Qualification Handbook

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

601/4811/1

Version 1

Version and date	Change, alteration or addition	Section

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1. About the BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry

BIIAB is regulated for the delivery of security qualifications by Ofqual in England and by CCEA Regulation in Northern Ireland. The qualifications have unique Qualification Numbers which are shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The Qualification Number will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number
BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry	601/4811/1

2. Objective and Purpose of the Qualification

The BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry is designed to show that learners have obtained and can demonstrate the knowledge and skills required to be a Security Officer.

The primary purpose of the qualification is to confirm occupational competence and/or 'licence to practise'. However, employers can also rely on the knowledge provided as meeting nationally recognised standards within security, at this level as such the sub-purpose is to Confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry body.

Under the Private Security Industry Act 2001, all security officers must hold a licence to practise issued by the Security Industry Authority (SIA). Successful completion of this course enables a security officer to meet one of the requirements to apply for their licence.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring these qualifications.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry, learners **must** complete all units within the qualification. This **must** consist of:

- Total number of units: **3**
- Mandatory Group A **minimum** number of units: **3**
- GLH: **19**
- TQT: **28**

Listed below is the qualification unit.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Minimum contact hours	Total unit time	Assessment Method
WWPSI	K/506/7176	Working within the private security industry	2	1	10	Multiple-choice assessment
WSOWPSI	Y/506/7108	Working as a Security Officer within the Private Security Industry	2	10	10	Multiple-choice assessment
CMWPSI	Y/506/7125	Conflict Management within the Private Security Industry	2	7.5	8	Multiple-choice assessment
			Total	18.5 hours (minimum of 3 days)	28 hours	

7. Age Restriction

The BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry is only suitable for learners 18 or above.

8. Entry Requirements and Progression

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

It is a centre's responsibility to ensure that learners are sufficiently competent in the use of the English language, and as such all assessment are conducted in English language only. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment. Centres are required to evidence this for each learner.

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
- A B1 Common European Framework of Reference for Languages (CEFR)
- An ESOL qualification at (Entry Level 3) regulated by Ofqual and taken in England, Wales or Northern Ireland
- An ESOL qualification at SCQF 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 SCQF Level 5
- Essentials Skills Wales Communication Level 1.

9. Assessment

The BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry contains three knowledge units which are assessed.

All BIIAB-approved training centres and their assessment must adhere to the designed assessment strategy for this qualification. The qualification contains three knowledge units, and these units are externally set and marked by BIIAB. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

In order to assess formally the learners' knowledge, BIIAB has developed externally set, externally marked paper-based **multiple-choice assessment**.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Centre Manual for the Administration of BIIAB Qualifications within the Security Portfolio document, available in the password protected area of CentreZone.

BIIAB will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

Role play and simulated environment

Training providers should provide practical learning in Conflict Management and Searching that is delivered as part of this qualification. Training providers should evidence that they are delivering these areas of learning through role-play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required.

Facilities

Training must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment.

Trainers involved in the delivery of licensed-linked qualifications

Approved trainers delivering programmes included in this specification must have successfully completed a formal teaching or training qualification.

Qualification requirements for Trainers

All trainers seeking to deliver licence-linked qualifications must either have achieved the Level 3 Award in Education and Training or a teaching or training qualification at SVQ level 3 (or equivalent), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:

- 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).

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting BIIAB.

Qualifications for Trainers of Conflict Management

The SIA requires all trainers delivering scenario-based conflict management training for licence-linked qualifications to have received relevant training. Trainers are required to hold a qualification at or above Level 3 in The Delivery of Conflict Management Training.

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.

Sector Competence for Approved Trainers

Trainers 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.

BIIAB will require sufficient information about a trainer'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 trainers have the right occupational expertise, the SIA and BIIAB require trainers new to the sector to have three years frontline operational experience in the last ten in the UK, 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 and this will be judged on individual merit.

Existing trainers must demonstrate that 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. Trainers must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least thirty hours every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

10. Standard Delivery Times for Units

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time DOES NOT include;

- Breaks in the delivery of the course
- Checking ID.

Learning for the qualifications must be delivered to the specified time scales. Each day should not exceed eight hours of learning.

11. Distance Learning

Centres must ensure that the minimum contact hours stipulated by the SIA are being met, however the SIA and BIIAB recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning.

Where a centre wishes to use flexible learning in this way, they must firstly inform their awarding organisation. The centre must detail within their quality management processes each of the following:

- Which areas of learning are to be delivered by distance learning
- The method of distance learning to be used
- A robust and auditable method for determining that learners have undertaken the distance learning.

This will be quality assured through the awarding organisations external quality assurance processes.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Multiple-choice assessments (externally set, externally marked)
- Candidate Answer Sheets
- Learner handbooks
- Specimen questions

Resources are available for download from www.biiab.org.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery.

13. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres **must** refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Minimum Contact Time

The mandatory number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification, however a similar calculation is assigned to a unit and referenced as Total Unit Time (TUT).

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found in the secure CentreZone section of www.biiab.org

BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found in the secure CentreZone section of www.biiab.org

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

16. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit-for-purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

17. Units

The following three units are mandatory for the BIIAB Level 2 Award for Working as a Security Officer within the Private Security Industry. There are no optional units for either qualification.

Unit Title: Working within the Private Security Industry

Unit Code: K/506/7176

Level: 2

Minimum Contact Time: 1 hour

Total Unit Time: 10 hours

Learning Outcomes and Assessment Criteria:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the main characteristics of the Private Security Industry	1.1	Identify the key purposes of the private security industry
		1.2	State the functions of the Security Industry Authority (SIA)
		1.3	Identify standards of behaviour required of a security operative
		1.4	Identify different sectors within the private security industry
		1.5	Identify the benefits of linking with crime reduction initiatives
2	Understand legislation as it applies to the individual in carrying out a licensable activity	2.1	Identify the differences between Civil and Criminal Law
		2.2	State the main aims of the Private Security Industry Act 2001
		2.3	Identify key legislation relating to promoting equality and diversity in the workplace
3	Understand the importance of safe working practices to comply with legal requirements	3.1	State the importance of Health & Safety in the work environment
		3.2	State the meaning of 'duty of care'
		3.3	Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation
		3.4	Identify methods for safe manual handling
		3.5	Recognise 'risks' in relation to health and

			safety at work
		3.6	State how to minimise risk to personal safety and security
		3.7	Identify typical workplace hazards
		3.8	Identify safety signs and signals
		3.9	State reporting procedures for Health and Safety accidents and incidents
		3.10	Identify who to contact in first aid situations
4	Understand fire procedures in the workplace	4.1	Identify basic fire safety measures
		4.2	Identify the elements that must be present for fire to exist
		4.3	Identify classifications of fire
		4.4	Identify basic fire fighting equipment
		4.5	State the different types of fire extinguishers and their uses
		4.6	State the actions to be taken upon discovering a fire
		4.7	State the importance of understanding fire control panels
		4.8	State the importance of understanding fire evacuation procedures
		4.9	Identify the role and responsibilities of a fire marshal
5	Understand emergencies and the importance of emergency procedures	5.1	Identify responses to different types of emergencies
		5.2	State how to make emergency calls
		5.3	Identify actions to be taken in the event of personal injury
		5.4	Identify factors which may indicate individuals could be vulnerable and at risk of harm
		5.5	State actions to take when individuals have been identified as vulnerable and at risk of harm

		5.6	Identify how to report indicators of child sexual exploitation
		5.7	Identify behaviours that could indicate suspicious or terrorist activity
		5.8	Identify actions to be taken in the event of a security threat
		5.9	State the importance of a business continuity plan
6	Understand the importance of communication skills and customer care	6.1	State the basic elements of communication
		6.2	Identify the different types of communication
		6.3	State the importance of communication in delivering customer care
		6.4	Identify different types of customers and how their needs can vary
		6.5	State the principles of customer care
		6.6	Identify best practice in relation to telephone communications
		6.7	Identify best practice in relation to radio communications
		6.8	Recognise the call signs of the NATO phonetic alphabet

Indicative Content:

Learning Outcome	Indicative Content
1 Know the main characteristics of the Private Security Industry	1.1 Identify the key purposes of the private security industry • Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs) • Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents) • Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies) • Provide personnel and appropriate protection systems for people, property and premises

	1.2 State the functions of the Security Industry Authority (SIA) • Protect the public and regulate the security industry (licensing, industry regulations) • Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses) • Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation) • Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes) • Keep under review the private security industry and the operation of the legislative framework 1.3 Identify standards of behaviour required of a security operative • Personal appearance (smart presentable attire, meet employer guidelines, carry SIA licence while on duty) • Professional attitudes and skills (act without discrimination, professionalism, courtesy, personal integrity and understanding, moderate language, alertness, fitness for work) • General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines) • Organisation/Company Values and Standards (adhere to employer standards, procedures and policies; awareness of employer culture and values) 1.4 Identify different sectors within the private security industry • Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, keyholding • Other sectors: private investigation; events security (stewarding); electronic security and fire security systems, dog handling 1.5 Identify the benefits of linking with crime reduction initiatives

	• Crime reduction initiatives: National PubWatch, local PubWatch initiatives; Crimestopper; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with Local Authority and police) • Benefits: reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer

2 Understand legislation as it applies to the individual in carrying out a licensable activity	2.1 Identify the differences between Civil and Criminal Law
	
	• Main features of Civil law: purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities
	  ○ Types of offences: trespass, breach of contract
	
	• Main features of Criminal Law: purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt
	  ○ Types of offences: common assault, actual bodily harm, grievous bodily harm, violence undertaking licensable activities without an SIA licence; permitting drug related activities to take place on licensed premises (supplying and/or consuming illegal drugs)
	
	2.2 State the main aims of the Private Security Industry Act 2001
	
	• Raise standards in the private security industry
	• Increase public confidence in the private security industry
	• Increase public safety
	• Remove criminal elements from the private security industry
	• Establish the SIA (Security Industry Authority)
	• Establish licensing
	
	2.3 Identify key legislation relating to promoting equality and diversity in the workplace
	
	• Key Legislation: Equalities Act 2010; Human Rights

	Act 1998
	• Protection from discrimination in the workplace:
	  ○ protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity
	  ○ direct and indirect discrimination
	• Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal
	• Employer's duty to make reasonable adjustments

3 Understand the importance of safe working practices to comply with legal requirements	3.1 State the importance of Health & Safety in the work environment • Duty of care • To keep employees and customers safe • To avoid damage to equipment and property • To comply with legislation; consequences of failure to comply (prosecution, fines, business closure) • To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation) 3.2 State the meaning of 'duty of care' • Definition: requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law • Exercising duty of care: deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities 3.3 Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation • Responsibilities of employees and the self-employed: to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to

	follow processes and procedures put in place by their employer • Responsibilities of employers: to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs 3.4 Identify methods for safe manual handling • Assessment of load: know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull 3.5 Recognise 'risks' in relation to health and safety at work • Definition of risks: likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard • Risk factors: drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures • Risks to health and safety: injury, ill health, fatality • Risk assessment process: identify hazards; evaluate risks (low, medium, high) record findings; review and implement changes to remove or minimise hazards 3.6 State how to minimise risk to personal safety and security • Awareness of potential hazards • Understanding the risk assessment process • Following health and safety and organisational procedures and policies • Use of appropriate personal protective equipment, personal alarms and mobile phones, radios • Procedures for lone working 3.7 Identify typical workplace hazards • Definition of 'hazard': potential source of harm; adverse health effect on a person or persons

	• Typical workplace hazards: conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working 3.8 Identify safety signs and signals • Types of safety signs: prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety • Types of safety signals: hand; acoustic 3.9 State reporting procedures for Health and Safety accidents and incidents • Reportable incidents and accidents under RIDDOR: work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas related incident • Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents) • Reporting methods: online; telephone; by post) 3.10 Identify who to contact in first aid situations • First aid situations: bleeding; seizures; fractures; unconsciousness ; choking; shock; heart attack; stroke • Who to contact: designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation • Notify supervisor
4 Understand fire procedures in the workplace	4.1 Identify basic fire safety measures • Control of fuel and ignition sources (bins and waste disposal) • Safe storage of flammables • Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire

	blanket/extinguishers sprinkler systems) • Staff training • Avoidance of overloading electrical points • Fire plan: fire walls; fire doors; emergency exits 4.2 Identify the elements that must be present for fire to exist • Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction) 4.3 Identify classifications of fire • A - Ordinary combustible: includes paper, wood, textiles, rubber • B – Flammable liquids e.g. petrol, paint, solvents • C - Flammable gas e.g. butane, propane • D - Metal fires e.g. powdered and metal shavings, alkali-based metals • Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel). • F - Hot cooking oils 4.4 Identify basic firefighting equipment • Equipment: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers) 4.5 State the different types of fire extinguishers and their uses • Water: use with paper, wood, fabric • General Foam: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary) • CO_2 Gas: use with electrical fires (primary) • Wet chemical: cooking oil fires • Powder: use with most fires including liquid and electrical fires 4.6 State the actions to be taken upon discovering a fire • Sound the alarm and inform emergency services

	• FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger. • Identify area where fire is, isolate other areas 4.7 State the importance of understanding fire control panels • Ensure full understanding of extent of area of incident • To pass on correct message to emergency services (materials, chemicals stored in affected area) • To act accordingly to the notifications • To take necessary precautions as signalled by the systems 4.8 State the importance of understanding fire evacuation procedures • To keep self and others safe • To save time in an emergency • To assist emergency services • To confirm evacuation 4.9 Identify the role and responsibilities of a fire marshal Daily duties to check: • exit doors are available for use, unlocked and unobstructed • escape routes are clear of storage and combustible materials • fire extinguishers are in position with seals in place • fire safety signs are in position • fire alarm call points are unobstructed • fire-resisting doors are closed and functioning properly • if any malfunction of the weekly fire alarm test is reported In event of emergency: • on hearing the alarm • check allocated area to ensure that everybody has left, take roll call • take control of the evacuation and ensure that anybody with evacuation difficulties is aided • proceed to the assembly area and report to the Fire

	Co-ordinator
5 Understand emergencies and the importance of emergency procedures	5.1 Identify responses to different types of **emergencies** Definition of emergency: situation that is unexpected, threatens safety or causes serious disruption and requires immediate action Types of emergencies: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat Responses to emergencies: • follow correct procedures depending on emergency • ensure safety of self and others • report to appropriate authorities • appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm • prioritisation of incidents 5.2 State how to make emergency calls • Stay calm • Dial appropriate emergency telephone number and ask for relevant emergency service • Provide relevant information: location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident 5.3 Identify actions to be taken in the event of personal injury • Contact designated first aider or call the emergency services, as appropriate • Ensure safety of self and others • Deal with injury within limits of own ability and authority • Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses) 5.4 Identify factors which may indicate **individuals** could be **vulnerable** and at risk of harm • Individuals: adults, young people and children who

	the private security operative may come into contact with whilst on duty • Factors indicating vulnerability: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, having a physical or learning disability 5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm • Seeking help of Street Pastors, Street Marshalls or any other active schemes • Calling a relative to assist in the case of a younger or vulnerable adult • Calling for a licensed taxi to take the vulnerable person home • Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance • Calling the police 5.6 Identify how to report indicators of child sexual exploitation Indicators of child sexual exploitation: • Children and young people in the company of older people or anti-social groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars Reporting: • contact the police or call Crimestoppers • Report as soon as possible 5.7 Identify behaviours that could indicate suspicious or terrorist activity • Person taking particular interest in security measures, making unusual requests for information,

	testing security by breaching restricted areas, loitering, tampering with utilities • Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings • Parked vehicles with people inside; empty parked vehicles left unattended for long period • Multiple sightings of same suspicious person, vehicle, or activity 5.8 Identify actions to be taken in the event of a security threat • Ensuring a visible presence of vigilant security staff; regular patrols • Maintaining organised search procedures • Ensuring emergency exits are secured when not in use Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority) • Reporting incident requiring immediate response to the police. • Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline. 5.9 State the importance of a business continuity plan • Ensures important business operations continue in event of an emergency or incident • Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure
6 Understand the importance of communication skills and customer care	6.1 State the basic elements of communication • Communication process: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback 6.2 Identify the different types of communication • non-verbal communication: body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication • verbal communication: speaking (tone); listening

	6.3 State the importance of communication in delivering customer care • Features of effective communication: choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding • Importance of effective communication: greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations 6.4 Identify different types of customers and how their needs can vary • Types of customer: internal and external, direct and indirect • Customer needs/expectations: information, assistance, directions, product and/ service • Customers with particular needs: physical difficulties; learning difficulties; sensory impairment; English as second language; under influence of drugs and/or alcohol; speech impediment 6.5 State the principles of customer care • Principles: establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable • Dealing with problems: acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through 6.6 Identify best practice in relation to telephone communications • Best practice: polite and professional approach and language; appropriate greeting when answering phone; clear distinct voice with moderate pitch and volume; listening to verbal and vocal expressions; use of questioning techniques; providing

	appropriate information; maintaining confidentiality; leaving, taking and passing on messages accurately; recognise limits of own authority; use of phonetic alphabet; completing relevant phone logs and records 6.7 Identify best practice in relation to radio communications • Check equipment; battery charged; check all parts are in working order • Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings • Methods used to communicate clearly and accurately over a radio network: use of radio protocols to signal start/end of transmissions; use of clear and concise language; ensure clear and effective communication; ensure urgent incidents are dealt with quickly • How to deal with an emergency incident: local organisational protocols (identification of self, call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident 6.8 Recognise the call signs of the NATO phonetic alphabet • Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated

Assessment: This unit will be assessed by an externally set and marked multiple choice question paper consisting of 40 questions. The examination will last for 60 minutes and learners will be required to correctly answer 28 of the 40 questions in order to pass.

Unit Title: Working as a Security Officer within the Private Security Industry

Unit Number: Y/506/7108

Level: 2

Minimum contact time: 10 hours

Total Unit Time: 10 hours

Learning Outcomes and Assessment Criteria:

Learning Outcome - The learner will:		**Assessment Criterion - The learner can:**	
1	Understand the role of a security officer within the private security industry.	1.1	Identify the duties and responsibilities of a security officer
		1.2	State the purposes of assignment instructions
		1.3	Identify the purposes of control rooms
		1.4	Identify items of equipment needed by a security officer when on duty
		1.5	State the meaning of the term "confidentiality" within the context of a security officer's responsibility
2	Understand the law relevant to the role of a security officer.	2.1	Identify common crimes that a security officer may encounter
		2.2	Identify different types of trespass
		2.3	State actions to take when dealing with trespassers
		2.4	State a security officer's power of arrest
		2.5	State arrest procedures to be followed by a security officer
		2.6	Identify different types of evidence
		2.7	State how to preserve evidence after an incident

		2.8	State crime reporting procedures
		2.9	State the law relating to the use of force
3	Understand the importance of, and reasons for, patrolling.	3.1	State the purpose of patrolling
		3.2	State the importance of different types of patrols
		3.3	Identify actions to take before starting a patrol
		3.4	State patrolling procedures and techniques
		3.5	State the importance of local and site knowledge
		3.6	State the importance of check calls
		3.7	Identify common incidents encountered when on patrol
		3.8	State actions to take when incidents are encountered on patrol
4	Understand access and egress control.	4.1	State the purpose of access and egress control
		4.2	Identify different methods of access and egress control
		4.3	State typical access and egress control duties of a security officer
		4.4	State the powers of entry of authorised persons
5	Understand searching relevant to a security officer.	5.1	Identify a security officer's right to search
		5.2	Identify the different types of search
		5.3	Recognise hazards when conducting a search

		5.4	State the precautions to take when carrying out a search
		5.5	State how to search people and their property
		5.6	State how to search vehicles
		5.7	Identify actions to take in the event of a search refusal
		5.8	Identify search documentation that a security officer is required to complete
		5.9	Identify actions to take if a prohibited or restricted item is found during a search
		5.10	Identify additional considerations to take when searching individuals.
6	Understand the purpose and functions of different types of electronic and physical protection systems.	6.1	State the types and purposes of electronic and physical protection systems.
		6.2	State the features and functions of electronic and physical protection systems
		6.3	Identify how electronic and physical protection systems assist a security officer
		6.4	State actions to take in response to different types of alarm activations
		6.5	State the meaning of the term “false alarm”
		6.6	Identify potential threats to electronic and physical protection systems
7	Understand reporting and record keeping relevant to a security officer.	7.1	Identify different types of report
		7.2	State basic report writing techniques

		7.3	State the purpose of notebooks
		7.4	Identify information that should be included in notebooks
		7.5	State the purpose of incident reports
		7.6	Identity information to include in incident reports
		7.7	State the importance of hand-over reports and briefings
		7.8	Identify information that should be included in hand-over reports and briefings

Indicative Content:

Learning Outcome	Indicative Content
1 Understand the role of a security officer within the private security industry.	1.1 Identify the duties and responsibilities of a security officer • Protect life • Prevent and deter crime • Prevent loss • Protect property • Part of the extended police family/other agencies • Respond to incidents • Control site access/egress • Customer liaison • Provide a safe and secure environment 1.2 State the purposes of assignment instructions • Describes the security officer's roles and duties for a specific site • Outlines actions to take in an emergency, including contact numbers • Part of the contract between the "client/customer" and the security company 1.3 Identify the purposes of control rooms • Monitors activity on a site • Provides assistance and emergency back up support for

	security officers • Provides an additional resource (eg CCTV) to monitor remote, vulnerable and secure areas. 1.4 Identify items of equipment needed by a security officer when on duty • Communication equipment (radios; mobile phones) • Personal protective equipment • Site specific, and patrol equipment (keys, swipe cards, access fobs etc) • Notebooks, pens 1.5 State the meaning of the term "confidentiality" within the context of a security officer's responsibility • Keeping site information secure • Only disclosing information to authorised persons
2 Understand the law relevant to the role of a security officer.	2.1 Identify common crimes that a security officer may encounter Includes, but is not limited to: • Theft • Burglary Robbery • Assault • Actual/Grievous Bodily Harm • Trespass • Breach of the peace • Threats to damage (Threats to commit criminal damage – Northern Ireland) • Criminal damage with intent 2.2 Identify different types of trespass • Civil (trespass to land) • Criminal (re Criminal Justice and Public Order Act 1994 – raves, squatting etc) 2.3 State actions to take when dealing with trespassers • To request trespassers to leave premises within a reasonable time • To explain reasons for requesting to leave • To ensure that a person is trespassing and not just lost • To take action (eject) if refusal to leave peacefully

	2.4 State a security officer's power of arrest • Arrest is a last resort • No special power of arrest (only the same as any other citizen) • Can arrest for indictable offences and breach of the peace (under Common Law). • Powers of arrest as per Section 24A of PACE (as amended by the Serious Organised Crime and Police Act). 2.5 State arrest procedures to be followed by a security officer • Inform person being arrest that they are being arrested; the reason for the arrest; the offence they are believed to have committed; that the police have been called • Hand person over to police, explaining reason for arrest and any supporting evidence eg. witnesses, CCTV, property. • Only use reasonable force (where necessary) • Responsible for welfare of arrested person • Ensure any evidence not destroyed/disposed of • Record details of arrest as soon as possible; assist police with a statement if required • Ensure own and others safety 2.6 Identify different types of evidence • Direct • Primary • Secondary • Circumstantial • Hearsay • Forensic 2.7 State how to preserve evidence after an incident • Securing the scene • Controlling and restricting access • Not touching/moving items • Co-operate with emergency services 2.8 State crime reporting procedures • As soon as practical after the event • Follow assignment instructions, and appropriate reporting

	procedures, eg. emergency services, client, employer (as relevant) • Importance of notebook entries • Complete formal incident report/police statement/site specific report as appropriate 2.9 State the law relating to the use of force • As per Criminal Law Act 1967, Chapter 58: ○ a person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large • Force can be used to protect self, as self-defence • Force can be used to make a lawful arrest and prevent a crime • Force can be used to eject a trespasser from private premises • Force can be used to prevent a breach of the peace • Any use of force must be fully justified and properly reported and recorded • Security officers can be prosecuted if they use unnecessary or excessive force
3 Understand the importance of, and reasons for, patrolling.	3.1 State the purpose of patrolling • Visual deterrent • Identifies any weaknesses in site security and actions needing to be taken 3.2 State the importance of different types of patrols • First or Initial: Those patrols carried out at the beginning of a shift, (or takeover/handover) to identify problems/incidents that need to be dealt with • Random: Patrols carried out a random times, in order to prevent patterns developing • Internal: Those carried out inside premises/property • External: Patrolling outside premises/property • Final: The last patrol carried out before the security officer goes off duty, to ensure that any areas requiring attention have been identified/dealt with • Snap, or "one-off" patrol: An additional patrol carried out to respond to a specific incident or situation • Lock up/unlock patrols, when required.

	3.3 Identify actions to take before starting a patrol • Check that communication equipment is in working order • Check assignment instructions for frequency/requirements/route • Inform relevant people at beginning (and end) of patrol 3.4 State patrolling procedures and techniques • Follow assignment instructions • Vary routes and times so that set patterns do not emerge • Use relevant (mechanical or electronic) clocking devices to record patrol information • Maintain regular contact with colleagues/control room • Be vigilant, eg for intruders/fire; checking fire exits; checking doors and windows are secure etc. 3.5 State the importance of local and site knowledge • Awareness of any local crime issues that may affect security of site • Identify suspicious persons, vehicles, packages • Identify site security breaches • Challenge the unusual/unexpected 3.6 State the importance of check calls • Maintains contact with colleagues/control room • Contributes to safety of security officer • Checks that all radio systems are functioning • Provides opportunity to identify any areas of poor radio transmission 3.7 Identify common incidents encountered when on patrol • Suspicious people, vehicles, packages • Breaches in site security, such as perimeter fences, broken windows, damaged locks • Identification of hazards, dangers • Intruders 3.8 State actions to take when incidents are encountered on patrol • Report to control room • Call the emergency services • Record details in notebook

	• Write an incident report • Challenge intruders
4. Understand access and egress control.	4.1 State the purpose of access and egress control • Controls the entry and exit of all staff/visitors and customers • Records who is on site at any given time • Provides information in the event of evacuation, emergencies • Protects safety of staff and visitors • To allow entry to only authorised persons 4.2 Identify different methods of access and egress control • Signing in/signing out • Visitor logs and passes • Swipe cards • Pin entry • Biometric readers • CCTV • Mechanical devices (eg. raised kerbs; cats claws; barriers; turnstiles) 4.3 State typical access and egress control duties of a security officer • Checking for authority to enter premises • First point of contact, so creates customer impression • Providing directions • Staffing access points/checkpoints • Controlling issue/return of visitors passes • Recording visitor information • Operating access/egress control equipment • Refusing entry and removing unauthorised persons 4.4 State the powers of entry of authorised persons. • Includes HM Revenue and Customs; police officers; Health and Safety Inspectors; Fire Officers • Do not have to give advance notice of visit • Must provide valid proof of identity
5 Understand searching relevant to a security officer.	5.1 Identify a security officer's right to search • Permission of person being searched • As a condition of entry/admissions policy

	• As stated in assignment instructions 5.2 Identify the different types of search • General: everyone • Random: eg. One in every four people • Specific: selected individual/vehicle 5.3 Recognise hazards when conducting a search • Sharp objects • Drugs • Weapons • Malicious allegations of theft • Un co-operative client/customer 5.4 State the precautions to take when carrying out a search • Protective clothing (eg. Safety gloves) • Be professional at all times • Use a designated search area (if possible) • Search in view of CCTV (if possible) • Search in pairs (if possible) **Note: Practical searching activities are a mandatory requirement for delivery of assessment criteria 5.5; 5.6.** 5.5 State how to search people and their property • Gain permission prior to search • Follow search policy/assignment instructions • Use appropriate PPE • Same sex searching policy • Self-search techniques • Where possible, search with a witness and in view of CCTV 5.6 State how to search vehicles • Ensure own health and safety (correct clothing and footwear; avoid inhaling vehicle fumes; be aware of other moving vehicles; be visible to other drivers; constantly monitor for hazards and risk in the search area) • Typical locations for search: in tool box or under floor covering in the boot; beneath/behind removable back seats; in webbing of seats; under, behind or in spare

	wheel; glove compartments; behind battery or other compartments; behind panelling in boot; under seats; door pockets; under carpet; front and rear bumpers • Carry out level/type of search according to assignment instructions 5.7 Identify actions to take in the event of a search refusal • Explain reasons for search • Ask for reason for refusal • Follow assignment instructions • Record details in search register 5.8 Identify search documentation that a security officer is required to complete • Search book/ register • Search report • Incident book/ report 5.9 Identify actions to take if a prohibited or restricted item is found during a search • Follow assignment instructions • Inform control room/senior management • Seize/secure, item (where relevant/appropriate) • Record details of find • Inform police (where relevant/appropriate) 5.10 Identify **additional considerations** to take when searching individuals • Cultural and religious • People with a disability • Minors
6 Understand the purpose and functions of different types of electronic and physical protection systems.	6.1 State the types and purposes of electronic and physical protection systems • Access/egress control systems: to control entry/exit of site/premises • Fire alarm systems: to detect fire/heat/smoke

	• CCTV systems: to record and monitor activity on site • Maintenance systems: to inform staff of faults with equipment • Electronic Article Surveillance (EAS): to secure retail items (tags) 6.2 State the features and functions of electronic and physical protection systems • Access/egress control: swipe cards; biometric readers; raised kerbs; key pads. Control access to/entry from premises. • Fire: heat/smoke detectors; audible alarms; flashing lights. Detect a change of "state" • CCTV: PTZ cameras; fixed cameras. Monitor and record activity on site • Maintenance systems: alert staff to faults with systems • EAS: tagging, normally of high value items in retail stores, trigger alarm if item removed whilst tag still in place. 6.3 Identify how electronic and physical protection systems assist a security officer • Provide information of incidents on site that require action 6.4 State actions to take in response to different types of alarm activations • To identify the type of alarm activation and its location • Follow assignment instructions 6.5 State the meaning of the term "false alarm" • An alarm activation that requires the emergency services to attend unnecessarily. This could include alarms that activate in error. 6.6 Identify potential threats to electronic and physical protection systems • Sabotage • Malfunction • User error
7 Understand reporting	7.1 Identify different types of reports

and record keeping relevant to a security officer.	• Incident reports • Handover reports • Police statements/MG11 • Log book entries • Search registers • Visitor logs • Other site specific reports 7.2 State basic report writing techniques • Accurate • Factual, not personal opinions • Timely • Errors to be crossed through and initialled • No correcting fluids, don't tear out pages, no blank lines, no writing between lines • Signed and dated 7.3 State the purpose of notebooks • Can be an aide memoire when patrolling • Record routine and unusual events • Can be used as evidence in Court 7.4 Identify information that should be included in notebooks • Routine information, eg. Patrol routes, times on/off duty • Record unusual events or occurrences, descriptions, car registration details • Not for personal use 7.5 State the purpose of incident reports • Potential for use as evidence in Court • Provides a written record of what has taken place • Can justify a security officer's actions 7.6 Identity information to include in incident reports • Date time and location of incident • Accurate information about the incident: what was seen; who was involved; what action was taken • Details of witnesses • Descriptions of people, vehicles 7.7 State the importance of hand-over reports and briefings.

	/7.8 Identify information that should be included in hand-over reports and briefings. • Handover any necessary equipment/keys • Opportunity to share information: incidents since last on duty; details of any ongoing incidents; any specific duties for next shift • Highlight any vulnerable areas; secure, insecure areas; site hazards • Details of people still on site, expected visitors/deliveries

Assessment: This unit will be assessed by an externally set and marked multiple choice question paper containing 40 questions. The examination will last for 60 minutes and learners will be required to correctly answer 28 of the 40 questions in order to pass.

Unit Title: Conflict Management within the Private Security Industry

Unit Number: Y/506/7125

Level: 2

Minimum contact time: 7.5 hours

Total Unit Time: 8 hours

Learning Outcomes and Assessment Criteria:

Learning Outcome - The learner will:		Assessment Criterion - 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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
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

Indicative Content:

Learning outcome	Indicative content
1 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 regards 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”

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 • 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
3 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 (speak 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 in 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
LO 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 • 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
5. 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

Assessment: This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 20 questions. The examination will last for 30 minutes and learners will be required to correctly answer 14 of the 20 questions to pass.

Guidance for Tutors: 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 and these can be defined in the generic core of learning objectives set out below.

Delivery of this unit to security officers the below scenarios must be covered:

- **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.

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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