

Licence to Practice within the Private Security Industry (1897-01-91)

January 2015 Version 1.1

Level 2 Award for Working as a Door Supervisor within the Private Security Industry

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

Qualification Handbook

Qualification at a glance

Subject area	Security
City & Guilds number	1897
Age group approved	18+
Entry requirements	None
Assessment	Multiple choice examination Assignment
Approvals	Standard approval
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Award for Working as a Door Supervisor within the Private Security Industry	1897-01	601/4873/1
Level 2 Award for Working as a Security Officer within the Private Security Industry	1897-01	601/4874/3

Version and date	Change detail	Section
1.1, January 2015	UANs corrected on units 002, 004 and 005.	Units

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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are intended for candidates who work or want to work as Door Supervisors or Security Officers in the private security industry and require an SIA Licence to Practice.
What do the qualifications cover?	These Licence to Practice qualifications allow candidates to learn, develop and practise the skills required for a job as a Door Supervisor or Security Officer. All learners must complete the Working within the Private Security Industry and Conflict Management within the Private Security Industry units and then specialist units for their particular specialism.
What opportunities for progression are there?	On successful completion learners will be able to apply for their SIA Licence to Practice in order to work as a Door Supervisor or Security Officer, or can progress onto the Level 2 Providing Security Services Apprenticeship.
Who did we develop the qualifications with?	These qualifications were developed in association with SIA, BIIAB, City & Guilds, HABC, IQ, Laser, NOCN and Pearson.

Structure

To achieve the Level 2 Award for Working as a Door Supervisor within the Private Security Industry candidates must achieve 6 credits from the following mandatory units.

Level 2 Award for Working as a Door Supervisor within the Private Security Industry					
UAN	City & Guilds unit number	Unit title	Group	Credit Value	GLH
K/506/7176	001	Working within the Private Security Industry	Mandatory	1	10
Y/506/7125	004	Conflict Management within the Private Security Industry	Mandatory	1	8
L/506/7140	005	Working as a Door Supervisor within the Private Security Industry	Mandatory	2	12
K/506/7341	014	Physical Intervention Skills within the Private Security Industry	Mandatory	2	15

To achieve the Level 2 Award for Working as a Security Officer within the Private Security Industry candidates must achieve 3 credits from the following mandatory units.

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

UAN	City & Guilds unit number	Unit title	Group	Credit Value	GLH
K/506/7176	001	Working within the Private Security Industry	Mandatory	1	10
Y/506/7108	002	Working as a Security Officer within the Private Security Industry	Mandatory	1	10
Y/506/7125	004	Conflict Management within the Private Security Industry	Mandatory	1	8

2 Centre requirements

Centres should read the following Security Industry Authority (SIA) document available on the SIA website:

‘Introduction to Learning Leading Towards Licence-linked Qualifications
Requirements for Awarding Organisations/Bodies and Training Providers’

SIA website: **www.sia.homeoffice.gov.uk**

Approval

To offer these qualifications, centres will need to gain both centre and qualification approval. All centres currently approved for the 1892 suite of qualifications will also be required to gain full approval for the new 1897 suite. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

On approval centres will need to complete and sign the conflict management declaration, which can be found in Appendix 1 of this document and in the centre documents section of the 1897 webpage.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Trainers involved in the delivery of licence-linked qualifications

Approved trainers delivering these qualifications must have successfully completed a formal teaching or training qualification.

All trainers seeking to deliver licence-linked qualifications must either have achieved the Level 3 Award in Education and Training (QCF) 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 City & Guilds.

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 NQF/ QCF 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 as communicated by the relevant awarding organisation.

Additional Criteria for Approved Trainers Wishing to Deliver Physical Intervention Skills Training

All trainers delivering physical intervention skills training for the door supervisor licence-linked qualifications must hold all of the following:

- a suitable teaching/training qualification as defined (see page 7)
- a suitable level 3 qualification in conflict management training (see page 7)
- a level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF)
- a current certificate (updated annually) from an approved level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved level 2 programme (see page 9).

Facilities

Training for approved licence-linked qualifications 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.

This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and downstairs **for the physical intervention skills unit**.

Additional Centre and Venue Criteria for Delivery of Physical Intervention Training

Insurance Requirements

In line with general insurance requirements, the minimum for an approved centre offering this unit of qualification is:

- Employers Liability
- Public Liability
- Professional Indemnity.

In order to ensure that the insurance cover is 'fit for task', it should actively specify inclusion of the activities being carried out. In this case under 'business activity' on the insurance documentation it must state cover for 'training in physical intervention'.

Insurance details must be evidenced to the awarding organisation by the centre prior to approval being granted, however, it is the centre's responsibility to ensure that their insurance remains valid and current. This level of insurance cover is mandatory for approved centres and individual trainers delivering physical intervention training at the approved centre. Where the individual tutor does not hold their own cover the approved centre must ensure its insurer is aware of this and extended cover secured where necessary. Documentation should clearly detail the cover for trainers.

Venue Requirements

Training venues must be risk assessed for suitability for physical intervention training. Venues will need to be assessed for each training episode. Approved centres are responsible for maintaining and updating assessment documentation.

Centres are required to have in place a policy and procedures in relation to risk assessment.

Physical skills training must take place in safe conditions, as regards:

- size and suitability of training rooms, ensuring that learners have space to demonstrate techniques safely
- ratio of trainers to learners (1 trainer to maximum 12 learners for the delivery of practical skills).

Centres must have a first aid policy which must include:

- access to staff with first aid at work qualifications during physical skills training
- first aid equipment available during physical skills training
- access to water
- access to a telephone in an emergency.

Centres must furnish candidates with safety information prior to attendance that includes:

- informing them that physical activity will be involved and that this carries risk
- what is expected from them in terms of behaviour
- what they should wear
- what they should do if they have any concerns about their health or fitness to participate in this training.

Rules for the use of Physical Intervention Training Programmes

Only those physical intervention programmes that appear on the SIA website on the list 'Physical Intervention Skills: Trainer Training' can be used to train learners registered to achieve the licence-linked physical intervention unit.

Only centres who are approved to offer the full qualification may offer this unit as a standalone and centres must adhere to the following conditions:

The SIA regulations state that this unit may only be delivered as a standalone unit under the following conditions:

- Learners need to hold a current SIA licence in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection.

or

- Learners need to have the relevant SIA licence-linked certificate / qualification which is under three years old in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection.

It is the centres responsibility to ensure that all learners sitting this unit as a standalone unit meet these requirements and to keep and maintain the relevant records.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Due to the nature of the role of a security operative, in the course of their work it is likely they will be required to make calls to the emergency services, or need to communicate to resolve conflict. It is therefore essential that security operatives are able to communicate clearly.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must be conducted in the medium of English and/or Welsh as appropriate. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment.

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

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

Age restrictions

City & Guilds cannot accept any registrations for candidates under 18 as these qualifications are not approved for under 18s. In addition, only successful candidates aged 18 or over may hold an SIA licence.

Exemptions

Learners with previous licence to practice qualifications, units, training and/or experience will **not** be exempt from part or all of the 1897 licence-linked qualifications. They will be required to undertake all training and the full assessment in order to gain the new licence-linked qualifications from January 2015.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Identification Checking and Walled Garden registrations

The training provider must ensure they check the ID of the learner on registration and ensure the name registered for the licence- linked qualification is exactly the same as the ID presented (Photo ID required and meets SIA acceptable ID documents: signed valid passport of any other nationality or Driving Licence).

It is imperative that all learner named registrations on Walled Garden match the learners ID presented on registration or this will cause delays and possible refusal by SIA when the learner comes to request their SIA licence once they have completed the qualification. The learner is also likely to lose the £220 application fee due to this error.

The training provider must also check the ID presented before assessment.

Standard Delivery Times for Units and Contact Time in Licence-linked Qualifications

Qualification Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a Door Supervisor within the Private Security Industry	45	32.5 (minimum 4 days)	6
Level 2 Award for Working as a Security Officer within the Private Security Industry	28	18.5 (minimum 3 days)	3

Figure .1 Table outlining qualification delivery time: GLH, required contact time and credit values

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.

Figure 1 above details the minimum number of days over which the learning for the qualifications must be delivered in England, Wales and Northern Ireland.

Each day should not exceed eight hours of learning. For the delivery of the Level 2 Award for Working as a Door Supervisor within the Private Security Industry the SIA recognises that one day may be eight and a half hours to accommodate the assessment arrangements.

Order of Delivery of the Units

It is a requirement that learners on the Level 2 Award for Working as a Door Supervisor within the Private Security Industry licence-linked qualification are trained in Conflict Management before Physical Intervention.

Use of Role Play in Training

All training providers will be required to provide practical learning in Conflict Management and Searching delivered as part of the qualifications. Centres will be required to sign a Conflict Management Declaration at centre approval confirming they agree to deliver these role plays to every learner.

Centres must deliver these areas of learning through role-play and practical demonstrations to ensure each learner is able to acquire the skills required as part of the role.

See also, Appendix 2, for the role play to accompany the delivery of the searching content in the door supervisor and security officer units.

4 Assessment

Summary of assessment methods

City & Guilds has written the following assessments to use with this qualification:

- externally set and externally marked multiple choice examinations
- externally set and internally marked assignments – to be externally verified by City & Guilds to make sure they are properly carried out.

Assessment Types			
Unit	Title	Assessment method	Where to obtain assessment materials
001	Working within the Private Security Industry	City & Guilds e-volve multiple choice examination. The examination covers all of the knowledge in the unit.	Examination provided on e-volve - schedule through Walled Garden/Catalogue. On demand question paper version (1897-009) also available – order through Walled Garden/Catalogue.
002	Working as a Security Officer within the Private Security Industry	City & Guilds e-volve multiple choice examination. The examination covers all of the knowledge in the unit.	Examination provided on e-volve - schedule through Walled Garden/Catalogue. On demand question paper version (1897-010) also available – order through Walled Garden/Catalogue.
004	Conflict Management within the Private Security Industry	City & Guilds e-volve multiple choice examination. The examination covers all of the knowledge in the unit.	Examination provided on e-volve - schedule through Walled Garden/Catalogue. On demand question paper version (1897-013) also available – order through Walled Garden/Catalogue.
005	Working as a Door Supervisor within the Private Security Industry	City & Guilds e-volve multiple choice examination. The examination covers all of the knowledge in the unit.	Examination provided on e-volve - schedule through Walled Garden/Catalogue. On demand question paper version (1897-012) also available – order through Walled Garden/Catalogue.
014	Physical Intervention Skills within the Private Security Industry	Assignment 1897-014. The assignment covers the skills and knowledge in the unit.	City & Guilds website http://www.cityandguilds.com/

Assessment strategy

All grading for all assessments is Pass/Fail.

The multiple choice examinations can only be passed by candidates demonstrating a level of mastery, i.e. 70% achievement or above in each examination. This passmark may be subject to slight variation to ensure fairness should any variations in the difficulty of the examinations be identified.

The assignment can only be passed by candidates demonstrating 100% achievement.

Test specifications

The way the knowledge is covered by each examination is laid out in the tables below:

Unit: 001 Working within the Private Security Industry	Duration: 1 hour 15 minutes
Outcome	% of marks
1 Know the main characteristics of the private security industry	12
2 Understand legislation as it applies to the individual in carrying out a licensable activity	7
3 Understand the importance of safe working practices to comply with legal requirements	23
4 Understand fire procedures in the workplace	20
5 Understand emergencies and the importance of emergency procedures	20
6 Understand the importance of communication skills and customer care	18
Total	100

Unit: 002 Working as a Security Officer within the Private Security Industry	Duration: 1 hour 15 minutes
Outcome	% of marks
1 Understand the role of a security officer within the private security industry	10
2 Understand the law relevant to the role of a security officer	18
3 Understand the importance of, and reasons for, patrolling	16
4 Understand access and egress control	8
5 Understand searching relevant to a security officer	20
6 Understand the purpose and functions of different types of electronic and physical protection systems	12
7 Understand reporting and record keeping relevant to a security officer	16
Total	100

Unit: 004 Conflict Management within the Private Security Industry	Duration: 45 minutes
Outcome	% of marks
1 Understand the principles of conflict management appropriate to their role	27
2 Understand how to recognise, assess and reduce risk in conflict situations	17
3 Understand how to communicate in emotive situations to de-escalate conflict	27
4 Understand how to develop and use problem solving strategies for resolving conflict	12
5 Understand good practice to follow after conflict situations	17
Total	100

Unit: 005 Working as a Door Supervisor within the Private Security Industry		Duration: 1 hour 30 minutes
Outcome		% of marks
1 Understand the role and objectives of a door supervisor		6
2 Understand civil and criminal law relevant to a door supervisor		7
3 Understand searching relevant to a door supervisor		19
4 Understand powers of arrest relevant to a door supervisor		8
5 Understand drug-misuse issues and procedures relevant to the role of a door supervisor		13
6 Understand incident recording and crime scene preservation relevant to the role of a door supervisor		13
7 Understand licensing law and social responsibility relevant to the role of a door supervisor		15
8 Understand emergency procedures which should be followed by a door supervisor		7
9 Understand how a door supervisor can help to keep vulnerable people safe		6
10 Understand queue management and venue capacity responsibilities relevant to a door supervisor		6
Total		100

Recognition of prior learning (RPL)

RPL is not allowed for this qualification.

5 Units

The units for this qualification follow.

Unit 001

Working within the Private Security Industry

UAN:	K/506/7176
Level:	2
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by SIA.
Aim:	This unit is intended for people who want to work in the private security industry and who require a SIA licence to practice. It covers those areas of content that are common across different sub-sectors at Level 2: door supervision; security guarding, CCTV operations; vehicle immobilisation; and cash and valuables in transit.
Assessment type	Multiple choice examination.

Learning outcome:

The learner will:

1. Know the main characteristics of the private security industry

Assessment criteria

The learner can:

- 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

Range

1.1 Key purposes

- prevent and detect crime and unauthorised activities
- prevent and reduce loss, waste and damage
- monitor and respond to safety risks
- protection systems

1.2 Functions

- protect the public and regulate the security industry
- raise industry standards
- monitor activities and effectiveness of those within the industry
- set and approve standards of conduct
- training
- supervision
- reviewing operation of the legislative framework

1.3 Standards of behaviour

- 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
- regulator codes of practice and guidelines
 - values and standards
 - procedures and policies

1.4 Different sectors

- *Licensed sectors in manned guarding*
 - vehicle immobilisation
 - security guarding
 - door supervision
 - CCTV
 - close protection

- *Other sectors*
 - private investigation
 - events security
 - stewarding
 - electronic security and fire security systems
 - dog handling

1.5 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

Learning outcome

The learner will:

2. Understand legislation as it applies to the individual in carrying out a licensable activity

Assessment criteria

The learner can:

- 2.1 Identify the **differences between civil and criminal Law**
- 2.2 State the **main aims** of the Private Security Industry Act 2001 investigate
- 2.3 Identify **key legislation** relating to promoting equality and diversity in the workplace

Range

2.1 Differences between civil and criminal Law

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 in civil law

- trespass
- breach of contract

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 in criminal law

- 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 Main aims

- raise standards
- increase public confidence
- increase public safety
- remove criminal elements from the industry
- establish the SIA
- establish licensing

2.3 Key legislation

- Equalities Act 2010
- Human Rights Act 1998
 - Discrimination in the workplace (direct and indirect discrimination)
- equal opportunities legislation
- employer's duty to make reasonable adjustments

Learning outcome

The learner will:

3. Understand the importance of safe working practices to comply with legal requirements

Assessment criteria

The learner can:

- 3.1 State the **importance of health and 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

Range

3.1 Importance of health and safety

- duty of care
- employee and customer safety
- avoid damage
- comply with legislation
- legislation compliance and
- consequences of failure to comply
- avoid negative consequences

3.2 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

3.3 Responsibilities of employees and the self-employed

- take responsibility for own health and safety
- co-operate with employer
- take reasonable care and not put themselves or public at risk
- report injuries and accidents to employer
- follow processes and procedures put in place by their employer

Responsibilities of employers

- assess and reduce risk
- provide first aid facilities
- tell staff about hazards
- provide training if required
- record injuries and accidents
- provide and maintain necessary equipment and clothing and warning signs

3.4 Methods

- 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 movement, avoidance of twisting, push rather than pull

3.5 Risks

- identify hazards
- evaluate risks (low, medium, high)
- record findings
- review and implement changes to remove or minimise hazards

3.6 Minimise risk

- awareness of potential hazards
- risk assessment process
- organisational procedures and policies
- appropriate equipment
- procedures for lone working

3.7 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 Safety signs

- prohibition
- warning
- mandatory
- emergency escape or first aid
- safety colour
- fire safety

Signals

- acoustic
- hand

3.9 Reporting procedures

- organisational procedures
- record in accident book
- RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents)

3.10 Who to contact

- dependent on situation
- designated first aider
- nurse
- ambulance services
- referral to doctor/hospital
- notify supervisor

Learning outcome

The learner will:

4. Understand fire procedures in the workplace

Assessment criteria

The learner can:

- 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

Range

4.1 Basic fire safety measures

- control of fuel and ignition sources
- safe storage of flammables
- inspection and maintenance of electrical equipment
- staff training
- avoidance of overloading electrical points

4.2 Elements

- components of fire
- the fire pyramid

4.3 Classifications of fire

- A - ordinary combustibles
- B – flammable liquids
- C - flammable gas
- D - metal fires
- Electrical fires
- F - hot cooking oils

4.4 Basic fire fighting equipment

- fire extinguishers (different colour codes)
- fire blankets
- fire hose
- sprinkler system (wet/dry risers)

4.5 Types of fire extinguishers

- Water
- General Foam
- CO2 Gas
- Wet chemical
- Powder

4.6 Actions

- sound the alarm
- 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 Importance of understanding fire control panels

- ensure full understanding of extent of area of incident
- pass on correct message to emergency services (materials, chemicals stored in affected area)
- act accordingly to the notifications
- take necessary precautions as signalled by the systems

4.8 Importance of understanding fire evacuation procedures

- keep self and others safe
- save time in an emergency
- assist emergency services
- confirm evacuation

Learning outcome

The learner will:

5. Understand emergencies and the importance of emergency procedures

Assessment criteria

The learner can:

- 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**

Range

5.1 Responses

- 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

Types of emergencies:

- power, system or equipment failure
- flood
- actual or threatened serious injury
- serious illness
- bomb threat

5.2 How to make emergency calls

- stay calm
- dial appropriate emergency telephone number and ask for relevant emergency service
- provide relevant information

5.3 Actions to be taken

- 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

5.4 Vulnerable and at risk of harm

- 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 Actions to take

- 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 Report indicators of child sexual exploitation

- contact the police or call Crimestoppers
- report as soon as possible

5.7 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,
- 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 Actions

- ensuring a visible presence
- regular patrols
- maintaining organised search procedures
- ensuring emergency exits are secured
- know and follow relevant procedure (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 Importance of a business continuity plan

- business operations continue
- allows for remote operation
- protects important assets
- reduces potential downtime
- prevents business failure

Learning outcome

The learner will:

6. Understand the importance of communication skills and customer care

Assessment criteria

The learner can:

- 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

Range

6.1 Elements of communication

- sender
- receiver
- communication channel
- message
- noise
- feedback

6.2 Different types of communication

- non-verbal communication
- verbal communication

6.3 Importance of communication in delivering customer care

- greater organisational efficiency and effectiveness
- better team working
- meet customer needs and expectations
- better resolve customer problems and complaints
- create a good impression/positive organisational image
- reduce conflict
- managing customer expectations

6.4 Different types of customers

- internal
- external
- direct
- indirect

6.5 Principles of customer care

- establishing rapport
- understanding customer needs and expectations
- listening to the customer
- empathising
- communicating information
- being polite
- efficient
- knowledgeable
- helpful
- approachable

6.6 Best practice in relation to telephone communications

- approach and language
- appropriate greeting
- 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 Best practice in relation to radio communications

- check equipment
- uses of phonetic alphabet
- communicate clearly and accurately
- 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

6.8 Call signs

- correlate to each letter from phonetic alphabet
- local policies regarding call signs allocated

Unit 002

Working as a Security Officer within the Private Security Industry

UAN:	Y/506/7108
Level:	2
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by SIA.
Aim:	This unit is intended for people who want to work in the private security industry and who require a SIA licence to practice. It covers the knowledge and understanding for areas that are relevant to the role of a Security Officer.
Assessment type	Multiple choice examination.

Learning outcome:

The learner will:

1. Understand the role of a security officer within the private security industry

Assessment criteria

The learner can:

- 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

Range

1.1 Duties and responsibilities

- 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 Purposes of assignment

- 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 Purposes of control rooms

- monitors activity on a site
- provides assistance
- emergency back up support for security officers
- provides an additional resource (eg CCTV) to monitor remote, vulnerable and secure areas

1.4 Items of equipment

- communication equipment
- personal protective equipment
- site specific equipment
- patrol equipment
- notebooks, pens

1.5 Confidentiality

- keeping site information secure
- only disclosing information to authorised persons

Learning outcome

The learner will:

2. Understand the law relevant to the role of a security officer

Assessment criteria

The learner can:

- 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**

Range

2.1 Common crimes that a security officer may encounter

Includes, but is not limited to:

- theft
- burglary (Theft by Housebreaking – Scotland)
- robbery
- assault
- actual/Grievous Bodily Harm
- trespass
- arson (Wilful Fire Raising – Scotland)
- breach of the peace
- damage with intent to endanger life (Scotland)
- threats to damage (Threats to commit criminal damage – Northern Ireland)
- criminal damage with intent (Malicious Mischief -Scotland)

For Scotland: .The main distinction is that Scottish criminal law is based on common law and statute law. Scottish criminal law is unique in that it contains the concept of corroboration.

2.2 Types of trespass

- Civil (trespass to land)
- Criminal (re Criminal Justice and Public Order Act 1994 – raves, squatting etc)

(In Scotland: Trespass (Trespass (Scotland) Act 1865) is an offence under Scots law).

2.3 Actions to take when dealing with trespassers

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

2.4 Security officer's power of arrest

- no special power of arrest (only the same as any other citizen)
- can arrest for indictable offences (in Scotland – arrestable 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). Scotland: Powers of Arrest under common law

2.5 Arrest procedures

- informing person
 - they are being arrested
 - 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 Different types of evidence

- direct
- primary
- secondary
- circumstantial
- hearsay
- forensic

2.7 Preserve evidence

- securing the scene
- controlling and restricting access
- not touching/moving items
- co-operate with emergency services

2.8 Crime reporting procedures

- as soon as practical after the event
- follow assignment instructions
- appropriate reporting procedures, eg. emergency services, client, employer (as relevant)
- notebook entries
- complete formal incident report/police statement/site specific report as appropriate

2.9 Law relating to the use of force

- Criminal Law Act 1967

Learning outcome

The learner will:

3. Understand the importance of, and reasons for, patrolling

Assessment criteria

The learner can:

- 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

Range

3.1 Purpose of patrolling

- visual deterrent
- identifies any weaknesses in site security and actions needing to be taken

3.2 Different types of patrols

- first or initial
- random
- internal
- external
- final
- snap, or “one-off” patrol
- lock up/unlock patrols

3.3 Actions to take before starting a patrol

- communication equipment is working
- assignment instructions for frequency/requirements/route
- inform relevant people at beginning (and end) of patrol

3.4 Patrolling procedures and techniques

- follow assignment instructions
- vary routes and times
- use relevant clocking devices
- maintain regular contact with colleagues/control room
- be vigilant, eg for intruders/fire

3.5 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 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 Common incidents encountered

- suspicious people, vehicles, packages
- breaches in site security, such as perimeter fences, broken windows, damaged locks
- identification of hazards, dangers
- intruders

3.8 Actions

- report to control room
- call the emergency services
- record details in notebook
- write an incident report
- challenge intruders

Learning outcome

The learner will:

4. Understand access and egress control

Assessment criteria

The learner can:

- 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**

Range

4.1 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 Methods of access and egress

- 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 Access and egress control duties

- checking for authority to enter premises
- first point of contact
- providing directions
- staffing access points/checkpoints
- controlling of visitors passes
- recording visitor information
- operating access/egress control equipment
- refusing entry and removing unauthorised persons

4.4 Powers of entry

- do not have to give advance notice of visit
- must provide valid proof of identity

authorised persons

- includes HM Revenue and Customs; police officers; Health and Safety Inspectors; Fire Officers

Learning outcome

The learner will:

5. Understand searching relevant to a security officer

Assessment criteria

The learner can:

- 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

Range

5.1 Security officer's right to search

- permission
- condition of entry/admissions policy
- as stated in assignment instructions

5.2 Types of search

- general
- random
- specific

5.3 Hazards

- sharp objects
- drugs
- weapons
- malicious allegations of theft
- un co-operative client/customer

5.4 Precautions

- 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)

5.5 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

Note: Practical searching activities are a mandatory requirement for delivery of assessment criteria 5.5.

5.6 How to search vehicles

- ensure own health and safety
- typical locations for search in the car eg in tool box or under floor covering in the boot
- carry out level/type of search according to assignment instructions

Note: Practical searching activities are a mandatory requirement for delivery of assessment criteria 5.6.

5.7 Search refusal

- explain reasons for search
- ask for reason for refusal
- follow assignment instructions
- record details in search register

5.8 Search documentation

- search book/ register
- search report
- incident book/ report

5.9 Actions to take if a prohibited or restricted item is found

- 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 Additional considerations

- cultural and religious
- people with a disability
- minors

Learning outcome

The learner will:

6. Understand the purpose and functions of different types of electronic and physical protection systems

Assessment criteria

The learner can:

- 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

Range

6.1 Types

- access/egress control systems
- fire alarm systems
- CCTV systems
- maintenance systems
- Electronic Article Surveillance (EAS)

Purposes

- control entry/exit of site/premises
- detect fire/heat/smoke
- record and monitor activity on site
- inform staff of faults with equipment
- secure retail items (tags)

6.2 Features and functions

- 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 Protection systems assist a security officer

- provide information of incidents on site that require action

6.4 Actions to take

- to identify the type of alarm activation and its location
- follow assignment instructions

6.5 False alarm

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

6.6 Potential threats

- sabotage
- malfunction
- user error

Learning outcome

The learner will:

7. Understand reporting and record keeping relevant to a security officer

Assessment criteria

The learner can:

- 7.1 Identify different **types of reports**
- 7.2 State basic **report writing techniques**
- 7.3 State the **purpose of notebooks**
- 7.4 Identify **information that should be included in notebooks**
- 7.5 State the **purpose of incident reports**
- 7.6 Identify **information to include in incident reports**
- 7.7 State the **importance of hand-over reports and briefings**
- 7.8 Identify information that should be included in **hand-over reports and briefings**

Range

7.1 Types of reports

- incident reports
- handover reports
- police statements/MG11
- log book entries
- search registers
- visitor logs
- other site specific reports

7.2 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 Purpose of notebooks

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

7.4 Information that should be included in notebooks

- routine information
- record unusual events or occurrences, descriptions, car registration details
- not for personal use

7.5 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 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 Importance of hand-over reports and briefings

- handover any necessary equipment/keys
- opportunity to share information
- highlighting vulnerable areas

7.8 Information in hand-over reports and briefings

- incidents since last on duty; details of any ongoing incidents; any specific duties for next shift
- vulnerable areas; secure, insecure areas; site hazards
- details of people still on site, expected visitors/deliveries

Unit 004

Conflict Management within the Private Security Industry

UAN:	Y/506/7125
Level:	2
Credit value:	1
GLH:	8
Endorsement by a sector or regulatory body:	This unit is endorsed by SIA.
Aim:	<p>This unit is for individuals who wish to work in the private security industry and who require an SIA licence to practice.</p> <p>It covers the knowledge and understanding for areas that are relevant to front line roles.</p>
Assessment type	Multiple choice examination.

Learning outcome:

The learner will:

1. Understand the principles of conflict management appropriate to their role

Assessment criteria

The learner can:

- 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

Range

1.1 Importance of positive and constructive communication

- good communication skills
- defusing situations
- avoiding conflict

1.2 Importance of employer policies, guidance and procedures

- meeting Health and Safety at Work legislation
- sets an expectation for acceptable behaviour for staff and customers
- staff awareness of their responsibilities
- staff awareness of procedures to follow
- details reporting procedures

1.3 Factors

- 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 Factors

- self-control
- personal values
- fear of retaliation
- social or legal consequences

1.5 Human responses

- fight or flight response
 - fear
 - adrenaline
 - shock
 - fear of being “blocked in”

Learning outcome

The learner will:

2. Understand how to recognise, assess and reduce risk in conflict situations

Assessment criteria

The learner can:

- 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**

Range

2.1 Managing customer expectations

- understand customer expectations
- listen carefully
- apologise
- empathise
- keep calm
- provide options
- acknowledge the customers frustrations/anger
- take action and explain procedures

2.2 Stages

- frustration
- anger
- aggression
- violence

2.3 Application of dynamic risk assessment

- 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 Importance of positioning

- maintain personal space
- non-aggressive stance

Exit routes

- ensure an escape route is visible for all parties

Learning outcome

The learner will:

3. Understand how to communicate in emotive situations to de-escalate conflict

Assessment criteria

The learner can:

- 3.1 State **how to use non-verbal communication** in emotive situations
- 3.2 State how to **overcome communication barriers**
- 3.3 Identify the **differences between assertiveness and aggression**
- 3.4 Identify **ways of defusing emotive conflict situations**
- 3.5 Identify **approaches** to take when addressing unacceptable behaviour
- 3.6 State how to work with colleagues to **de-escalate conflict situations**

Range

3.1 How to use non-verbal communication

- signalling non-aggression through non-verbal communication
 - stance
 - gestures
 - body language
 - eye contact
 - open handed gestures
- personal space awareness

3.2 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
 - non-threatening
 - explain what you are doing
 - move to a quieter/lighter space

3.3 Differences between assertiveness and aggression

- aggressive behaviour
 - threatening tone and positioning
 - gestures
 - words
- assertive behaviour
 - firm but fair
 - calm
 - normal positioning and body language
 - polite

3.4 Ways of defusing emotive conflict situations

- empathy
- building rapport
- win-win
- positive communication
- active listening
- providing assistance

3.5 Approaches

- non-aggressive body language
- empathy
- be positive and assertive
- actively listen

3.6 De-escalate conflict situations

- positioning
- switching to or from a colleague
- dynamic risk assessment

Learning outcome

The learner will:

4. Understand how to develop and use problem solving strategies for resolving conflict

Assessment criteria

The learner can:

- 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

Range

4.1 Importance

- builds rapport
- enables empathy
- helps to diffuse conflict situations
- understand conflict situations

4.2 Strategies for solving problems

- managing customer expectations
- building rapport
- find a mutual understanding
- empathy
- explanation of reasons

4.3 Win-win approaches

- both sides come out of encounter satisfied
- problem solving and negotiation
- ways to achieve a win-win situation

Learning outcome

The learner will:

5. Understand good practice to follow after conflict situations

Assessment criteria

The learner can:

- 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**

Range

5.1 Importance of accessing help

- reduces the chances of long-term problems
 - depression
 - anxiety
 - fear
 - post-traumatic stress

5.2 Importance of reflecting on and learning

- sharing good practice
- make improvements
- recognise trends and poor practice

5.3 Benefits of sharing good practice

- prevent reoccurrence of the same problem
- improve procedures for conflict situations
- common response to situations

5.4 Contribute to solutions to recurring problems

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

Unit 005

Working as a Door Supervisor within the Private Security Industry

UAN:	L/506/7140
Level:	2
Credit value:	2
GLH:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by SIA.
Aim:	This unit is intended for people who want to work in the private security industry and who require an SIA licence to practice. It covers the skills for areas that are relevant to the role of a Door Supervisor.

Assessment type Multiple choice examination.

Learning outcome:

The learner will:

1. Understand the role and objectives of a door supervisor

Assessment criteria

The learner can:

- 1.1 State the **role** of a door supervisor
- 1.2 State the **objectives** of a door supervisor
- 1.3 State the **importance of an admissions policy**

Range

1.1 Role

- ensure customers and staff safety on licensed premises
- ensure customers on licensed premises have an enjoyable experience
- assist the management of the premises to comply with licensing objectives and admissions policy
- provide excellent customer service

1.2 Objectives

- ensure the venue's admission policy is adhered to
- control entry
- prevent crime
- maintain order
- work under the direction of the Designated Premises Supervisor
- (Designated Premises Manager - Scotland) (Northern Ireland Legislation does not currently require the nomination of a DPS)

1.3 Importance of an admissions policy

- ensure compliance with the law
- ensure compliance with the venue's specific requirements
- prevent troublesome people entering the venue
- requirements for age and dress code outlined
- allow for searching to prevent illegal and prohibited items
- ensure that all customers are dealt with fairly and equally
- abide by 'maximum capacity figures' where applicable

Learning outcome

The learner will:

2. Understand civil and criminal law relevant to a door supervisor

Assessment criteria

The learner can:

- 2.1 State the **law relating to the use of force**
- 2.2 Identify **different types of crimes against the person** as defined by law
- 2.3 Identify **common crimes against property** that a door supervisor may come across
- 2.4 State the definition of an '**offensive weapon**'

Range

2.1 Law relating to the use of force

- reasonable and necessary (and proportionate - Scotland)
- use of force must be fully justified and properly reported and recorded
- to protect self, as self-defence
- to make a lawful arrest and prevent a crime
- to eject a trespasser from private premises
- to prevent a breach of the peace
- door supervisors can be prosecuted if they use unnecessary or excessive force

2.2 Different types of crimes against the person

- murder/manslaughter
- grievous bodily harm with intent
- grievous bodily harm
- actual bodily harm
- common assault
- rape
- sexual assault
- (Scotland – Murder/Homicide, Culpable Homicide, Aggravated Assault (Serious Assault), Assault, Rape, Sexual Assault , Robbery)

2.3 Common crimes against property

- arson (wilful fire raising - Scotland)
- criminal Damage (Malicious Mischief/ Vandalism - Scotland)
- threats to Damage (Breach of Peace - Scotland) (Threats to commit criminal damage - NI)
- robbery
- burglary (housebreaking - Scotland)
- theft

2.4 Offensive weapon

- Any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use

Learning outcome

The learner will:

3. Understand searching relevant to a door supervisor

Assessment criteria

The learner can:

- 3.1 State the **differences between general, random and specific searches**
- 3.2 Identify a **door supervisor's right to search**
- 3.3 Recognise possible **hazards** when conducting a search
- 3.4 State the **precautions** to take when carrying out a search
- 3.5 State **how to search people and their property**
- 3.6 Identify **reasons for carrying out a premises search**
- 3.7 Identify **actions to take in the event of a search refusal**
- 3.8 Identify **search documentation** that a door supervisor is required to complete.
- 3.9 Identify **actions to take if a prohibited or restricted item is found** during a search.
- 3.10 Identify **additional considerations** to take when searching individuals

Range

3.1 Differences between general, random and specific searches

- general: when everyone is searched
- random: when a random selection of people are searched
- specific: when specific individuals are searched for specific reasons

3.2 Door supervisor's right to search

- as a part of the admissions policy
- as a condition of entry
- follow same-sex searching policy
- only with permission from the person prior to the search

3.3 Hazards

- drugs
- needles
- weapons
- violence
- malicious allegations

3.4 Precautions

- use of personal protective equipment (PPE)
- use of a dedicated search area
- carry out searching in pairs if possible
- carry out searching in view of CCTV if possible
- use self search techniques

3.5 How to search people and their property

- obtain permission of person being searched prior to the search
- follow search policy
- same-sex searching
- use appropriate PPE
- search with a witness
- search in view of CCTV
- when searching children and young people, two staff should be present during search and children and young people should not be asked to remove clothing, other than outer garments like coats

3.6 Reasons for carrying out a premises search

- pre-entry check to ensure safety on opening
- identifying potential hazards
- search for drugs and/or weapons
- search for suspicious packages

3.7 Actions to take in the event of a search refusal

- politely explain reasons for search
- explain that it is a condition of entry that customers agree to be searched
- if customers refuse to consent to a search then they should be denied entry

3.8 Search documentation

- search book/register
- search report
- incident book/report

3.9 Actions to take if a prohibited or restricted item is found

- follow venue's policy
- if item is against entrance policy but is not illegal, follow venues policy. This could be to consider holding/looking after the item before entry is granted and then item can be return on exit.
- consider seizing item, refusing entry, securing item, recording find, informing police
- consider seizing item, arresting customer, calling police, handing-over both person and item to police
- record the find in line with local policy

Learning outcome

The learner will:

4. Understand powers of arrest relevant to a door supervisor

Assessment criteria

The learner can:

- 4.1 Identify **offences** for which a door supervisor can make an arrest
- 4.2 Identify the **limitations** to a door supervisor's powers of arrest
- 4.3 State **why an arrest should only be made as a last resort**
- 4.4 State **arrest procedures** to be followed by a door supervisor
- 4.5 Identify **procedures to take following an arrest**

Range

4.1 Offences

- murder
- rape
- assaults (ABH, GBH, GBH w/i)
- sexual assaults
- firearms offences
- drugs offences
- possession of offensive weapons
- robbery
- burglary
- theft
- criminal damage
- (Murder/Homicide, Culpable Homicide, Aggravated Assault (Serious Assault), Assault, Rape, Sexual Assault, Robbery, Firearms offences, Drugs offences, housebreaking, theft, fraud, vandalism and malicious mischief - Scotland)

4.2 Limitations

- must be within powers of arrest
- offence must be either being committed/ been committed/reasonable grounds for suspecting (Scotland – arrestable offence must be either being committed or have been committed)
- prevention from
 - causing injury to himself or another
 - suffering injury himself
 - causing loss of or damage to property
 - making off before a constable can assume responsibility for him

4.3 Why an arrest should only be made as a last resort

- taking someone's liberty is a serious matter
- can only arrest for indictable offences (Scotland - can only arrest for arrestable offences)
- false arrest can lead to civil or criminal prosecution of door supervisor making the arrest
- personal safety of door supervisor can be at risk

4.4 Arrest procedures

- inform person that they are under arrest, what for, and that the police will be called
- detain the person and ensure their safety
- only use reasonable and necessary force to prevent escape of individual under arrest or to prevent assault against door supervisor or others

4.5 Procedures to take following an arrest

- the arrested person is now the door supervisor's responsibility
- ensure own safety
- ensure the person's safety
- ensure any evidence is preserved and not disposed of
- hand person over to police, explaining reason for arrest
- inform police of any extra evidence of offence (witnesses, CCTV, property)
- record arrest in line with local policy
- assist police with a statement if required
- attend court at a later date if required

Learning outcome

The learner will:

5. Understand drug-misuse issues and procedures relevant to the role of a door supervisor

Assessment criteria

The learner can:

- 5.1 Identify **key areas of drug-misuse legislation**
- 5.2 Recognise the **indicators of drug misuse**
- 5.3 Identify common types of **illegal drugs**
- 5.4 Recognise **signs of drug dealing**
- 5.5 State the **procedure for dealing with individuals** found to be in possession of drugs.
- 5.6 State the **procedure for handling seized drugs**
- 5.7 State **how to dispose of drug-related litter** and contaminated waste

Range

5.1 Key areas of drug-misuse legislation

- Misuse of Drugs Act 1971
- possession of drugs
- possession of controlled drugs with intent to supply
- supplying controlled drugs
- manufacturing controlled drugs
- allowing the premises to be used to take controlled drugs
- Class A, B and C drugs

5.2 Indicators of drug misuse

- uncoordinated behaviour
- repetitive movement
- dilated pupils
- anxiety
- powder traces under the nose
- bloodshot or watering eyes
- excessive sweating
- feeling drowsy
- unconsciousness
- drug litter found in the venue

5.3 Illegal drugs

- Class A: cocaine, ecstasy, LSD, heroin, crack, crystal meth, morphine, opium, psilocybin, methadone
- Class B: amphetamines, barbiturates, cannabis
- Class C: GHB, ketamine, rohypnol, anabolic steroids and other tranquilisers
- other drugs restricted under the Medicines Act
- prescription drugs and legal highs

5.4 Signs of drug dealing

- suspicious behaviour
- frequent trips to toilets
- meetings with lots of strangers/ lots of people approaching one individual
- covert exchanges of items/cash
- hiding in areas out of view of staff and CCTV
- information from other customers or members of staff
- reduction in alcohol sales
- drug litter found in the venue

5.5 Procedure for dealing with individuals

- seize drugs if safe to do so
- secure the drugs
- follow local policy with regards to refusal, ejection or arrest
- inform supervisor, manager and/or licence holder
- record incident in line with local policy

5.6 Procedure for handling seized drugs

- think safety first (including use of safety gloves)
- follow local policy
- ensure drugs are put somewhere secure
- ensure seizure is recorded correctly

5.7 How to dispose of drug-related litter

- use PPE
- use sharps boxes or bottles for needles
- dispose of blood-stained tissues down the toilet

Learning outcome

The learner will:

6. Understand incident recording and crime scene preservation relevant to the role of a door supervisor

Assessment criteria

The learner can:

- 6.1 Identify **different types of evidence**
- 6.2 State **how to preserve evidence** after an incident
- 6.3 Identify **records to complete** when an incident has occurred.
- 6.4 Identify the **reasons for recording incidents**
- 6.5 Identify the **types of incidents** which need to be recorded.
- 6.6 Identify **incidents when a door supervisor should call the police.**
- 6.7 Identify the **requirements for completing incident records**

Range

6.1 Different types of evidence

- direct
- circumstantial
- hearsay
- documentary
- real
- oral
- forensic

6.2 How to preserve evidence

- control the area
- call for support and inform management
- contact emergency services
- cordon off the area
- restrict access
- show police any potential evidence
- record actions

6.3 Records to complete

- incident reports/books
- accident reports/books
- property reports/books
- personal notebooks
- search registers
- police witness statements

6.4 Reasons for recording incidents

- permanent written record of what happened
- potential use as evidence
- to assist outside agencies or court cases
- to justify actions taken
- to prevent malicious allegations or civil actions

6.5 Types of incidents

- ejections
- arrests
- use of force
- accidents
- drugs/weapons/property seizures
- serious crimes
- visits by officials
- disputes or complaints
- suspicious behaviour
- any other emergencies

6.6 Incidents when a door supervisor should call the police

- arrests
- serious crimes
- serious public order
- other serious incidents outside of the venue
- door supervisors should follow local procedures

6.7 Requirements for completing incident records

- complying with local procedures/company policy
- using correct type of record
- recording fact only, as accurately as possible
- recording information as soon as practicable after the event
- using notebook rules
- records need to show when and where it happened, what happened, how it happened, what you saw, what you were told, what you did, what the result was, details of any witnesses, evidence or description

Learning outcome

The learner will:

7. Understand licensing law and social responsibility relevant to the role of a door supervisor

Assessment criteria

The learner can:

- 7.1 Identify the **licensing objectives**
- 7.2 State the **rights and duties** of licensees and door supervisors as their representatives
- 7.3 State the law in relation to refusing entry and ejecting customers
- 7.4 Identify **police powers regarding licensed premises**
- 7.5 State the **law regarding children and young persons on licensed premises**
- 7.6 Identify **acceptable forms of proof of age**
- 7.7 State conduct that is unlawful under **licensing, gaming and licensing of sex establishments legislation**
- 7.8 State the **powers of entry of authorised persons**

Range

7.1 Licensing objectives

- Licensing Act 2003 (Licensing (Scotland) Act 2005) (The Licensing (Northern Ireland) Order 1996)
- prevent crime and disorder
- public safety
- prevention of public nuisance
- protection of children from harm
- (Protecting and improving public health - Scotland)

7.2 Rights and duties of licensees

- ensuring premises complies with licensing objectives and relevant legislation
- decides on admission policy and house rules

Rights and duties of door supervisors

- door supervisors, acting on behalf of licence holders should promote those policies
- door supervisors and licence holder should know the differences between personal and premises licences and how to obtain them

7.4 Police powers regarding licensed premises

- right of entry
- right to search premises
- powers of closure

7.5 Law regarding children and young persons on licensed premises

- protection of children
- selling of alcohol
- penalties
- test purchasing
- other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol

7.6 Acceptable forms of proof of age

- passports
- photo-card driving licences
- proof-of-age scheme cards (Not applicable to NI)
- local Challenge 21 and Challenge 25 schemes (Not applicable to NI)
- follow local policies

7.7 Licensing, gaming and licensing of sex establishments legislation

- allowing drunkenness on licensed premises
- serving someone who is drunk
- serving alcohol to someone under the legal age
- unlawful gaming
- prostitutes soliciting on licensed premises
- Policing and Crime Act 2009
 - sex establishments are licensed by local authorities, who produce licensing policy and conditions. Offences include:
 - running sex establishment without a licence
 - contravention of licence terms, conditions and/or restrictions
 - allowing anyone under 18 years to enter the premises

7.8 Powers of entry of authorised persons

- right to enter licensed premises at any reasonable time to carry out statutory duties

Learning outcome

The learner will:

8. Understand emergency procedures which should be followed by a door supervisor

Assessment criteria

The learner can:

- 8.1 State the **importance of knowing the venue's evacuation procedures**.
- 8.2 State the **role of a door supervisor** when dealing with threats of terrorism
- 8.3 Identify **sources of information on terrorism awareness**
- 8.4 Identify **appropriate responses** to situations requiring first aid

Range

8.1 Importance of knowing the venue's evacuation procedures

- knowing where entrances and all fire exits are
- know how people react in emergencies
- know role of the door supervisor in specific emergencies

8.2 Role of a door supervisor

- identify suspicious behaviour
- remain vigilant in and near the venue
- search individuals on entry
- conduct regular patrols inside and outside the venue
- be aware of suspicious vehicles

8.3 Sources of information on terrorism awareness

- national threat levels
- local information
 - police intelligence
 - licensing forums
- home office and security services websites
- national and Local anti-terrorism initiatives – e.g. Griffin, Argos, Fairway

8.4 Appropriate responses

- identify and call for trained first aiders on site
- call the emergency services if required
- keep calm and reassure casualty/others
- keep area clear around the casualty
- report first aid incidents

Learning outcome

The learner will:

9. Understand how a door supervisor can help to keep vulnerable people safe

Assessment criteria

The learner can:

- 9.1 Recognise the **risks** to vulnerable people being ejected from, or refused entry to a venue
- 9.2 Identify **actions** that can be taken by a door supervisor to protect vulnerable people
- 9.3 Recognise **behaviours** that could indicate potential sexual predators

Range

9.1 Risks

- being under the influence of drink or drugs
- being assaulted
- being alone
- receiving unwanted attention
- domestic violence
- being too young to look after themselves
- becoming the target of a sexual predator

9.2 Actions

- call friend or relative to assist them
- call a licensed taxi to take them home
- use a 'safe haven'
- ask street pastors or street marshals to assist
- call the police

9.3 Behaviours

- a lone male seen pestering a customer or member of staff
- heavily intoxicated female leaving with a male
- regular attendee leaving often with different intoxicated females
- finding a date-rape type drug on a person during a search

Learning outcome

The learner will:

10. Understand queue management and venue capacity responsibilities relevant to a door supervisor

Assessment criteria

The learner can:

- 10.1 Recognise the **benefits of queue control**.
10.2 Indicate **why communication is important** throughout the queuing process
10.3 Identify why **managing venue capacity** is important

Range

10.1 Benefits of queue control

- decreases the potential for conflict outside the venue
- demonstrates good customer service
- allows assessment of attitude and behaviour of different customers while queuing
- allows enforcement of admissions policy
- improves safety of customers

10.2 **Why communication is important**

- manages customer expectations
- decreases potential conflict
- provides good customer service
- builds positive relationships with customers who may then return to the venue

10.3 **Managing venue capacity**

- complies with health and safety legislation
- complies with fire-safety regulations
- complies with licence for the venue
- ensures customer safety and enjoyment

Unit 014

Physical Intervention Skills within the Private Security Industry

UAN:	K/506/7341
Level:	2
Credit value:	2
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by SIA.
Aim:	This unit is intended for people who want to work in the private security industry and who require an SIA licence to practice. It covers the knowledge and understanding for areas that are relevant to front line roles.
Assessment type	Assignment.

Learning outcome:

The learner will:

1. Understand physical interventions and the implications of their use

Assessment criteria

The learner can:

- 1.1 Identify the differences between **defensive physical skills and physical interventions**
- 1.2 Identify the differences between **non-restrictive and restrictive interventions**
- 1.3 Identify **positive alternatives** to physical intervention
- 1.4 State the **importance of only using physical intervention** skills as a last resort
- 1.5 State **legal implications** relating to the use of physical intervention
- 1.6 State the professional implications relating to the use of physical intervention

Range

1.1 Defensive physical skills and physical interventions

- defensive physical skills – skills used to protect oneself from assault
- physical interventions – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement

1.2 Non-restrictive and restrictive interventions

- restrictive interventions - Highly Restrictive, Low Level Restrictive
- involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person's environment.
- non-restrictive interventions - Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to. This would include prompting and guiding an individual to assist them walking

1.3 Positive alternatives

- Primary Controls
- Secondary Controls
- (Note: Underpinning knowledge of interpersonal communication will have been completed as part of Common unit and Conflict Management unit)

1.4 Importance of only using physical intervention

- increase risks of harm to staff and customers
- result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful
- lead to allegations against staff and potentially loss of licence and/or employment

1.5 Legal implications

- legal authority to use force under Statute and Common Law (as relevant for each of the 4 nations)
- duty of care considerations concerning use of physical intervention

Learning outcome

The learner will:

2. Understand how to reduce the risk of harm when physical intervention skills are used

Assessment criteria

The learner can:

- 2.1 State the **importance of dynamic risk assessment** in situations where physical intervention skills are used
- 2.2 Identify the **risk factors** involved with the use of physical intervention
- 2.3 State the **specific risks** of dealing with physical intervention incidents on the ground
- 2.4 Identify the **importance** of dealing with physical intervention incidents on the ground appropriately
- 2.5 Identify **ways of reducing the risk of harm** during physical interventions
- 2.6 State **how to support colleagues** during physical intervention
- 2.7 State **how to manage and monitor a person's safety** during physical intervention
- 2.8 State **responsibilities during physical interventions**
- 2.9 State **responsibilities immediately following physical interventions**
- 2.10 State the **actions** to take in a medical emergency
- 2.11 Recognise the **signs and symptoms** associated with Acute Behavioural Disturbance and Psychosis
- 2.12 State the **specific risks associated with Positional Asphyxia**
- 2.13 State the specific risks associated with **prolonged physical interventions**
- 2.14 State the importance of keeping physical intervention **knowledge and skills current**

Range

2.1 Importance of dynamic risk assessment

- assess threat and risks
- evaluate options available and inform decision whether to intervene, when and how
- identify when assistance is needed
- continuously monitor
- inform decision to de-escalate use of force and/or withdraw

2.2 Risk factors

- Potential Medical Consequences
- serious harm or death
- stress and emotional
- nature of the restraint
- situational factors
- individual factors
- vulnerable groups

2.3 Specific risks

- restraint related deaths are more common during ground restraints - face down, face up
- staff and the individual restrained are at risk of harm
 - during forceful takedowns or falls to the ground and impact with the floor and/or objects
 - from glass or debris on the ground
 - vulnerable to assault from others

2.4 Importance

- taking a person to the ground carries additional risks
- should be avoided wherever possible
- additional steps are essential to ensure the safety of the subject when on the ground.

2.5 Ways of reducing the risk of harm

- choosing the least forceful intervention practicable
- avoid high risk positions
- avoid high risk methods
- ongoing communication
- monitoring the wellbeing of the subject of intervention
- leadership and Teamwork
- following procedures
- de-escalation of physical intervention at the earliest opportunity
- emergency procedures

2.6 How to support colleagues

- switch with colleagues where appropriate
- monitor staff safety
- observe the person restrained and inform colleagues of any concerns for their well being
- contain the immediate area and manage bystanders
- monitor and communicate with others e.g. colleagues, staff from other agencies

2.7 How to manage and monitor a person's safety

- observe fully the risk factors
- ensure that nothing impedes the person's ability to breathe or their circulation
- talk to the person restrained and listen, take seriously and act on their concerns
- act on 'red flags'
- listen to concerns of others present
- ensure a staff member is continuously monitoring well being
- act promptly on concerns

2.8 Responsibilities during physical interventions

- ensure the safety of persons during and after the intervention
- where more than one member of staff is involved in a physical intervention, one member of staff should be in charge of the intervention
- duty of care to the subject is maintained following restraint
- respect the dignity of the people they are dealing with
- appropriate medical attention is provided to any person who appears to be injured or at risk
- staff should challenge unnecessary and excessive use of force by colleagues

2.9 Responsibilities immediately following physical interventions

- duty of care to the subject is maintained following use of force/restraint
- appropriate medical attention is provided to any person who appears to be injured or at risk
- emergency services attending are updated about the circumstances
- evidence is preserved and witnesses secured
- staff involved must fully report and account individually for their actions

2.10 Actions

- immediately ceasing the restraint (if restraint was being applied)
- checking airway – breathing – circulation
- placing in recovery position
- calling appropriate emergency services
- commencing CPR/defibrillator if necessary
- providing emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration.
- if appropriate, require an announcement to be made over the public address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services)
- clear the immediate area of bystanders

2.11 Signs and symptoms

- high temperature
- bizarre behaviour
- sustained mental and physical exhaustion
- metabolic acidosis
- hallucinations
- paranoia
- extreme fear as part of delusional beliefs

2.12 Specific risks associated with Positional Asphyxia

- death
- permanent brain damage
- method of restraint
- position of restraint
- duration of restraint

2.12 Prolonged physical interventions

- the longer the duration of the restraint the greater the exposure to risk and to complications

2.13 Knowledge and skills current

- updated legislation and guidance
- proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks

Learning outcome

The learner will:

3. Be able to use non-aggressive physical skills to protect yourself and others

Assessment criteria

The learner can:

- 3.1 Demonstrate non-aggressive stance and positioning skills
- 3.2 Demonstrate non-aggressive skills used to evade and protect against blows
- 3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds
- 3.4 Identify methods for safe manual handling
- 3.5 Demonstrate non-aggressive team methods to separate persons fighting
- 3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others
- 3.7 Demonstrate **continuous communication** to de-escalate a situation
- 3.8 Demonstrate how to protect against risk immediately following disengagement

Range

3.7 Continuous communication

- positive verbal communications
- non-verbal communications

Learning outcome

The learner will:

4. Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills

Assessment criteria

The learner can:

- 4.1 Demonstrate the use of a method for physically prompting a person
- 4.2 Demonstrate the use of a non-restrictive method of escorting a person
- 4.3 Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort
- 4.4 Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort
- 4.5 Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties
- 4.6 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques
- 4.7 Demonstrate how to escort an individual on stairways

Learning outcome

The learner will:

5. Understand good practice to follow after physical interventions

Assessment criteria

The learner can:

- 5.1 State the **importance of accessing help and support** following an incident
- 5.2 State the **importance of reflecting on and learning** from previous physical intervention situations
- 5.3 State the importance of fully reporting on the use of force.

Range

5.1 Importance of accessing help and support

- physical harm following an incident
- psychological harm following an incident

5.2 Importance of reflecting and learning

- situations needing physical intervention can be reduced
- situations needing physical intervention can be managed more safely

Appendix 1 Conflict management for the private security industry scenario declaration

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 Guards and Close Protection 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.

Delivery of this unit to Door Supervisors the below scenarios must be covered:

- **Refusing entry to a customer:** learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.
- **Ejecting a customer from the venue:** learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.
- **Incidents inside the venue:** learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict

Centre Declaration

We as the centre understand what is required of us on delivering the Conflict Management for the Private Security Industry unit and can confirm that the relevant scenarios will be delivered to all learners during the delivery of the Conflict Management for the Private Security Industry unit.

By signing this we confirm that all learners taking this unit will participate and contribute to these scenarios to a satisfactory level.

Centre Name:	
Centre Number:	
Centre Contact Name:	
Centre Contact Signature:	
Date:	

This declaration must be signed on centre approval and a copy must be sent to your Quality Team. If this is not full approval cannot be provided and this will cause a delay in when the first cohort of learners can be registered.

Appendix 2 Role play to accompany the delivery of the qualifications

Role play to accompany delivery of the searching content in the door supervision specialist unit.

1. All learners should have the opportunity to perform a practical demonstration of searching. This document gives guidance on the use of role play in the delivery of the content on searching.
2. Each awarding body will be monitoring that the role play activity has been taken place, and will supply instructions as to how to record the delivery of this requirement.

The Role Play

3. During the delivery of the content relating to searching, each learner should have the opportunity to demonstrate their understanding of how to conduct a search.
4. The role play should be set up so that each learner has the chance to play a door supervisor responsible for letting customers in to a bar, pub or club.
5. Training providers can develop their own role plays, but must ensure that scenarios represent a typical search. The scenario must also allow the door supervisors to explain to a customer what their right to search is, and shows that they know the appropriate method of searching.
6. Each participant in the role play should be given a brief beforehand. An example of a brief for the door supervisor is as follows;
 - You are the door supervisor working on the door of a busy night club. The venue policy is that all bags carried by customers must be searched as a condition of entry to the club. There have in the past been incidents where customers have taken bottles of their own drink into the club. This has led to very drunk customers and to bottles being left in the club premises. A customer wants to gain entry to the club. He/She is carrying a bag/handbag. You are responsible for ensuring the customer is searched appropriately.
7. The second participant in the role play must be given a compatible brief that allows the scenario to work and reflect a realistic situation. An example of a brief that would complement the above would be;
 - You are a customer wanting to enter the club. You have a bag/handbag on you. You do not have anything in the bag/handbag that you consider will cause problems. You do however have some private correspondence in the bag, and you are not keen for a stranger to go through your possessions. You do really want to get into the club and join your friends, but you don't see what right the door supervisor has to look at your belongings.
8. Where the training provider has developed their own scenario, then a copy of this must be retained so that the awarding body has a record.

Role play to accompany delivery of the searching content in the security guarding specialist unit.

1. All learners should have the opportunity to perform a practical demonstration of searching. This document gives guidance on the use of role play in the delivery of the content on searching.
2. Each awarding body will be monitoring that the role play activity has been taken place, and will supply instructions as to how to record the delivery of this requirement.

The Role Play

3. During the delivery of the content relating to searching, each learner should have the opportunity to demonstrate their understanding of how to conduct a search.
4. The role play should be set up so that each learner has the chance to play a security guard given the role of searching an individual making their way in to a building.
5. Training providers can develop their own role plays, but must ensure that scenarios represent a typical search. The scenario must also allow the security guard to explain to a customer what their right to search is, and shows that they know the appropriate method of searching.
6. Each participant in the role play should be given a brief beforehand. An example of a brief for the security guard is as follows;
 - You are the security guard controlling access and egress to a construction site. There have been thefts of fittings from the site recently, and a new policy has been introduced whereby all bags belonging to workers on the site will be searched as they leave the site. You are responsible for conducting a search.
7. The second participant in the role play must be given a compatible brief that allows the scenario to work and reflect a realistic situation. An example of a brief that would complement the above would be;
 - You are a worker on a construction site. You are on your way home. You have your bag with some personal items in. You have nothing to hide, but don't like the idea of a stranger looking through your bag. You don't want to trouble for yourself but wonder what gives the guards the right to look through your bag.
8. Where the training provider has developed their own scenario, then a copy of this must be retained so that the awarding body has a record.

Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts

UK learners

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International learners

General qualification information

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F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

T: +44 (0)207 294 8128

E: business@cityandguilds.com

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