

# **Licence to Practice within the Private Security Industry (1897-02)**

**January 2015 Version 1.2 (April 2016)**

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

**Qualification Handbook**

## Qualification at a glance

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

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	1897-02	601/4875/5

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1, January 2015	UANs corrected on units 004, 006 and 007.	Units
1.2, April 2016	Updated Assessment method - 006 and 007 now available in Question Paper	Assessment

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# 1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is intended for candidates who work or want to work as Close Protection Operatives in the private security industry and require an SIA Licence to Practice.
What does the qualification cover?	This Licence to Practice qualification allows candidates to learn, develop and practise the skills required for a job as a Close Protection Operative. It consists of three units, with a combination of online tests and practical assessments.
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 Close Protection Operative.
Who did we develop the qualification with?	This qualification was developed in association with SIA, BIIAB, City & Guilds, HABC, IQ, Laser, NOCN and Pearson.

## Structure

To achieve the Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry candidates must achieve 17 credits from the following mandatory units.

Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry					
UAN	City & Guilds unit number	Unit title	Group	Credit Value	GLH
Y/506/7125	004	Conflict Management within the Private Security Industry	Mandatory	1	8
Y/506/7884	006	Working as a Close Protection Operative	Mandatory	7	56
D/506/7885	007	Planning, Preparing and Supporting a Close Protection Operation	Mandatory	9	76

## 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](http://www.sia.homeoffice.gov.uk)

### Approval

To offer this qualification, 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.

### Resource requirements

#### **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 this qualification 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.

## ***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.

## 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.

### Additional requirements for the Delivery of Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

It is an SIA requirement that centres must confirm that each learner has a valid first aid qualification OR can evidence sufficient training or experience to the:

- Level of the First Person on Scene (FPOS) Intermediate Award – 30 hours (Pearson / IHCD) or
- Level 3 Award in First Aid Response (HABC) or equivalent.

Learners should present their valid first aid certificate or evidence of equivalent training and experience to their training provider before they start training. If the learner does not have a recognised first aid award and cannot demonstrate equivalent experience they will need to get an award. This is in addition to the minimum 139.5 hours knowledge and practical skills training.

It is the centre's responsibility to check the learners' first aid certificate and maintain relevant records of how a learner meets this requirement for audit purposes.

Centres are permitted to deliver suitable first aid qualifications together with the close protection qualification as part of a training package.



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

Qualification Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	140	139.5 (minimum 12 days)	17

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. The SIA recognises that the delivery of the Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry may include exercises that will exceed eight hour days. To reflect this practice there is no restriction on the length of a training day, although the full qualification should be delivered over a minimum of twelve days.

### 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 qualification. 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.

## 4 Assessment

### Summary of assessment methods

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

- externally set and 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
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.
006/ 206	Working as a Close Protection Operative	City & Guilds e-volve multiple choice examination. The examination covers part of the knowledge in the unit.	Examination provided on e-volve – (1897-006) schedule through Walled Garden/Catalogue. On demand question paper version (1897-206) also available – order through Walled Garden/Catalogue
106	Working as a Close Protection Operative	Assignment 1897-106 The assignment covers the skills and knowledge in the unit.	City & Guilds website <a href="http://www.cityandguilds.com/">http://www.cityandguilds.com/</a>
007/ 207	Planning, Preparing and Supporting a Close Protection Operation	City & Guilds e-volve multiple choice examination. The examination covers part of the knowledge in the unit.	Examination provided on e-volve – (1897-007) schedule through Walled Garden/Catalogue. On demand question paper version (1897-207) also available – order through Walled Garden/Catalogue
107	Planning, Preparing and Supporting a Close Protection Operation	Assignment 1897-107 The assignment covers the skills and knowledge in the unit.	City & Guilds website <a href="http://www.cityandguilds.com/">http://www.cityandguilds.com/</a>

## 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 assignments can only be passed by candidates demonstrating 100% achievement in each assignment.

### Test specifications

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

<b>Unit: 004</b> <b>Conflict Management within the Private Security Industry</b>	<b>Duration:</b> <b>45 minutes</b>
<b>Outcome</b>	<b>% of marks</b>
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
<b>Total</b>	<b>100</b>

<b>Unit: 006</b> <b>Working as a Close Protection Operative</b>	<b>Duration:</b> <b>40 minutes</b>
<b>Outcome</b>	<b>% of marks</b>
1 Understand the roles and responsibilities of a close protection operative	28
2 Understand basic surveillance, anti-surveillance and counter-surveillance techniques	16
3 Understand legislation relevant to a close protection operative	16
4 Understand the importance of interpersonal skills within a close protection environment	8
5 Understand the importance of reconnaissance within a close protection environment	12
6 Understand search procedures within a close protection environment	20
<b>Total</b>	<b>100</b>

<b>Unit: 007</b> <b>Planning, Preparing and Supporting a Close Protection Operation</b>	<b>Duration:</b> <b>45 minutes</b>
<b>Outcome</b>	<b>% of marks</b>
1 Understand the importance of threat assessment, risk management and operational planning	32
2 Understand the importance of teamwork and operational briefing within a close protection environment	7
3 Understand close protection foot drills	7
4 Understand the importance of planning for route selection	21
5 Understand the importance of transport management within the close protection environment	4
6 Understand incident management within a close protection environment	4
7 Understand venue security operations	25
<b>Total</b>	<b>100</b>

### ***Recognition of prior learning (RPL)***

RPL is not allowed for this qualification.

## 5 Units

The units for this qualification follow.

## Unit 004

## Conflict Management within the Private Security Industry

<b>UAN:</b>	Y/506/7125
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SIA.
<b>Aim:</b>	<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>
<b>Assessment type</b>	Multiple choice examination.

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### 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”

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## 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

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## 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

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## 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

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## 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

<b>UAN:</b>	Y/506/7884
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	56
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SIA.
<b>Aim:</b>	<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 practical skills and underpinning knowledge required for a close protection operative working within a close protection environment. The skills developed by the learner include: surveillance, the key legislation that applies to the industry, reconnaissance, search procedures, interpersonal skills, behaviour and communication.</p>
<b>Assessment type</b>	Multiple choice examination and assignment.

### Learning outcome:

The learner will:

1. Understand the roles and responsibilities of a close protection operative

### Assessment criteria

The learner can:

- 1.1 State the **purpose of close protection**
- 1.2 State the **purpose of close protection training and licensing**
- 1.3 Describe the **different roles and responsibilities** within a close protection team
- 1.4 Identify the **professional attributes required** of a close protection operative
- 1.5 Explain the **difference between a client and a principal** within the role of close protection
- 1.6 Identify **client types** who require close protection services
- 1.7 Recognise the **importance of communication** within a close protection environment
- 1.8 Identify the **types of equipment** available to a close protection operative
- 1.9 Describe **tasks** a close protection operative could undertake whilst working alone
- 1.10 Explain the difference between a **successful and unsuccessful** close protection task
- 1.11 State **why continual professional development (CPD) is necessary** for a close protection operative

## Range

### 1.1 Purpose of close protection

- principal
- family
- lifestyle
- business
- image

### 1.2 Purpose of close protection training and licensing

- to develop competency and skills
- code of conduct
- CPD

### 1.3 Different roles and responsibilities

- Team Leader (TL)
- Second in command (2IC)
- Close protection operative CPO
- Personal protection officer PPO
- Security Advance Party (SAP)
- Driver
- Medic
- Support Team
- Residential security team (RST)
- Personal escort section (PES)
  - *Specialism* - personal security detail (PSD) (hostile environments)

### 1.4 Professional attributes required

- honesty
- integrity
- intelligent
- discreet
- excellent communicator
- calm
- modest
- trained
- well presented
- prepared

### 1.5 Difference between a client and a principal

- client is purchaser of services
- principal is for the intended cover of services, ie protective cover

### 1.6 Client types

- corporate
- celebrities
- dignitaries
- private individuals
- public sector
- international

### 1.7 Importance of communication

- to facilitate effective teamwork
- share requirements to and from the principal
- share requirements to and from client
- liaison with external agencies
- liaison and operational facilitation at a venue
- information gathering

### 1.8 Types of equipment

- radios
- Global positioning system (GPS)
- Satellite Navigation (Satnav)
- Hand Held Metal Detector (HHMD)
- Technical Surveillance Counter Measure (TSCM)
- Trace Explosives Detector (TED)
- Closed Circuit Television (CCTV) (overt/covert/bodycam)
- infrared (IR)/laser sensors
- alarms
- tracking devices
- Personal Protective Equipment (PPE)

### 1.9 Tasks

- security surveys
- driving, escorting, security of minors
- reconnaissance
- security advance party (SAP)
- residential security team (RST)
- meetings, functions, events, leisure, shopping
- scheduling, planning, liaising, booking

### 1.10 Successful and unsuccessful

- **Unsuccessful task**
  - safety compromised
  - team compromised
  - principal embarrassed
  - fatality
  - assault
  - interruption to schedule
- **Successful task**
  - well planned
  - operation completed without any of the negative attributes (above)
  - client/principal satisfied with outcome
- specialism - penetration testing (team leader challenging existing security arrangements and their own teams to identify vulnerable points)

### 1.11 Why continual professional development (CPD) is necessary

- updating skills
- updating knowledge
- maintain competency

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## Learning outcome

The learner will:

2. Understand basic surveillance, anti-surveillance and counter-surveillance techniques

## Assessment criteria

The learner can:

- 2.1 State the **purpose of surveillance**
- 2.2 State the **purpose of anti-surveillance**
- 2.3 State the **purpose of counter-surveillance**
- 2.4 Describe basic surveillance, anti-surveillance and counter-surveillance **techniques**
- 2.5 Identify **sources of unwanted attention**
- 2.6 Describe the **capabilities and limitations** of surveillance equipment

## Range

### 2.1 Purpose of surveillance

- planned operation: person, place, object, gather information
- situational awareness: environment (urban, rural), impact factors (time of day, weather), external influences

### 2.2 Purpose of anti-surveillance

- drilling
- security advance party (SAP)
- reconnaissance

### 2.3 Purpose of counter-surveillance

- active detection
- passive detection
- third party detection
- hostile activity

### 2.4 Techniques

- covert, overt
- foot, mobile, static
- urban, rural
- lone working (1 up)
- teamwork (2+)

### 2.5 Sources of unwanted attention

- known criminals
- media
- followers
- stalkers
- fixated persons
- groups (e.g. protest groups)
- hostile reconnaissance

## 2.6 Capabilities and limitations

- radios, mobiles (range, reception, interference, battery life, overt/covert)
- static CCTV, camcorder, optical support (remote viewing, recording of data, operate in confined spaces, time saving, battery life, lighting conditions)
- listening devices (covert, recording information, remote monitoring, battery life, Regulation of Investigatory Powers Act)
- tracking devices (covert, 3/4g reception, black spots, remote monitoring, global coverage, real time, battery life)

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## Learning outcome

The learner will:

3. Understand legislation relevant to a close protection operative

## Assessment criteria

The learner can:

- 3.1 State the main **aims** of the Private Security Industry Act
- 3.2 Identify the functions of the Security Industry Authority
- 3.3 Identify the **differences between civil, criminal and common law**
- 3.4 State **current legislation** that impacts on the role of a close protection operative

## Range

### 3.1 Aims

- disclosure
- insurance
- codes of ethics
- moral and ethical conduct
- licensing

### 3.3 Differences between civil, criminal and common law

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



### 3.4 Current legislation

- Data Protection Act – control and access of confidential information
- Corporate Manslaughter and Corporate Homicide Act 2007 – link with health and safety, company / organisational responsibility
- 1967 Criminal Law Act - section 3 - Use of Force
- Equality Act 2010 - discrimination, disability, equality
- Freedom of Information – obligations and the interaction with other Acts
- Health and Safety – self, team, and work environment
- Human Rights Act – all articles (separated into: absolute, qualified and limited)
- Misuse of Drugs Regulation 2001 – classification of drugs and associated penalties
- Regulation of Investigatory Powers Act (RIPA) –regulation of surveillance
- Road Traffic Act. - driving offences, driving or being in charge of a vehicle under the influence of alcohol or drugs (self, team, chauffeur, protected person)
- Trespass – Criminal Trespass, Civil Trespass
- Health and Safety at Work Act – section 2, section 7 RIDDOR
- Breach of the Peace – common law
- Power to Use Force – common law (justifiable, proportionate, reasonable)
- Defending Self and Property – understand a disproportionate response
- Power of Arrest – civil arrest
- Harassment – Criminal Harassment, Civil Harassment

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### Learning outcome

The learner will:

4. Understand the importance of interpersonal skills within a close protection environment

### Assessment criteria

The learner can:

- 4.1 State the **definition of interpersonal skills**
- 4.2 Identify **interpersonal skills** required within the close protection environment
- 4.3 Explain the **importance of communication** with principals, clients and other individuals
- 4.4 Explain the **importance of assertiveness** in the role of a close protection operative
- 4.5 Explain the **importance of etiquette, dress code and protocol** within a close protection environment

### Range

#### 4.1 Definition of interpersonal skills

- the ability to communicate or interact well with other people Oxford English Dictionary, (2014), Oxford: OUP

#### 4.2 Interpersonal skills

- proactive
- assertive
- listening skills
- confidentiality
- negotiation skills
- problem solving skills

#### 4.3 Importance of communication

- to facilitate incident management
- clarity of information
- understand expectations
- increased operational effectiveness
- conflict management
- to aid in successful operational planning

#### 4.4 Importance of assertiveness

- positive
- confidence
- image
- effective management

#### 4.5 Importance of etiquette, dress code and protocol

- social diversity
- representation
- low profile
- client relationship

---

### Learning outcome

The learner will:

5. Understand the importance of reconnaissance within a close protection environment

### Assessment criteria

The learner can:

- 5.1 State the **purpose of reconnaissance**
- 5.2 Identify **factors** to be considered when conducting a reconnaissance
- 5.3 State the **role** of the Security Advance Party (SAP)
- 5.4 Explain the difference between covert, overt, and low profile reconnaissance

### Range

#### 5.1 Purpose of reconnaissance

- information gathering
- planning
- intelligence
- identify vulnerable points (VP)

#### 5.2 Factors

- different terrains
- location type
- daily
- short notice
- event
- dynamic
- threat level

### 5.3 Role

- reconnaissance
- routes
- communication
- search, secure, guard (SSG)
- anti-surveillance
- advance/abort confirmations

---

### Learning outcome

The learner will:

6. Understand search procedures within a close protection environment

### Assessment criteria

The learner can:

- 6.1 State the **reason for the search**
- 6.2 State **how to deal with unauthorised/dangerous items**
- 6.3 Identify **legislation** in relation to powers of search and access control as applied to the close protection operative
- 6.4 Describe the **implications of searching** buildings, vehicles and people
- 6.5 Identify **resources used** for carrying out a search
- 6.6 Describe the **process for sanitising and securing** a location prior to use
- 6.7 Identify **methods for securing** a vehicle, building and location
- 6.8 Explain the **importance of post search security**

### Range

#### 6.1 Reason for the search

- safe, secure environment
- identify illicit objects, familiarity, ensure the principal's location is sterile from cameras, listening devices etc.

#### 6.2 How to deal with unauthorized / dangerous items

- confiscate, secure
- report, record, evidence
- citizen arrest
- evacuate the principal/team

#### 6.3 Legislation

- common law
- criminal law act 1967 section 3 (use of force)
- breach of peace
- common assault
- same sex searching

#### 6.4 Implications of searching

- SSG - resources
- communication
- relationships, procedures being visible impacting on covert teams
- technical surveillance counter measures (TSCM) – financial, time, circumstances

### 6.5 Resources used

- wands, scanners, X-ray
- thermal, Infra Red (IR)
- torches
- specialist search teams, dog, team members
- search mirrors
- technical surveillance counter measures (TSCM)
- trace explosive detection (TED)

### 6.6 Process for sanitising and securing

- physical search, systematic search, technical surveillance counter measures (TSCM)
- sanitise, secure, tamper tape, security seals
- teamwork
- controlled access
- rummage pairs
- zone, sector, sub-sector

### 6.7 Methods for securing

- scanning
- sweeping
- manpower
- monitoring
- actions on
- sanitise, search, secure, guard (SSG)
- 7 point vehicle search

### 6.8 Importance of post search security

- maintain integrity
- sanitise
- post security (removal of important documents, removal of personal effects, clearing)

---

## Learning outcome

The learner will:

7. Be able to establish and maintain secure environments

## Assessment criteria

The learner can:

- 7.1 Carry out **basic search techniques** for people, vehicles and property
- 7.2 Carry out a **room search**
- 7.3 Complete a **reconnaissance activity**
- 7.4 Use basic surveillance, anti-surveillance and counter **surveillance techniques**
- 7.5 Use **basic negotiation skills**

## Range

### 7.1 Basic search techniques

- personal search
- vehicle (7 point vehicle search)
- building (team leader, scribe, rummage pairs, sector, subsector, scan, sweep)

### 7.2 Room search

- sweep
- scan
- rear to near
- sanitise, search, secure, guard (SSG)

### 7.3 Reconnaissance activity

- planning, preparation
- teamwork, role allocation
- variety of methods (vehicle, foot, internet, open source information, overt, covert)
- reporting, consolidation, summarisation, presenting

### 7.4 Surveillance techniques

- covert
- foot drills
- technology (lawful)
- vehicle (if appropriate)
- rule of 3
- pinch points, choke points, vulnerable points
- crossing, trigger, housing, cornering, boxing
- routine, drilling

### 7.5 Basic negotiation skills

- verbal, non verbal
- assertiveness
- decision making, problem solving
- negotiation and listening skills

## Unit 007

## Planning, Preparing and Supporting a Close Protection Operation

<b>UAN:</b>	D/506/7885
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	76
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SIA.
<b>Aim:</b>	<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 practical skills and underpinning knowledge required for a close protection operative working within a close protection environment. The skills developed by the learner include: threats and risk assessment, operational planning, teamwork, foot drills, route selection, transport management, incident management and venue security.</p>

**Assessment type** Multiple choice examination and assignment.

---

### Learning outcome:

The learner will:

1. Understand the importance of threat assessment, risk management and operational planning

### Assessment criteria

The learner can:

- 1.1 State the **definition of a threat** to a principal
- 1.2 State the **definition of risk** to a principal
- 1.3 State the **purpose of operational planning**
- 1.4 Explain the **types of threat and risk assessment**
- 1.5 Identify **threats to a principal** within the close protection context
- 1.6 Explain the **need to conduct a threat and risk assessment** for a principal and a venue
- 1.7 State the **importance of threat profiling** principals and clients
- 1.8 Describe **techniques used in the threat and risk assessment** process and their importance
- 1.9 Explain the difference between **threat assessment and risk management** when a principal is arriving and leaving a location
- 1.10 Explain the **need for dynamic risk assessment, response and contingency plans**
- 1.11 Identify how a close protection operative could **gather intelligence for operational purposes**
- 1.12 Identify the **UK government's threat levels**
- 1.13 Describe how a **decision making model** could be used within the threat and risk assessment process

- 1.14 State the **importance of time and resource management** within an operational planning context
- 1.15 Identify **third parties to be contacted** during operational planning.

## **Range**

### **1.1 Definition of a threat**

- potential source of harm, capability, intent
- personal (life threatening, attack, injury, political, personal, embarrassing, financial)
- imminent, terroristic, stereotypical, security

### **1.2 Definition of risk**

- assessment, management
- probability, likelihood, chance
- harm, danger, loss

### **1.3 Purpose of operational planning**

- to identify specific details of the task
- individual responsibilities
- source document providing operational accountability
- use of orders process:
- preliminaries, general overview, ground, situation, mission, execution, coordinating instructions, command signals, service, support

### **1.4 Types of threat and risk assessment**

- daily, routine
- event, route, venue
- personal
- imminent, terroristic (personal, building, facility)

### **1.5 Threats to a principal**

- unwanted attention
- unintentional injury
- intentional injury or attack
- embarrassing situations

### **1.6 Need to conduct a threat and risk assessment**

- safety (personal, team, principal, PAX principal's guests/passengers, vehicle, public)
- planning, resource, control, third party, external assistance

### **1.7 Importance of threat profiling**

- safety (personal, team, principal, PAX principal's guests/passengers, vehicle, public)
- preparedness (resources, cost), planning

### **1.8 Techniques used in the threat and risk assessment**

- profiling, risk and threat assessment
- reconnaissance
- route selection
- security surveys

### **1.9 Threat assessment and risk management**

- **threat assessment**
  - arrival and departure methods, timing, environment, situation and location
  - identify sources of harm prior to phase and dynamically
- **risk management**
  - reduce or eliminate exposure to threat
  - manpower can reduce/increase risk
  - effective Communication
  - use of security advance party (SAP)
  - surveillance of Drop off/ Pick up points (DoP/PuP)
  - surveillance and securing of entry and exit routes

### **1.10 Need for dynamic risk assessment, response and contingency plans**

- options, mitigation, safety measures
- situational awareness, evolving/continuous situation
- response, preparedness
- communication, manpower

### **1.11 Gather intelligence for operational purposes**

- client, principal, local agencies (police), profile
- known history, open source intelligence
- cross reference, intelligence updates

### **1.12 UK government's threat levels**

- low
- moderate
- substantial
- severe
- critical

### **1.13 Decision making model**

- a process of identifying, organising and analysing threat information to establish current risk levels and risk management opportunities.
  - i.e. National Decision Making Model (values, information, assessment, powers/policy/legislation, options/contingencies, action/review)

### **1.14 Importance of time and resource management**

- coordination, facilitation
- effectiveness
- preparedness, manpower



### 1.15 Third parties to be contacted

- statutory, non-statutory
- private, public, government
- peer, confidentiality

---

## Learning outcome

The learner will:

2. Understand the importance of teamwork and operational briefing within a close protection environment

## Assessment criteria

The learner can:

- 2.1 Identify the **attributes of a team**
- 2.2 Explain the **benefits of knowing and utilising other team members' abilities and skills**
- 2.3 Explain the **benefits of personal and team preparation**
- 2.4 State the **importance of Standard Operating Procedures (SOPs)**
- 2.5 Describe the difference between **operational briefings and debriefings**

## Range

### 2.1 Attributes of a team

- management, leadership, teamwork
- communication, response, focus
- techniques, skills
- shared responsibility, empowerment, planning, confident, negotiation
- observation, alertness

### 2.2 Benefits of knowing and utilising other team members' abilities and skills

- role, responsibility
- effectiveness, efficiency, safety
- success, skills match
- cover, security, awareness

### 2.3 Benefits of personal and team preparation

- efficiency, ability, capability, reliability, performance
- clarity, communication
- 3rd party perception, exchange of information

### 2.4 Importance of standard operating procedures

- consistency in practices, response, understanding
- efficiency, safety, continuity
- process, procedures

## 2.5 Operational briefings and debriefings

- operational briefing
  - principal, team, others
  - preparation, communication, understanding
- operational debriefing
  - experiential learning, best practice, poor performance
  - unexpected behaviours, intelligence update, change

---

## Learning outcome

The learner will:

3. Understand close protection foot drills

## Assessment criteria

The learner can:

- 3.1 State the **role of a close protection operative while on foot**
- 3.2 Identify the **roles within a close protection team while on foot**
- 3.3 Explain the **importance of a flexible approach** to protection while on foot
- 3.4 Explain the **purpose of body protection** of a principal
- 3.5 Explain the **purpose of extracting a principal** while on foot

## Range

### 3.1 Role of a close protection operative while on foot

- protection
- 360° cover

### 3.2 Roles within a close protection team while on foot

- team leader, other positions in formations
- roles – Personal Protection Officer (PPO), Personal Escort Section (PES) (point, flank, rear), Security Advance Party (SAP)

### 3.3 Importance of a flexible approach

- adapt to change, timings
- exposure, public interaction
- dynamic risk assessment

### 3.4 Purpose of body protection

- 360° cover, protection
- limit exposure, reduce risk
- maintain security

### 3.5 Purpose of extracting a principal

- increase in threat/risk, remove from threat/risk, change of location
- third party interest, limit exposure, safety
- Separated from team, transit to safe haven

---

## Learning outcome

The learner will:

4. Understand the importance of planning for route selection

## Assessment criteria

The learner can:

- 4.1 State the **purpose of route selection and planning**
- 4.2 State the **factors** to be considered when selecting **modes** of transport
- 4.3 Identify **technological tools used in route planning**
- 4.4 Identify the **advantages and disadvantages of using technological tools** in route planning
- 4.5 Identify the **advantages and disadvantages of using non-electronic maps** in route planning
- 4.6 State **factors** to be considered when planning and timing a route

## Range

### 4.1 Purpose of route selection and planning

- avoid routine, maximise safe transition, speed limits, safe route
- identify choke points, vulnerable points, timings
- safe havens, motorways, establish primary and secondary routes, emergency services, terrain, vehicle use
- communication blackspots

### 4.2 Factors

- threat, timings, route plan, distance, traffic state, road state, published information, means of transport, emergency response, terrain, environmental factors, time of day

#### Modes

- road, sea, air, rail

### 4.3 Technological tools used in route planning

- sat nav, OS Maps
- GPS, compass
- mobiles, radios, internet

### 4.4 Advantages and disadvantages of using technological tools

- advantages: accuracy, convenience, speed, predictability, alternative route selection, traffic update
- disadvantages: power, errors, blackspots, updating required

### 4.5 Advantages and disadvantages of using non-electronic maps

- advantages: not reliant on connectivity, alternative route selection, speed indicator, accuracy, training tool, currency, logical, familiarity of area
- disadvantages: interpretation, competence of user, poor skills, preparation, up-to-date publication, poor lighting, working in isolation

#### 4.6 Factors

- principal preference (self drive, security driver, PPO accompany, chauffeur driven)
- destination, timings, target, terrain, location, vehicle type
- team size, group size
- threat and risk implication, stops, duration, connections

---

### Learning outcome

The learner will:

5. Understand the importance of transport management within the close protection environment

### Assessment criteria

The learner can:

- 5.1 Explain the **need for security during transit** of a principal
- 5.2 Explain the **importance of selecting an appropriate mode of transport**
- 5.3 Identify **risks** associated with different **modes** of transport
- 5.4 Explain the **purpose for contingency transport plans**
- 5.5 Describe different **transport arrangements** and the **impact** on the close protection operative and security teams

### Range

#### 5.1 Need for security during transit

- security, safety, transit between locations
- relay information, recommendations, route change, update intelligence
- secure parking, sterile environment, road worthy, pre and post operative searches, first aid equipment

#### 5.2 Importance of selecting an appropriate mode of transport

- appropriate: threat, risk, size of group, terrain, environmental, destination, duration, armoured, soft skin
- mode: road, sea, air, rail

#### 5.3 Risks

- threat, risk, group size, principal preference
- duration, location, destination, environment, time of travel
- predictability, exposure, access to security team, proximity to CP team
- availability of safe havens, public, exposure, reliability, trust, break down

#### Modes

- sea, air, foot, vehicle, rail

#### 5.4 Purpose for contingency transport plans

- destination, duration
- security measures, safety, timings
- efficiency, predictability, preparedness

## 5.5 Transport arrangements

- chauffeurs, self-drive, people accompanying the principal, solo CPO, vehicle type, locations accessed

### Impact

- chauffeurs, self-drive, people accompanying the principal

---

## Learning outcome

The learner will:

6. Understand incident management within a close protection environment

## Assessment criteria

The learner can:

- 6.1 State the **difference between an incident and a dilemma**
- 6.2 Describe **incidents** that a close protection operative could encounter
- 6.3 Explain the **responsibilities** of a close protection operative when dealing with an incident
- 6.4 Explain how to **manage an incident** that could arise during a close protection incident

## Range

### 6.1 Difference between an incident and a dilemma

- incident - situation that requires immediate action
- dilemma - situation that requires resolution

### 6.2 Incidents

- life threatening, non-life threatening
- not directly related to the principal
- foreseeable, non-foreseeable

### 6.3 Responsibilities

- preservation of life, safety, self, team, principal, SOP, EOP
- communication, restoration of normality, reporting, relay information, liaison with third party agencies, direct team

### 6.4 Manage an incident

- clear, cordon, control, confirm
- assess situation, communicate information, evaluate options, respond
- identify change to threat/risk, external agencies

---

## Learning outcome

The learner will:

7. Understand venue security operations

## Assessment criteria

The learner can:

- 7.1 Identify **venue related security operations**
- 7.2 Explain the **professional relationship between close protection operatives at a venue**
- 7.3 Identify **factors** that could influence operational procedures at a venue
- 7.4 Identify **appropriate methods of communication** for use at a venue
- 7.5 Explain the **use and maintenance of communication equipment** and other technology that could be used in venue-based close protection
- 7.6 State the **importance of recognising communication black spots** within a venue
- 7.7 Identify **common countermeasures** that could be used in venue-based close protection operations
- 7.8 Identify the **benefits** of in-house resources used to support venue security
- 7.9 Identify **contingencies** that could be used in venue-based close protection operations

## Range

### 7.1 Venue related security operations

- access control, ingress/egress points, embus, debus
- in-house security, emergency procedures
- safe haven, access to emergency services, screening/vetting of in-house staff

### 7.2 Professional relationship between close protection operatives at a venue

- mobile, static
- role, responsibility
- communication and methods of communication

### 7.3 Factors

- public holidays, public access, other activities
- emergency services, evacuation drills, safe haven
- car parking, embus, debus, venue location, security arrangements
- group size, type of event, guest profile, time, duration, access, limitations, third party intervention

### 7.4 Appropriate methods of communication

- radios, public address system
- mobile phone, SMS, chat app

### 7.5 Use and maintenance of communication equipment

- use: covert/overt use, team, client, venue, emergency services, external agencies
- maintenance: charged batteries/equipment, functional checks, range checks, regular comms checks, ABC communications, private frequency, back-up resources, personal skills, communication updates

### 7.6 Importance of recognising communication black spots

- safety of team, principal, personal
- counter surveillance, reactive measures
- planning and coordination

### 7.7 Common countermeasures

- patrolling
- CCTV
- SAP
- access control

### 7.8 Benefits

- use of in-house staff
- local knowledge, venue knowledge

### 7.9 Contingencies

- alarms, emergency procedures, local protocols
- safe rooms, evacuation contingencies

---

## Learning outcome

The learner will:

8. Be able to plan and prepare to carry out a close protection operation

## Assessment criteria

The learner can:

- 8.1 Conduct a **team briefing, handover and debrief**
- 8.2 Complete a **threat and risk assessment using a decision making model**
- 8.3 Develop an **operational plan**
- 8.4 Produce primary and secondary **route plans** using paper based and technology based resources
- 8.5 Implement an **operational plan**

## Range

### 8.1 Team briefing, handover and debrief

- varying threat levels, risk
- roles, responsibilities
- intelligence update, observations, communication, resource, positive outcomes, negative outcomes, feedback, performance, client/principal update

## 8.2 Threat and risk assessment using a decision making model

- people, venues, environment
- threat, risk, source, intelligence, policy, procedures, legal implications
- planning, contingency measures, action, review, evaluate

## 8.3 Operational plan

- working independently, teamwork
- threat, risk, client/principal profile, assets
- duration, location, travel, residential

## 8.4 Route plans

- paper based: Atlas, A-Z
- technological tools: satnav, GPS, mobile phone
- distance, time, location, terrain, environment, group, vehicle, safe havens, comfort stops

---

## Learning outcome

The learner will:

9. Be able to provide close protection of a principal

## Assessment criteria

The learner can:

- 9.1 Use a **flexible approach to protection** while on foot
- 9.2 Use a range of **communication techniques** while on foot
- 9.3 Carry out **body protection of a principal**
- 9.4 Carry out **extraction of a principal** while on foot
- 9.5 Carry out **embus and debus techniques**
- 9.6 **Manage an incident** during a close protection operation

## Range

### 9.1 Flexible approach to protection

- adaptability, flexibility
- observation, positions (PPO, PES, Surveillance)
- security, safety, 360 body cover, escort from debus to embus point, between locations, to and from venues

### 9.2 Communication techniques

- oral, non-verbal
- overt, covert
- team, principal, client operations, report (relayed in briefing/debrief)

### 9.3 Body protection of a principal

- position, flexibility, clear
- organised, teamwork, role, responsibility



#### 9.4 **Extraction of a principal**

- attack, suspected attack
- unwanted attention
- change in threat level, verbal, physical

#### 9.5 **Embus and debus techniques**

- embus, debus, arrival, departure
- locations, venue, mode of transport
- role, responsibility, teamwork
- principal/client requirements, protocol, etiquette

#### 9.6 **Manage an incident**

- vehicle incidents, environmental conditions
- conflict (dealing with conflict within the team, with the protected person and third parties), managing unexpected illness
- attack on principal (verbal and physical), loss of property, breach of security, trespass (residence)

## 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 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](http://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

<b>UK learners</b> General qualification information	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) <b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
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