance

2.6   Describe the capabilities and limitations of surveillance equipment

- Type of surveillance equipment:
  - Radios, mobiles
  - Static CCTV, camcorder, optical support
  - Listening devices
  - Tracking devices
- Capabilities of surveillance equipment:
  - Image/Audio/Video gathering
  - Non-attributable without supervision
  - Covert
  - Evidential use in civil matters
- Limitations of surveillance equipment:
  - Expense
  - Power source
  - Legality
  - Client expectations

LO3:   Understand legislation relevant to a close protection operative

3.1   State the main aims of the Private Security Industry Act

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

3.2   Identify the functions of the Security Industry Authority

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

3.3   Identify the differences between civil, criminal and common law

- **Civil**:
  - magistrates/county court (trespass, libel, slander, employment, divorce, non-indictable)
- **Criminal:**
  - judge, jury, crown court (indictable, theft, murder, serious assault, sexual assault, stalking, drug offences, other serious offences)
- **Common law:**
  - custom and practice, statute law, acts of parliament (breach of the peace)

3.4 State current legislation that impacts on the role of a close protection operative
- Data Protection Act – control and access of confidential information
- 1967 Criminal Law Act - section 3 - Use of Force
- Equality Act 2010 - discrimination, disability, equality
- Health and Safety
- Human Rights Act
- Misuse of Drugs Regulation 2001 – classification of drugs and associated penalties
- Road Traffic Act - driving offences, driving or being in charge of a vehicle under the influence of alcohol or drugs (self, team, chauffer, protected person)
- Trespass – Criminal Trespass, Civil Trespass
- Breach of the Peace – common law
- Power to Use Force – common law (justifiable, proportionate, reasonable)
- Defending Self and Property – understand a disproportionate response
- Power of Arrest – civil arrest
- Harassment – Criminal Harassment, Civil Harassment
- Private Security Industry Act 2001

L04: **Understand the importance of interpersonal skills within a close protection environment**

4.1 State the definition of interpersonal skills
- Interpersonal skills are skills used every day to communicate and interact with other people, both individually and in groups

4.2 Identify interpersonal skills required within the close protection environment
- Communication
- Assertiveness
- Negotiation
- Problem solving
- Teamwork

4.3 Explain the importance of communication with principals, clients and other individuals
- Effective incident management
- Ensures clarity
- Helps to manage expectations
- Ensure effectiveness of operations
- Conflict management

4.4 Explain the importance of assertiveness in the role of a close protection operative
- Effective management
- Control of situations
- Reduces risk by prompt actions

4.5 Explain the importance of etiquette, dress code and protocol within a close protection environment
- Maintains professionalism
- Able to adapt appropriately to differing situations
- Dress appropriately for differing situations
- Maintains the reputation of the principal

LO5: Understand the importance of reconnaissance within a close protection environment

5.1   State the purpose of reconnaissance
- Information gathering
- Planning
- Intelligence gathering
- Identify vulnerable points (VP)

5.2   Identify factors to be considered when conducting a reconnaissance
- Different terrains
- Routes and timings
- Resources available
- Location/Event type
- Entrances/exits
- Threat level
- Daily, Short notice, Dynamic

5.3   State the role of the Security Advance Party (SAP)
- Reconnaissance
- Route selection advice
- Search, secure, guard (SSG)
- Anti-surveillance
- Give advance/abort confirmations

5.4   Explain the difference between covert, overt, and low profile reconnaissance
- **Covert**
  - Un-noticed
- **Overt**
  - Public view, identifiable
- **Low profile**
  - Discreet, deterrent, anti-surveillance

LO6: Understand search procedures within a close protection environment

6.1   State the reason for the search
- To ensure a safe, secure environment
- To identify illicit objects,
- To ensure the Principal's location is sterile from cameras, listening devices etc.

6.2   State how to deal with unauthorised/dangerous items
- Confiscate and secure
- Report, record, evidence
- Evacuate the principal/team

6.3   Identify legislation in relation to powers of search and access control as applied to the close protection operative
- There is no specific legislation in relation to granting powers of search and access control for a CPO, however the following should be considered:
  - Common law e.g. Breach of peace
  - Trespass – civil

- Criminal law act 1967 section 3 (Use of Force)
- Common assault
- Searching – same sex searching

6.4 Describe the implications of searching buildings, vehicles and people
- Search, secure and guard (SSG) – resources needed, budget constraints
- Impact on covert teams
- Relationships
- Technical surveillance counter measures (TSCM) e.g. budget constraints, time, circumstances

6.5 Identify resources used for carrying out a search
- Wands, scanners, X-ray
- Thermal, Infra-Red (IR)
- Torches
- Search mirrors
- Specialist search teams e.g. canine
- Technical surveillance counter measures (TSCM) sweeping for bugs
- Trace explosive detection (TED)

6.6 Describe the process for sanitising and securing a location prior to use
- Physical search
- Systematic search
- Technical Surveillance Counter Measures (TSCM)
- Sanitise, secure, tamper tape, security seals
- Controlled access
- By zone, sector, sub-sector
- Teamwork

6.7 Identify methods for securing a vehicle, building and location
- Scanning
- Sweeping
- Manpower
- Monitoring
- Actions on
- Sanitise, search, secure, guard (SSSG)
- 7 point vehicle search

6.8 Explain the importance of post search security
- Maintain integrity
- Sanitise
- Post security (removal of important documents, removal of personal effects, clearing)

LO7: Be able to establish and maintain secure environments

7.1 Carry out basic search techniques for people, vehicles and property
- Personal search
- Vehicle (7-point vehicle search)
- Building (team leader, scribe, sector, subsector, scan, sweep)

- Outside area search (Winthrop, rummage pairs, gridding)

7.2 Carry out a room search
- Sweep
- Scan
- Rear to near, systematic, methodical
- Sanitise, search, secure, guard (SSSG)

7.3 Complete a reconnaissance activity
- Planning, preparation
- Teamwork, role allocation
- Variety of methods (vehicle, foot, internet, open source information, overt, covert)
- Reporting, consolidation, summarisation, presenting

7.4 Use basic surveillance, anti-surveillance and counter surveillance techniques
- Covert
- Foot drills
- Technology (lawful use of)
- Vehicle (if appropriate)
- Rule of 3
- Pinch points, choke points, vulnerable points
- Crossing, trigger, housing, cornering, boxing
- Routine, drilling

7.5 Use basic negotiation skills
- Verbal, non-verbal
- Assertiveness
- Decision making, problem solving
- Negotiation and listening skills

Unit 2: Planning, Preparing and Supporting a Close Protection Operation

Unit number: T/615/8266
Min. contact time: 76-hours
GLH: 76-hours
Credit: 8
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the importance of threat assessment, risk management and operational planning**	1.1. State the definition of a threat to a principal 1.2. State the definition of risk to a principal 1.3. State the purpose of operational planning 1.4. Explain the types of threat and risk assessment 1.5. Identify threats to a principal within the close protection context 1.6. Explain the need to conduct a threat and risk assessment for a principal and a venue 1.7. State the importance of threat profiling principals and clients 1.8. Describe techniques used in the threat and risk assessment process and their importance 1.9. Explain the difference between threat assessment and risk management when a principal is arriving and leaving a location 1.10. Explain the need for dynamic risk assessment, response and contingency plans 1.11. Identify how a close protection operative could gather intelligence for operational purposes 1.12. Identify the UK government's threat levels 1.13. Describe how a decision-making model could be used within the threat and risk assessment process 1.14. State the importance of time and resource management within an operational planning context 1.15. Identify third parties to be contacted during operational planning

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
2. **Understand the importance of teamwork and operational briefing within a close protection environment**	2.1. Identify the attributes of a team 2.2. Explain the benefits of knowing and utilising other team members' abilities and skills 2.3. Explain the benefits of personal and team preparation 2.4. State the importance of Standard Operating Procedures (SOPs) 2.5. Describe the difference between operational briefings and debriefings
3. **Understand close protection foot drills**	3.1. State the role of a close protection operative while on foot 3.2. Identify the roles within a close protection team while on foot 3.3. Explain the importance of a flexible approach to protection while on foot 3.4. Explain the purpose of body protection of a principal 3.5. Explain the purpose of extracting a principal while on foot
4. **Understand the importance of planning for route selection**	4.1. State the purpose of route selection and planning 4.2. State the factors to be considered when selecting modes of transport 4.3. Identify technological tools used in route planning 4.4. Identify the advantages and disadvantages of using technological tools in route planning 4.5. Identify the advantages and disadvantages of using non-electronic maps in route planning 4.6. State factors to be considered when planning and timing a route
5. **Understand the importance of transport management within the close protection environment**	5.1. Explain the need for security during transit of a principal 5.2. Explain the importance of selecting an appropriate mode of transport 5.3. Identify risks associated with different modes of transport 5.4. Explain the purpose for contingency transport plans 5.5. Describe different transport arrangements and the impact on the close protection operative and security teams

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
6. **Understand incident management within a close protection environment**	6.1. State the difference between an incident and a dilemma 6.2. Describe incidents that a close protection operative could encounter 6.3. Explain the responsibilities of a close protection operative when dealing with an incident 6.4. Explain how to manage an incident that could arise during a close protection incident
7. **Understand venue security operations**	7.1. Identify venue related security operations 7.2. Explain the professional relationship between close protection operatives at a venue 7.3. Identify factors that could influence operational procedures at a venue 7.4. Identify appropriate methods of communication for use at a venue 7.5. Explain the use and maintenance of communication equipment and other technology that could be used in venue-based close protection 7.6. State the importance of recognising communication black spots within a venue 7.7. Identify common countermeasures that could be used in venue-based close protection operations 7.8. Identify the benefits of in-house resources used to support venue security 7.9. Identify contingencies that could be used in venue-based close protection operations
8. **Be able to plan and prepare to carry out a close protection operation**	8.1. Conduct a team briefing, handover and debrief 8.2. Complete a threat and risk assessment using a decision-making model 8.3. Develop an operational plan 8.4. Produce primary and secondary route plans using paper based and technology based resources 8.5. Implement an operational plan
9. **Be able to provide close protection of a principal**	9.1. Use a flexible approach to protection while on foot 9.2. Use a range of communication

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	techniques while on foot
	9.3. Carry out body protection of a principal
	9.4. Carry out extraction of a principal while on foot
	9.5. Carry out embus and debus techniques
	9.6. Manage an incident during a close protection operation

LO1: **Understand the importance of threat assessment, risk management and operational planning**

1.1. State the definition of a threat to a principal
- Potential source of harm, capability, intent
- Threat categories:
  - Imminent, Possible, Probable
- Personal (life threatening, attack, injury, political, personal, embarrassing, financial)

1.2. State the definition of risk to a principal
- Harm, danger, loss
- Probability, likelihood, chance
- Assessment, management

1.3. State the purpose of operational planning
- To gather information
- To assess and manage threats
- To allocate resources appropriately
- To prepare a briefing for the operational team

1.4. Explain the types of threat and risk assessment
- Daily, routine
- Event, route, venue
- Personal
- Imminent, terroristic (personal, building, facility)

1.5. Identify threats to a principal within the close protection context
- Unwanted attention
- Unintentional injury
- Intentional injury or attack
- Embarrassing situations/Damage to the public image of the Principal

1.6. Explain the need to conduct a threat and risk assessment for a principal and a venue
- To ensure safety of (self, team, Principal, PAX, Principal's guests/passengers, vehicle, public)
- To aid planning, resources, control, third party, external assistance

1.7. State the importance of threat profiling principals and clients

- To ensure safety of (self, team, principal, PAX, Principal's guests/passengers, vehicle, public)
- Preparedness (resources, cost), planning

1.8. Describe techniques used in the threat and risk assessment process and their importance
- Profiling
- Reconnaissance
- Route selection
- Security surveys

1.9. Explain the difference between threat assessment and risk management when a principal is arriving and leaving a location
- Arrival
  - Persons in vicinity
- Departure
  - Routine or one off
  - Threat assessment, sources of harm
  - Exposure to risk, risk management
  - Manpower, communication

1.10. Explain the need for dynamic risk assessment, response and contingency plans
- To ensure options, mitigation and safety measures
- Situational awareness, manage evolving/continuous situation
- Response, preparedness

1.11. Identify how a close protection operative could gather intelligence for operational purposes
- From the client, principal, local agencies, profile
- Known history, open source intelligence
- Intelligence updates

1.12. Identify the UK government's threat levels
- Low – attack is unlikely
- Moderate – attack is possible but not likely
- Substantial – attack is a strong possibility
- Severe – attack is highly likely
- Critical – attack is expected imminently

1.13. Describe how a decision-making model could be used within the threat and risk assessment process
- E.g. National Decision Making Model (values, information, assessment, powers/policy/legislation, options/contingencies, action/review)

1.14. State the importance of time and resource management within an operational planning context
- Utilising correct resources for the operation
- Taking budget into account
- Managing timings to minimise risk
- Coordination, facilitation
- Effectiveness

- Preparedness, manpower

1.15. Identify third parties to be contacted during operational planning
- Venue
- Embassies
- Government
- Peers
- Private, public, Police, Emergency Services

LO2: Understand the importance of teamwork and operational briefing within a close protection environment

2.1 Identify the attributes of a team
- Management, leadership, teamwork
- Communication, response, focus
- Techniques, skills
- Shared responsibility, empowerment, planning, confident, negotiation
- Observation, alertness

2.2 Explain the benefits of knowing and utilising other team members' abilities and skills
- Understanding the roles and responsibilities clearly
- Effectiveness, efficiency, safety
- Success of an operation
- Cover, security, awareness

2.3 Explain the benefits of personal and team preparation
- Efficiency, ability, capability, reliability, performance
- Clarity, communication
- 3rd party perception, exchange of information

2.4 State the importance of Standard Operating Procedures (SOPs)
- Consistency in practices, response, understanding
- Efficiency, safety, continuity
- Process, procedures

2.5 Describe the difference between operational briefings and debriefings
- Briefings
  - Preparation, communication, understanding
  - Principal, team, others
- De-briefings
  - Experiential learning, best practice, poor performance
  - Unexpected behaviours, intelligence update, change

LO3: Understand close protection foot drills

3.1 State the role of a close protection operative while on foot
- Protection
- 360˚cover

3.2   Identify the roles within a close protection team while on foot
- Roles e.g.
  - Team leader
  - Personal Protection Officer (PPO)
  - Personal Escort Section (point, flank, rear)

3.3   Explain the importance of a flexible approach to protection while on foot
- Able to adapt to change, timings
- Reduce risk of exposure, public interaction
- Dynamic risk assessment

3.4   Explain the purpose of body protection of a principal
- 360˚ cover, protection
- Limit exposure, reduce risk
- Maintain security

3.5   Explain the purpose of extracting a principal while on foot
- Increase in threat/risk, remove from threat/risk, change of location
- Third party interest, limit exposure, safety
- Separated from team, transit to safe haven

LO4:   Understand the importance of planning for route selection

4.1   State the purpose of route selection and planning
- Avoid routine, maximise safe transition, awareness of speed limits, safe routes
- Identify choke points, vulnerable points, timings
- Safe havens, motorways, establish primary and secondary routes, emergency services, terrain, vehicle use
- Identify communication blackspots

4.2   State the factors to be considered when selecting modes of transport
- Factors:
  - Threat, timings, route plan, distance, traffic state, road state, published information, means of transport, emergency response, terrain, environmental factors, time of day, budget
- Modes:
  - road, sea, air, rail

4.3   Identify technological tools used in route planning
- Sat nav, OS Maps
- GPS, compass
- Mobiles, radios, internet

4.4   Identify the advantages and disadvantages of using technological tools in route planning
- Advantages:
  - Accuracy, convenience, speed, predictability, alternative route selection, traffic update
- Disadvantages:
  - Loss of power, errors, blackspots, updating required

4.5   Identify the advantages and disadvantages of using non-electronic maps in route planning
- Advantages:
  - Not reliant on connectivity, alternative route selection, accuracy, training tool, currency, logical, familiarity of area
- Disadvantages:
  - interpretation, competence of user, preparation, old publication, poor lighting, working in isolation

4.6   State factors to be considered when planning and timing a route
- Principal's preference:
  - self-drive, security driver, PPO accompanying, chauffeur driven
- Destination, timings, target, terrain, location, vehicle type
- Size of CP Team, size of Principal's party
- Threat and risk implication, stops, duration, connections

LO5:   Understand the importance of transport management within the close protection environment

5.1   Explain the need for security during transit of a principal
- Protection
- Security**,** safety**,** transit between locations
- Relay information, recommendations, route change, update intelligence
- Secure parking, sterile environment, road worthy, pre-and post-operative searches, first aid equipment

5.2   Explain the importance of selecting an appropriate mode of transport
- Modes:
  - Road, sea, air, rail
- Appropriate to:
  - Threat, risk,
  - Size of CP Team, size of Principal's party
  - Terrain, environmental, destination, duration, armoured, soft skin

5.3   Identify risks associated with different modes of transport
- Threat, risk,
- Size of CP Team, size of Principal's party,
- Principal's preference
- Duration, location, destination, environment, time of travel
- Predictability, exposure, proximity to CP team
- Availability of safe havens, public, exposure, reliability, trust, breakdown

5.4   Explain the purpose for contingency transport plans
- Destination**,** duration
- Security measures, safety, timings
- Efficiency, predictability, preparedness

5.5   Describe different transport arrangements and the impact on the close protection operative and security teams

- Transport arrangements: chauffeurs, self-drive, people accompanying the principal, solo CPO, vehicle type, locations accessed
- Impact: chauffeurs, self-drive, people accompanying the principal

LO6:   Understand incident management within a close protection environment

6.1   State the difference between an incident and a dilemma
- Incident - situation that requires immediate action
- Dilemma - situation that requires resolution

6.2   Describe incidents that a close protection operative could encounter
- Types of incident
    - Life threatening, non-life threatening
    - Not directly related to the principal
    - Foreseeable, non-foreseeable

6.3   Explain the responsibilities of a close protection operative when dealing with an incident
- Preservation of life, safety, self, team, principal, SOP, EOP
- Communication, restoration of normality, reporting, relay information, liaison with third party agencies, direct team

6.4   Explain how to manage an incident that could arise during a close protection incident
- Clear, cordon, control, confirm
- Assess situation, communicate information, evaluate options, respond
- Identify change to threat/risk, external agencies

LO7:   Understand venue security operations

7.1   Identify venue related security operations
- Access control, ingress/egress points, embus, debus
- Layers of protection
- In-house security, emergency procedures
- Safe haven, access to emergency services, screening/vetting of in-house-staff

7.2   Explain the professional relationship between close protection operatives at a venue
- Mobile, static
- Role, responsibility
- Communication and methods of communication

7.3   Identify factors that could influence operational procedures at a venue
- Public holidays, public access, other activities
- Emergency services, evacuation drills, safe haven
- Car parking, embus, debus, venue location, security arrangements
- Group size, type of event, guest profile, time, duration, access, limitations, third party intervention

7.4   Identify appropriate methods of communication for use at a venue
- Radios
- Public address system

- Mobile phone, SMS, chat app

7.5 Explain the use and maintenance of communication equipment and other technology that could be used in venue-based close protection
- Use:
  - covert/overt use, team, client, venue, emergency services, external agencies
- Maintenance:
  - charged batteries/equipment, functional checks, range checks, regular comms checks, ABC communications, private frequency, back-up resources, personal skills, communication updates

7.6 State the importance of recognising communication black spots within a venue
- Safety of team, principal, personal
- Counter surveillance, reactive measures
- Planning and coordination

7.7 Identify common countermeasures that could be used in venue-based close protection operations
- Searching
- Patrolling
- CCTV
- SAP
- Access control

7.8 Identify the benefits of in-house resources used to support venue security
- Local knowledge, venue knowledge
- Use of in-house staff

7.9 Identify contingencies that could be used in venue-based close protection operations
- Alarms, emergency procedures, local protocols
- Safe rooms, evacuation contingencies

LO8: Be able to plan and prepare to carry out a close protection operation

8.1 Conduct a team briefing, handover and debrief
- Varying threat levels, risk
- Roles, responsibilities
- Intelligence update, observations, communication, resource, positive outcomes, negative outcomes, feedback, performance, client/principal update

8.2 Complete a threat and risk assessment using a decision-making model
- People, venues, environment
- Threat, risk, source, intelligence, policy, procedures, legal implications
- Planning, contingency measures, action, review, evaluate

8.3 Develop an operational plan
- Working independently, teamwork
- Threat, risk, client/principal profile, assets
- Duration, location, travel, residential

8.4 Produce primary and secondary route plans using paper based and technology based resources
- Paper based: Atlas, A-Z
- Technological tools: satnav, GPS, mobile phone
- Distance, time, location, terrain, environment, group, vehicle, safe havens, comfort stops

8.5 Implement an operational plan
- Working independently, teamwork
- Threat, risk, client/principal profile, assets
- Duration, location, travel, residential

LO9: Be able to provide close protection of a principal

9.1 Use a flexible approach to protection while on foot
- Adaptability, flexibility
- Observation, positions (PPO, PES, Surveillance)
- Security, safety, 360 body cover, escort from debus to embus point, between locations, to and from venues

9.2 Use a range of communication techniques while on foot
- Oral, non-verbal
- Overt, covert
- Team, principal, client operations, report (relayed in briefing/debrief)

9.3 Carry out body protection of a principal
- Position, flexibility, clear
- Organised, teamwork, role, responsibility

9.4 Carry out extraction of a principal while on foot
- Attack, suspected attack
- Unwanted attention
- Change in threat level, verbal, physical

9.5 Carry out embus and debus techniques
- Embus, debus, arrival, departure
- Locations, venue, mode of transport
- Role, responsibility, teamwork
- Principal/client requirements, protocol, etiquette

9.6 Manage an incident during a close protection operation
- Vehicle incidents, environmental conditions
- Conflict (dealing with conflict within the team, with the protected person and third parties), managing unexpected illness
- Attack on principal (verbal and physical), loss of property, breach of security, trespass (residence)

Unit 3: Conflict Management within the Private Security Industry

Unit number: Y/506/7125
Min. contact time: **7.5-hours**
GLH: 8-hours
Credit: 1
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the principles of conflict management appropriate to their role**	1.1. State the importance of positive and constructive communication to avoid conflict 1.2. State the importance of employer policies, guidance and procedures relating to workplace violence 1.3. Identify factors that can trigger an angry response in others 1.4. Identify factors that can inhibit an angry response in others 1.5. Identify human responses to emotional and threatening situations
2. **Understand how to recognise, assess and reduce risk in conflict situations**	2.1. State how managing customer expectations can reduce the risk of conflict 2.2. Identify the stages of escalation in conflict situations 2.3. State how the application of dynamic risk assessment can reduce the risk of conflict 2.4. State the importance of positioning and exit routes
3. **Understand how to communicate in emotive situations to de-escalate conflict**	3.1. State how to use non-verbal communication in emotive situations 3.2. State how to overcome communication barriers 3.3. Identify the differences between assertiveness and aggression 3.4. Identify ways of defusing emotive conflict situations 3.5. Identify approaches to take when addressing unacceptable behaviour 3.6. State how to work with colleagues to de-escalate conflict situations
4. **Understand how to develop and use problem solving strategies for resolving conflict**	4.1. State the importance of viewing the situation from the customer's perspective 4.2. Identify strategies for solving problems 4.3. Identify win-win approaches to conflict situations

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
5. **Understand good practice to follow after conflict situations**	5.1. State the importance of accessing help and support following an incident 5.2. State the importance of reflecting on and learning from conflict situations 5.3. State the benefits of sharing good practice 5.4. State why security operatives should contribute to solutions to recurring problems

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

1.1   State the importance of positive and constructive communication to avoid conflict
- Importance of positive and constructive communication
- Be positive, professional, calm, clear and polite
- Good communication skills are vital to defuse and avoid conflict

1.2   State the importance of employer policies, guidance and procedures relating to workplace violence
- Meeting Health and Safety at Work legislation
- Sets an expectation for both staff and customers as to what behaviour is and is not acceptable
- Makes staff aware of their responsibilities in regard to workplace violence
- Ensures staff are aware of the procedures to follow in the event of a violent situation
- Details reporting procedures

1.3   Identify factors that can trigger an angry response in others
- Feeling embarrassed
- Feeling insulted
- Feeling threatened
- Loss of face
- Being ignored
- Peer pressure
- Feeling patronised
- The feeling of not being taken seriously
- Alcohol, drugs and medical conditions will increase the chances of triggering an angry response

1.4   Identify factors that can inhibit an angry response in others
- Self-control
- Personal values
- Fear of retaliation
- Social or legal consequences

1.5   Identify human responses to emotional and threatening situations
- Fight or flight response

- Fear
- Adrenaline
- Shock
- fear of being "blocked in"

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

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

2.2   Identify the stages of escalation in conflict situations
- Frustration
- Anger
- Aggression
- Violence

2.3   State how the application of dynamic risk assessment can reduce the risk of conflict
- Recognise potential threats
- Assess a situation
- Adjust the response required to meet the risk present
- Step back, assess threat, find help, evaluate options and respond

2.4   State the importance of positioning and exit routes
- Maintain personal space
- Ensure an escape route is visible for all parties
- Non-aggressive stance

LO3:   Understand how to communicate in emotive situations to de-escalate conflict

3.1   State how to use non-verbal communication in emotive situations
- Signalling non-aggression through non-verbal communication (stance, gestures, body language, eye contact, open handed gestures)
- Personal space awareness

3.2   State how to overcome communication barriers

What is a barrier?
- Physical barriers (heat, pain, fear, noise, shock, language, mental illness)
- Psychological barriers (culture, fear of authority, attitude, belief)

How to overcome communication barriers:
- Physical barriers (speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space)
- Psychological barriers must take extra care (talk clearly, make sure you are non-threatening, explain what you are doing, move to a quieter/lighter space)

3.3 Identify the differences between assertiveness and aggression
- Aggressive behaviour (threatening tone and positioning, gestures and words)
- Assertive behaviour (firm but fair, calm, normal positioning and body language, polite)

3.4 Identify ways of defusing emotive conflict situations
- Empathy
- Building rapport
- Win-win
- Positive communication
- Active listening
- Providing assistance e.g. calling a taxi, including management into discussions

3.5 Identify approaches to take when addressing unacceptable behaviour
- Non-aggressive body language
- Empathy
- Be positive and assertive
- Actively listen

3.6 State how to work with colleagues to de-escalate conflict situations
- Positioning
- Switching to or from a colleague
- Dynamic risk assessment

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

4.1 State the importance of viewing the situation from the customer's perspective
- Builds rapport
- Enables empathy
- Helps to diffuse conflict situations
- Understand conflict situations

4.2 Identify strategies for solving problems
- Managing customer expectations
- Building rapport
- Find a mutual understanding
- Empathy
- Explanation of reasons

4.3 Identify win-win approaches to conflict situations
- Both sides come out of encounter satisfied
- Problem solving and negotiation
- Ways to achieve a win-win situation

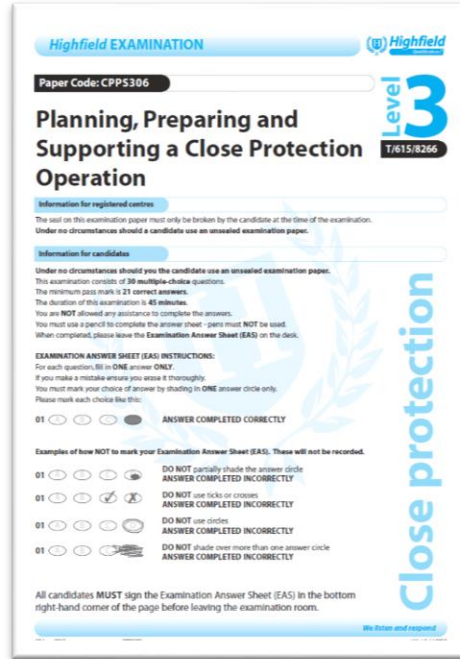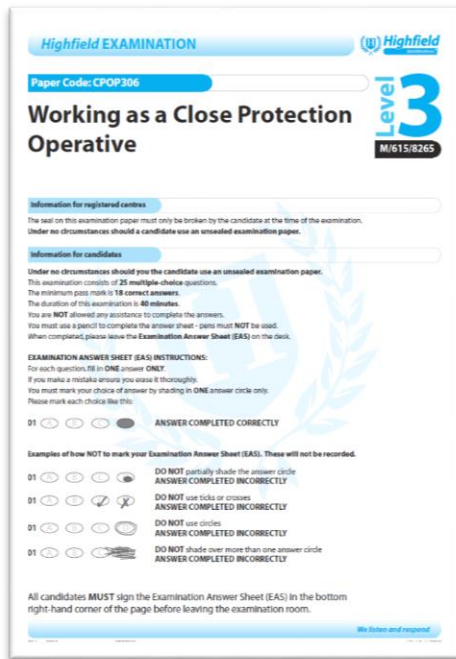**LO5:   Understand good practice to follow after conflict situations**

5.1   State the importance of accessing help and support following an incident
- Sources of support through colleagues, management and counsellors
- Reduces the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress

5.2   State the importance of reflecting on and learning from conflict situations
- Sharing good practice
- Make improvements
- Recognise trends and poor practice

5.3   State the benefits of sharing good practice
- Prevent reoccurrence of the same problem
- Improve procedures for conflict situations
- Common response to situations

5.4   State why security operatives should contribute to solutions to recurring problems
- To increase safety for staff and customers
- Identify procedures or methods to deal with situations effectively

Appendix 3: Sample assessment material

The qualification is assessed by the following methods:

1. Practical demonstration;
2. Open response questions; and
3. Multiple-choice question papers.

Please find below an example question paper front page:

Appendix 4: Use of role play in training

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

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

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

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

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

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

Scenario briefs/equivalent evidence must be retained for quality assurance purposes.

Appendix 5: Standards of behaviour for security operatives

Personal Appearance

A security operative should at all times:

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

Professional Attitude & Skills

A security operative should:

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

General Conduct

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

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

Organisation/Company Values and Standards

A security operative should:

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