

## Level 2 Award for Working as a Security Officer within the Private Security Industry (QCF) Specification

### About this Qualification (Description, Objectives, Aims, Purpose)

The Level 2 Award for Working as a Security Officer within the Private Security Industry is a qualification for individuals who work or would like to work as a Security Guard. It is based on the SIA Specification for Learning and Qualifications in Security Guarding and successful completion of the qualification enables learners to apply for an SIA licence in Security Guarding.

### Objective

Qualifications that an individual is required by law to have gained in order to undertake a specific role

### Purpose

D2. Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

### Structure (Credit, Rules of Combination, Guided Learning Hours)

Learners must complete all three mandatory units totalling 3 credits in order to achieve this qualification.

Unit	Level	Credit	Guided Learning Hours	Mandatory Contact Hours
Working within the Private Security Industry	2	1	10	1
Working as a Security Officer within the Private Security Industry	2	1	10	10
Conflict Management within the Private Security Industry	2	1	8	7.5
Total		3 credits	28 hours	18.5= min 3 days

## Unit 1: Working within the Private Security Industry -

**Unit description:** This unit is for individuals who wish to work in the private security industry and who require an SIA licence to practice. It covers the following areas of knowledge that are common across different sub-sectors: door supervision, security guarding, CCTV operations and vehicle immobilisation. In this unit you will look at the key information required across the security sector, including how the security sector operates, the key legislation that applies to the industry, and how to keep yourself and others safe in the workplace. You will also learn about standards of behaviour, effective communication and customer care.

Unit grid: Learning outcomes/Assessment Criteria/Content

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1. Know the main characteristics of the private security industry	1.1 Identify the key purposes of the private security industry	<b>Key purposes of the private security industry:</b> Prevent, deter and detect crime and unauthorised activities (e.g. by use of CCTV, presence of uniformed guards, visible security signs); Prevent and reduce loss, waste and damage (e.g. by protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents); Monitor and responding to safety risks (e.g. by controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies); by providing personnel and appropriate protection systems for people, property and premises
	1.2 State the functions of the Security Industry Authority (SIA)	<b>Functions of the SIA:</b> Protect the public and regulate the security industry through licensing and industry regulations; Raise industry standards (through the Approved Contractor Scheme, licensing for all regulated security businesses (which is being introduced)); Monitor the activities and effectiveness of those working in the industry (e.g. 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	<b>Standards of behaviour:</b> <b>Personal appearance:</b> smart presentable attire, meet employer guidelines, carry SIA licence while on duty; <b>Professional attitudes and skills:</b> act without discrimination, professionalism, courtesy, personal integrity and understanding, moderate language, alertness, fitness for work; <b>General conduct:</b> 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;

			<p><b>Organisation/Company Values and Standards:</b> adhere to employer standards, procedures and policies; awareness of employer culture and values</p>
	1.4	Identify different sectors within the private security industry	<p><b>Licensed sectors in manned guarding:</b> Vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit (CViT), keyholding</p> <p><b>Other sectors:</b> private investigation, events security (stewarding), electronic security and fire systems and dog handling</p>
	1.5	Identify the benefits of linking with crime reduction initiatives	<p><b>Crime reduction initiatives:</b> National Pubwatch, local Pubwatch initiatives; Crimestoppers; partnership working (initiatives of radio link with other venues); Red and Yellow cards; cooperating with local authority and police)</p> <p><b>Benefits:</b> 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</p>
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	<p><b>Main features of Civil law:</b> Purpose to right a wrong; cases brought by individuals or organisations; compensation for loss or damage; proven on balance of probabilities. Types of offences: trespass, breach of contract etc.</p> <p><b>Main features of Criminal Law:</b> Purpose to deter and punish; cases brought by the Crown; fines and imprisonment; 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) etc.</p>
	2.2	State the main aims of the Private Security Industry Act 2001	<p><b>Main aims of the PSI Act:</b> 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</p>
	2.3	Identify key legislation relating to promoting equality and diversity in the workplace	<p><b>Key Legislation:</b> Equalities Act 2010;</p> <p><b>Protection from discrimination in the workplace:</b> 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</p> <p><b>Areas where equal opportunities legislation applies:</b> recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal; Employer's duty to make reasonable adjustments</p> <p>Human Rights Act 1998</p>
3. Understand the importance of safe	3.1	State the importance of health and	<p><b>Health and safety:</b> Duty of care; To keep employees and customers safe; To avoid damage</p>

working practices to comply with legal requirements		safety in the work environment	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'	<p>Meaning of 'duty of care': requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under common law</p> <p>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</p>
	3.3	Identify the responsibilities of employees, employers and the self-employed under health and safety at work legislation	<p>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</p> <p>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</p>
	3.4	Identify methods for safe manual handling	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	<p>Risks: Likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard</p> <p>Risk factors: drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures</p> <p>Risks to health and safety: injury, ill health, fatality</p> <p>Risk assessment process: identify hazards; evaluate risks (low, medium, high); record findings; review and implement changes to remove or minimise hazards</p>
	3.6	State how to minimise risk to personal safety and security	Risk assessment: 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	<p>Definition of 'hazard': Potential source of harm; adverse health effect on a person or persons;</p> <p>Typical workplace hazards: conditions that cause slips and trips (footwear, wet floor, poor</p>

			lighting); exposure to harmful substances; exposure to excessive noise; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working
	3.8	Identify safety signs and signals	Different categories of sign: e.g. 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; what to report/ when does it become reportable) 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 etc. Who to contact: designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation; knowing how to find first aider in an emergency Notify supervisor Work within the limits of your own ability and authority to deal with a first-aid emergency
4. Understand fire procedures in the workplace	4.1	Identify basic fire safety measures	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	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 fire fighting equipment	Basic firefighting equipment: Extinguishers and the different colour codes, fire blankets, fire hose, sprinkler system (wet/dry risers)
	4.5	State the different types of fire extinguishers and their uses	The different types of fire extinguishers and their uses: Water for use with paper, wood; General Foam for use with paper, wood; specialist foam for use with industrial alcohol;

		flammable liquids (secondary); CO2 Gas for use with electrical fires (primary); Wet Chemical for cooking oil fires; Powder for use with most fires including liquid and electrical fires
	4.6	<p><b>State the actions to be taken upon discovering a fire</b></p> <p><b>Actions to be taken upon discovering a fire:</b> 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</p>
	4.7	<p><b>State the importance of understanding fire control panels</b></p> <p><b>Importance of understanding fire control panels:</b> To 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 according to the notifications; To take necessary precautions as signalled by the systems</p>
	4.8	<p><b>State the importance of understanding fire evacuation procedures</b></p> <p><b>Importance of understanding fire evacuation procedures:</b> To keep self and others safe; to save time in an emergency; to assist emergency services; to confirm evacuation</p>
	4.9	<p><b>Identify the role and responsibilities of a fire marshal</b></p> <p><b>Daily duties to check:</b> 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</p> <p><b>In event of emergency:</b> Sound the alarm / 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</p>
5. Understand emergencies and the importance of emergency procedures	5.1	<p><b>Identify responses to different types of emergencies</b></p> <p><b>Definition of emergency:</b> situation that is unexpected, threatens safety or causes serious disruption and requires immediate action</p> <p><b>Types of emergency:</b> Power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat</p> <p><b>Responses to emergencies:</b> Follow correct procedures depending on emergency; ensure safety of self and others; report to appropriate authorities</p> <p><b>Behaviour:</b> act quickly, be authoritative, remain calm, encourage others to remain calm; prioritisation of incidents</p>
	5.2	<p><b>State how to make emergency calls</b></p> <p><b>Emergency calls:</b> Stay calm; Phone 999 (or appropriate emergency number) and ask for relevant emergency service/s; Provide relevant information as requested by operator: location of incident, any injuries, number of phone you are calling from, nature and time of the incident, equipment at the incident etc.</p>
	5.3	<p><b>Identify actions to be taken in the event</b></p> <p><b>In the event of personal injury:</b> Contact designated first aider or call the emergency services,</p>

	of personal injury	as appropriate; Ensure safety of self and others; Assess for hazards; Deal with injury within limits of own ability and authority; Clear other people away from the scene and ensure clear access for first aiders; Reassure injured individual/others; 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 <b>individuals</b> could be <b>vulnerable</b> and at risk of harm	<b>Individuals:</b> Adults, young people and children who the private security operative may come into contact with whilst on duty <b>Factors indicating vulnerability:</b> 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	<b>Individuals have been identified as vulnerable and at risk of harm:</b> Seeking help of Street Pastors, Street Marshalls or any other scheme active in area; Calling a relative to assist in the case of a younger or vulnerable adult; Calling for a licensed taxi to take a 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	<b>Indicators of child sexual exploitation:</b> 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 <b>Reporting:</b> Contact police or call Crimestoppers; report as soon as possible
5.7	Identify behaviours that could indicate suspicious or terrorist activity	<b>Behaviours that could indicate suspicious or terrorist activity:</b> 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	<b>In the event of a security threat:</b> 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 (e.g. 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	<b>Business continuity plan:</b> 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	<b>Communication process:</b> Sender; receiver; communication channel: (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback and checking understanding <b>Communication barriers:</b> physical e.g. equipment, physical separation, background noise, lighting; attitude e.g. complacency, incorrect assumptions; emotional e.g. nervousness, anger, stress; linguistic – sender e.g. unclear message, accent, jargon, slang; linguistic – receiver e.g. literacy, English as second language; organisational e.g. unclear reporting lines, misunderstanding of roles/responsibilities
	6.2	Identify the different types of communication	<b>Non-verbal communication:</b> body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch, inflection, volume); written communication <b>Verbal communication:</b> speaking, (tone of voice); active listening; questioning techniques
	6.3	State the importance of communication in delivering customer care	<b>Features of effective communication:</b> choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding <b>Importance of effective communication:</b> greater organisational efficiency and effectiveness; effective 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	<b>Types of customer:</b> internal and external, direct and indirect <b>Customer needs/expectations:</b> e.g. information, assistance, directions, product and/service <b>Customers with particular needs:</b> e.g. 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	<b>Principles:</b> acknowledge the customer, establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable <b>Dealing with problems:</b> 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	<b>Telephone communications best practice:</b> 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	<p><b>Check equipment:</b> battery charged; check all parts are in working order</p> <p><b>Uses of phonetic alphabet:</b> enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings</p> <p><b>Methods used to communicate</b> 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</p> <p><b>How to deal with an emergency</b> 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</p>																											
6.8	Recognise the call signs of the NATO phonetic alphabet	<p><b>Call signs:</b> correlate to each letter from phonetic alphabet; local policies regarding call signs allocated</p> <table border="1"> <tr> <td><b>A</b> - Alpha</td> <td><b>J</b> - Juliet</td> <td><b>S</b> - Sierra</td> </tr> <tr> <td><b>B</b> - Bravo</td> <td><b>K</b> - Kilo</td> <td><b>T</b> - Tango</td> </tr> <tr> <td><b>C</b> - Charlie</td> <td><b>L</b> - Lima</td> <td><b>U</b> - Uniform</td> </tr> <tr> <td><b>D</b> - Delta</td> <td><b>M</b> - Mike</td> <td><b>V</b> - Victor</td> </tr> <tr> <td><b>E</b> - Echo</td> <td><b>N</b> - November</td> <td><b>W</b> - Whiskey</td> </tr> <tr> <td><b>F</b> - Foxtrot</td> <td><b>O</b> - Oscar</td> <td><b>X</b> - X-ray</td> </tr> <tr> <td><b>G</b> - Golf</td> <td><b>P</b> - Papa</td> <td><b>Y</b> - Yankee</td> </tr> <tr> <td><b>H</b> - Hotel</td> <td><b>Q</b> - Quebec</td> <td><b>Z</b> - Zulu</td> </tr> <tr> <td><b>I</b> - India</td> <td><b>R</b> - Romeo</td> <td></td> </tr> </table>	<b>A</b> - Alpha	<b>J</b> - Juliet	<b>S</b> - Sierra	<b>B</b> - Bravo	<b>K</b> - Kilo	<b>T</b> - Tango	<b>C</b> - Charlie	<b>L</b> - Lima	<b>U</b> - Uniform	<b>D</b> - Delta	<b>M</b> - Mike	<b>V</b> - Victor	<b>E</b> - Echo	<b>N</b> - November	<b>W</b> - Whiskey	<b>F</b> - Foxtrot	<b>O</b> - Oscar	<b>X</b> - X-ray	<b>G</b> - Golf	<b>P</b> - Papa	<b>Y</b> - Yankee	<b>H</b> - Hotel	<b>Q</b> - Quebec	<b>Z</b> - Zulu	<b>I</b> - India	<b>R</b> - Romeo	
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## Unit 2: Working as a Security Officer within the Private Security Industry

**Unit description:** This unit is security guarding specialist unit. It is for individuals who wish to work in the private security industry and who require an SIA licence to practice. It covers the following areas of knowledge that are specific to security guarding: the role of a security officer, law relevant to the role of a security officer; patrolling, access and egress control, searching, different types of electronic and physical protection systems and reporting and record keeping.

Unit grid: Learning outcomes/Assessment Criteria/Content

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the role of a security officer within the private security industry.	1.1 Identify the duties and responsibilities of a security officer.	<b>Protect life:</b> 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.	<b>Describes the security officer's roles and duties for a specific site:</b> 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.	<b>Monitors activity on a site:</b> provides assistance and emergency back up support for security officers, provides an additional resource (e.g. CCTV) to monitor remote, vulnerable and secure areas
	1.4 Identify items of equipment needed by a security officer when on duty.	<b>Communication equipment:</b> (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.	<b>Confidentiality:</b> Keeping site information secure; only disclosing information to authorised persons; compliance with Data Protection Act
2. Understand the law relevant to the role of a security officer.	2.1 Identify common crimes that a security officer may encounter.	<b>Includes, but is not limited to:</b> theft, burglary, robbery, assault, actual/grievous bodily harm, trespass, arson, 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.	<b>Civil (trespass to land):</b> Criminal (re Criminal Justice and Public Order Act 1994 – raves, squatting etc.)
	2.3 State actions to take when dealing with trespassers.	<b>To request trespassers to leave premises within a reasonable time:</b> 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.	<b>Arrest is a last resort:</b> 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	<b>Inform person being arrest that they are being arrested:</b> the reason for the arrest; the offence they are believed to have committed; that the police have been called, hand person over to police, explaining reason for arrest and any supporting evidence e.g.. witnesses, CCTV, property. Only use reasonable force (where necessary), Responsible for welfare of arrested person, ensure any evidence not

		destroyed/disposed of, record details of arrest as soon as possible; assist police with a statement if required, ensure own and others safety
	2.6	Identify different types of evidence Direct: Primary, Secondary, Circumstantial, Hearsay, Forensic
	2.7	State how to preserve evidence after an incident Securing the scene: controlling and restricting access, not touching/moving items, co-operate with emergency services
	2.8	State crime reporting procedures As soon as practical after the event: follow assignment instructions, and appropriate reporting procedures, e.g. emergency services, client, employer (as relevant), Importance of notebook entries, complete formal incident report/police statement/site specific, report as appropriate
	2.9	State the law relating to the use of force As per Criminal Law Act 1967, Chapter 58: a person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large, force can be used to protect self, as self-defence, force can be used to make a lawful arrest and prevent a crime Force can be used to eject a trespasser from private premises, force can be used to prevent a breach of the peace, any use of force must be fully justified and properly reported and recorded, security officers can be prosecuted if they use unnecessary or excessive force
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 Check that communication equipment is in working order: check assignment instructions for

		a patrol	frequency/requirements/route, inform relevant people at beginning (and end) of patrol
	3.4	State patrolling procedures and techniques	Follow assignment instructions: Vary routes and times so that set patterns do not emerge, use relevant (mechanical or electronic) clocking devices to record patrol information, maintain regular contact with colleagues/control room, be vigilant, e.g. for intruders/fire; checking fire exits; checking doors and windows are secure etc.
	3.5	State the importance of local and site knowledge.	Awareness of any local crime issues that may affect security of site: identify suspicious persons, vehicles, packages, identify site security breaches, challenge the unusual/unexpected
	3.6	State the importance of check calls.	Maintains contact with colleagues/control room: contributes to safety of security officer, checks that all radio systems are functioning, provides opportunity to identify any areas of poor radio transmission
	3.7	Identify common incidents encountered when on patrol.	Suspicious people: vehicles, packages, breaches in site security, such as perimeter fences, broken windows, damaged locks, identification of hazards, dangers Intruders
	3.8	State actions to take when incidents are encountered on patrol.	Report to control room: call the emergency services, record details in notebook, write an incident report, challenge intruders
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 (e.g.. raised kerbs; cats claws; barriers; turnstiles)
	4.3	State typical access and egress control duties of a security officer.	Checking for authority to enter premises: first point of contact, so creates customer impression, providing directions, staffing access, points/checkpoints, controlling issue/return of 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: e.g. every fourth person Specific: selected individual/vehicle
	5.3	Recognise hazards when conducting a search.	Sharp objects: drugs, weapons, malicious allegations of theft, un co-operative client/customer

	5.4	State the precautions to take when carrying out a search.	Protective clothing: (e.g. Safety gloves), be professional at all times, use a designated search area (if possible), search in view of CCTV (if possible), search in pairs (if possible)
	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 Provide learners with opportunity to take part in searching role-play
	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.	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 and record keeping relevant to a security officer.	7.1	Identify different types of reports.	Incident reports: handover reports, police statements/MG11, log book entries, search registers, visitor logs, other site specific reports
	7.2	State basic report writing techniques.	Accurate: factual, not personal opinions, timely, errors to be crossed through and initialled, no correcting fluids, don't tear out pages, no blank lines, no writing between lines, signed and dated
	7.3	State the purpose of notebooks.	Can be an aide memoire when patrolling: record routine and unusual events, can be used as evidence in Court
	7.4	Identify information that should be included in notebooks.	Routine information: e.g. patrol routes, times on/off duty, record unusual events or occurrences, descriptions, car registration details, not for personal use
	7.5	State the purpose of incident reports.	Potential for use as evidence in Court: provides a written record of what has taken place, can justify a security officer's actions
	7.6	Identify information to include in incident reports.	Date time and location of incident; accurate information about the incident: what was seen; who was involved; what action was taken, details of witnesses, descriptions of people, vehicles
	7.7	State the importance of hand-over reports and briefings.	Handover any necessary equipment/keys: opportunity to share information: incidents since last on duty; details of any ongoing incidents; any specific duties for next shift, highlight any vulnerable areas; secure, insecure areas; site hazards, details of people still on site, expected visitors/deliveries
	7.8	Identify information that should be included in hand-over reports and briefings.	Handover any necessary equipment/keys: opportunity to share information: incidents since last on duty; details of any ongoing incidents; any specific duties for next shift, highlight any vulnerable areas; secure, insecure areas; site hazards, details of people still on site, expected visitors/deliveries

### Unit 3: Conflict Management within the Private Security Industry

**Unit description:** This unit covers the knowledge of conflict management and candidates will learn about principles of conflict management, how to recognise, assess and reduce risk, how to communicate in emotive situations to de-escalate conflict, how to develop and use problem solving strategies for resolving conflict and good practice to follow after conflict situations. Learners will also have the opportunity to participate in the practical scenarios.

Unit grid: Learning outcomes/Assessment Criteria/Content

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
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	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	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	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	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	2.1 State how managing customer expectations can	Managing customer expectations can reduce the risk of conflict: Understand



and reduce risk in conflict situations		reduce the risk of conflict	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	Escalation in conflict situations: Frustration; Anger; Aggression; Violence
	2.3	State how the application of dynamic risk assessment can reduce the risk of conflict	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	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	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	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	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	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	Work with colleagues to de-escalate conflict situations: Positioning; Switching to or from a colleague; Dynamic risk assessment
4. Understand how to develop and use problem solving strategies for	4.1	State the importance of viewing the situation from the customer's perspective	Viewing the situation from the customer's perspective: Builds rapport; Enables empathy; Helps to diffuse conflict situations; Understand conflict situations

resolving conflict	4.2	Identify strategies for solving problems	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	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	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	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	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	Contribute to solutions to recurring problems: To increase safety for staff and customers; Identify procedures or methods to deal with situations effectively

## 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.