

Level 2 Certificate in Providing Security Services (QCF) (2915-01/02/03/04)

January 2011 Version 1.0



Qualification at a glance

Subject area	Providing Security Services
City & Guilds number	2915
Age group approved	16+ Although learners can enter this qualification from the age of 16, it is recommended that those learners taking the Door Supervision pathway should not work as a Door Supervisor until the age of 18+ and with the relevant licence to practice.
Entry requirements	There are no entry requirements for this qualification.
Assessment and grading	The qualification will be assessed on portfolio of evidence which will be externally verified.
Fast track	Available.
Support materials	Qualification handbook
Last date registration	31/12/2013
Last date certification	31/12/2015

Title and level	City & Guilds number	Accreditation number
Level 2 Certificate in Providing Security Services (Static and Patrol Guarding)	2915-01	600/0508/7
Level 2 Certificate in Providing Security Services (Door supervision)	2915-02	600/0508/7
Level 2 Certificate in Providing Security Services (CCTV operation)	2915-03	600/0508/7
Level 2 Certificate in Providing Security Services (Non-specialist pathway)	2915-04	600/0508/7



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Unit 210	Deal with disorderly and aggressive behaviour	47
Unit 211	Provide security at licensed venues	50
Unit 212	Maintain CCTV recording media libraries and preserve potential evidence	54
Unit 213	Maintain the operational performance of CCTV systems	57
Unit 214	Monitor areas using CCTV systems	60
Unit 215	Assess and address risk to the environment	63
Unit 216	Control a guard dog under operational conditions	66
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Unit 223	Record information relevant to the security operative role	90
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1 Introduction

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

Area	Description
Who is the qualification for?	For learners who work or want to work in the frontline security services sector. This qualification is suitable for people working in a number of security sub-sectors including: <ul style="list-style-type: none">• static and patrol guarding• door supervision• CCTV operation• retail security• reception security• events security• keyholding and alarm response.
What does the qualification cover?	Allows learners to learn, develop and practise the skills required for employment and/or career progression in the frontline security services sector. This qualification recognises their skills, knowledge and understanding as well as promoting good working practices. It also helps them to gain transferable skills, for example in customer care and communication skills.
What opportunities for progression are there?	A level 3 qualification may potentially be developed in the future.

Structure

To achieve the Level 2 Certificate in Providing Security Services (Static and Patrol Guarding pathway), learners must achieve 9 credits from the mandatory core units, 7 credits from the mandatory pathway units and a minimum of 6 credits from the optional units available.

To achieve the Level 2 Certificate in Providing Security Services (Door Supervision pathway), learners must achieve 9 credits from the mandatory core units, 9 credits from the mandatory pathway units and a minimum of 4 credits from the optional units available.

To achieve the Level 2 Certificate in Providing Security Services (CCTV operation pathway), learners must achieve 9 credits from the mandatory core units, 8 credits from the mandatory pathway units and a minimum of 5 credits from the optional units available.

To achieve the Level 2 Certificate in Providing Security Services (Non-specialist pathway), learners must achieve 9 credits from the mandatory core units and a minimum of 13 credits from the optional units available.

Level 2 Certificate in Providing Security Services (Static and Patrol Guarding)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/601/9040	201	Communicate effectively with others	2
D/601/9037	202	Reducing the risks to health and safety at work	2
F/601/9189	203	Control security incidents	3
K/601/9042	204	Portray a positive personal image	2
F/601/9211	205	Carry out searches of vehicles for unauthorised items	2
F/601/9192	206	Control entry to and egress from premises	2
T/601/9190	207	Maintain the security of property and premises through observation	3
Optional			
J/601/9212	208	Arrest by security operative	3
T/601/9206	209	Carry out searches of people and their property	2
L/601/9213	210	Deal with disorderly and aggressive behaviour	2
F/601/9208	211	Provide security at licensed venues	2
J/602/5351	212	Maintain CCTV recording media libraries and preserve potential evidence	2
Y/601/9215	213	Maintain the operational performance of CCTV systems	2
R/601/9214	214	Monitor areas using CCTV systems	4
J/601/9047	215	Assess and address risk to the environment	2
H/601/9198	216	Control a guard dog under operational conditions	5
D/601/9197	217	Deal with lost and found property	1
H/601/9217	218	Detect loss and theft in retail environments	3
L/601/9194	219	Preventing unauthorised items passing through ports	6

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
K/601/9039	220	Promote a healthy and safe workplace	2
J/601/9050	221	Protecting from the risk of violence at work	3
D/601/9216	222	Provide covert security in retail environments	2
R/601/9195	223	Record information relevant to the security operative role	1
J/601/9193	224	Respond to keyholding visit requests	2
R/601/9049	225	Use radio communications effectively	2
K/601/9218	226	Visit sites in response to keyholding requests	3
F/601/9046	227	Work effectively with other agencies	2
Y/601/9196	401	Maintain understanding of current legislation and regulation relevant to the security officer role	3

Level 2 Certificate in Providing Security Services (Door supervision)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/601/9040	201	Communicate effectively with others	2
D/601/9037	202	Reducing the risks to health and safety at work	2
F/601/9189	203	Control security incidents	3
K/601/9042	204	Portray a positive personal image	2
J/601/9212	208	Arrest by security operative	3
T/601/9206	209	Carry out searches of people and their property	2
L/601/9213	210	Deal with disorderly and aggressive behaviour	2
F/601/9208	211	Provide security at licensed venues	2
Optional			
F/601/9211	205	Carry out searches of vehicles for unauthorised items	2

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
F/601/9192	206	Control entry to and egress from premises	2
T/601/9190	207	Maintain the security of property and premises through observation	3
J/602/5351	212	Maintain CCTV recording media libraries and preserve potential evidence	2
Y/601/9215	213	Maintain the operational performance of CCTV systems	2
R/601/9214	214	Monitor areas using CCTV systems	4
J/601/9047	215	Assess and address risk to the environment	2
H/601/9198	216	Control a guard dog under operational conditions	5
D/601/9197	217	Deal with lost and found property	1
H/601/9217	218	Detect loss and theft in retail environments	3
L/601/9194	219	Preventing unauthorised items passing through ports	6
K/601/9039	220	Promote a healthy and safe workplace	2
J/601/9050	221	Protecting from the risk of violence at work	3
D/601/9216	222	Provide covert security in retail environments	2
R/601/9195	223	Record information relevant to the security operative role	1
J/601/9193	224	Respond to keyholding visit requests	2
R/601/9049	225	Use radio communications effectively	2
K/601/9218	226	Visit sites in response to keyholding requests	3
F/601/9046	227	Work effectively with other agencies	2
Y/601/9196	401	Maintain understanding of current legislation and regulation relevant to the security officer role	3

Level 2 Certificate in Providing Security Services (CCTV operation)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/601/9040	201	Communicate effectively with others	2
D/601/9037	202	Reducing the risks to health and safety at work	2
F/601/9189	203	Control security incidents	3
K/601/9042	204	Portray a positive personal image	2
J/602/5351	212	Maintain CCTV recording media libraries and preserve potential evidence	2
Y/601/9215	213	Maintain the operational performance of CCTV systems	2
R/601/9214	214	Monitor areas using CCTV systems	4
Optional			
F/601/9211	205	Carry out searches of vehicles for unauthorised items	2
F/601/9192	206	Control entry to and egress from premises	2
T/601/9190	207	Maintain the security of property and premises through observation	3
J/601/9212	208	Arrest by security operative	3
T/601/9206	209	Carry out searches of people and their property	2
L/601/9213	210	Deal with disorderly and aggressive behaviour	2
F/601/9208	211	Provide security at licensed venues	2
J/601/9047	215	Assess and address risk to the environment	2
H/601/9198	216	Control a guard dog under operational conditions	5
D/601/9197	217	Deal with lost and found property	1
H/601/9217	218	Detect loss and theft in retail environments	3
L/601/9194	219	Preventing unauthorised items passing through ports	6
K/601/9039	220	Promote a healthy and safe workplace	2
J/601/9050	221	Protecting from the risk of violence at work	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/601/9216	222	Provide covert security in retail environments	2
R/601/9195	223	Record information relevant to the security operative role	1
J/601/9193	224	Respond to keyholding visit requests	2
R/601/9049	225	Use radio communications effectively	2
K/601/9218	226	Visit sites in response to keyholding requests	3
F/601/9046	227	Work effectively with other agencies	2
Y/601/9196	401	Maintain understanding of current legislation and regulation relevant to the security officer role	3

Level 2 Certificate in Providing Security Services (Non-specialist pathway)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/601/9040	201	Communicate effectively with others	2
D/601/9037	202	Reducing the risks to health and safety at work	2
F/601/9189	203	Control security incidents	3
K/601/9042	204	Portray a positive personal image	2
Optional			
F/601/9211	205	Carry out searches of vehicles for unauthorised items	2
F/601/9192	206	Control entry to and egress from premises	2
T/601/9190	207	Maintain the security of property and premises through observation	3
J/601/9212	208	Arrest by security operative	3
T/601/9206	209	Carry out searches of people and their property	2
L/601/9213	210	Deal with disorderly and aggressive behaviour	2
F/601/9208	211	Provide security at licensed venues	2

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
J/602/5351	212	Maintain CCTV recording media libraries and preserve potential evidence	2
Y/601/9215	213	Maintain the operational performance of CCTV systems	2
R/601/9214	214	Monitor areas using CCTV systems	4
J/601/9047	215	Assess and address risk to the environment	2
H/601/9198	216	Control a guard dog under operational conditions	5
D/601/9197	217	Deal with lost and found property	1
H/601/9217	218	Detect loss and theft in retail environments	3
L/601/9194	219	Preventing unauthorised items passing through ports	6
K/601/9039	220	Promote a healthy and safe workplace	2
J/601/9050	221	Protecting from the risk of violence at work	3
D/601/9216	222	Provide covert security in retail environments	2
R/601/9195	223	Record information relevant to the security operative role	1
J/601/9193	224	Respond to keyholding visit requests	2
R/601/9049	225	Use radio communications effectively	2
K/601/9218	226	Visit sites in response to keyholding requests	3
F/601/9046	227	Work effectively with other agencies	2
Y/601/9196	401	Maintain understanding of current legislation and regulation relevant to the security officer role	3



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 2 in Providing Security Services (1975-01/02/03/05/06/07) you can apply for the new Level 2 Certificate in Providing Security Services (2915-01/02/03/04) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

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

Resource requirements

Centre staffing

Staff, assessors and internal verifiers delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- hold verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient standing to be effective and reliable when judging candidates competence. Assessors and internal verifiers experience and knowledge may be verified among other things:
 - Curriculum vitae and references
 - Possession of a relevant qualification
 - Corporate membership of a relevant professional institution.
- demonstrate their ability and commitment to maintaining their occupational competence

- be able to relate the national occupational standards against which they will be assessing candidates, to activities in the workplace
- provide evidence that they:
 - understand the structure of the national occupational standards and qualifications
 - can interpret the standards in accordance with City & Guilds requirements
 - recognise acceptable sources of evidence for the qualification
 - can implement the recording procedures required by City & Guilds
 - can implement City & Guilds quality assurance and administration procedures.
- be in regular contact with the candidates, assessor, internal verifier and external verifier as required.

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

Assessors and internal verifiers

Centre staff should hold, or be working towards, an appropriate assessor qualification (as defined by the regulatory authorities).

In England, Wales and Northern Ireland, new assessors/internal verifiers must achieve an appropriate assessor qualification within 18 months of beginning assessment duties.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.

Legal requirements

Learners should be aware that, subsequent to the Private Security Industry Act 2001, security guards working in England, Wales and Scotland are now required to hold a Security Industry Association (SIA) licence. Further details regarding licensing can be found on the SIA website at www.the-sia.org.uk

Protecting identity

It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, eg customers and clients.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records. When recording evidence towards this qualification, candidates are expected in particular to protect the identity of individuals.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the:

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access in a location outside of their portfolio
- secure electronic storage requirements of photographs or video recordings associated with child protection legislation.



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 qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- 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, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resource is available for this qualification:

Description	How to access
fast track approval forms/generic fast track approval form	City & Guilds website

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. **Recording forms** are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit

Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within two years

Assessment strategy

Simulations should only be used where it is stated in the evidence requirements for the unit and in the relevant NOS.

The simulation should match the conditions of a realistic working environment. The conditions should match those found in the workplace, including facilities, equipment and material, as well as relationships, constraints and pressures.

Where simulation is to be used to assess a complete element, we would consider it to be good practice for external verifier advice to be sought on the validity of any simulation scenario, prior to its implementation and use within an approved centre.

Where simulation is to be used to cover part of an element, in the interests of assessment efficiency, assessors and internal verifiers should agree the circumstances and conditions under which this process is implemented.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed. The learner must submit sufficient, reliable and valid evidence for internal and standards verification purposes.



5 Units

Availability of units

The following units can be found on The Register:

<http://register.ofqual.gov.uk/>

Structure of units

These units each have the following:

- City & Guilds unit reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

Unit number	Unit title	Credits	QCF unit number (UAN)
201	Communicate effectively with others	2	D/601/9040
202	Reducing the risks to health and safety at work	2	D/601/9037
203	Control security incidents	3	F/601/9189
204	Portray a positive personal image	2	K/601/9042
205	Carry out searches of vehicles for unauthorised items	2	F/601/9211
206	Control entry to and egress from premises	2	F/601/9192
207	Maintain the security of property and premises through observation	3	T/601/9190
208	Arrest by security operative	3	J/601/9212
209	Carry out searches of people and their property	2	T/601/9206

210	Deal with disorderly and aggressive behaviour	2	L/601/9213
211	Provide security at licensed venues	2	F/601/9208
212	Maintain CCTV recording media libraries and preserve potential evidence	2	J/602/5351
213	Maintain the operational performance of CCTV systems	2	Y/601/9215
214	Monitor areas using CCTV systems	4	R/601/9214
215	Assess and address risk to the environment	2	J/601/9047
216	Control a guard dog under operational conditions	5	H/601/9198
217	Deal with lost and found property	1	D/601/9197
218	Detect loss and theft in retail environments	3	H/601/9217
219	Preventing unauthorised items passing through ports	6	L/601/9194
220	Promote a healthy and safe workplace	2	K/601/9039
221	Protecting from the risk of violence at work	3	J/601/9050
222	Provide covert security in retail environments	2	D/601/9216
223	Record information relevant to the security operative role	1	R/601/9195
224	Respond to keyholding visit requests	2	J/601/9193
225	Use radio communications effectively	2	R/601/9049
226	Visit sites in response to keyholding requests	3	K/601/9218
227	Work effectively with other agencies	2	F/601/9046
401	Maintain understanding of current legislation and regulation relevant to the security officer role	3	Y/601/9196

Unit 201

Communicate effectively with others

UAN:	D/601/9040
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 4 Communicate effectively with others.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to communicate effectively with others.

Learning outcome	The learner will:
	1. Be able to develop and maintain communication with people
Assessment criteria	
	The learner can:
	1.1 Explain why effective communication is an essential aspect of work in the security sector
	1.2 Identify the barriers to effective communication including:
	<ul style="list-style-type: none">• those relating to personal differences in culture, language, gender, literacy levels, experience, health/illness• environmental• social
	1.3 Communicate with people in a way that:
	<ul style="list-style-type: none">• is open and respectful of them as individuals• is consistent with their level of understanding, culture, background and preferred ways of communicating• is appropriate to the context in which the communication is taking place• promotes equality and values diversity• consistent with relevant legislation, policies and procedures
	1.4 Provide opportunities for people to check their understanding of the information given to them and ask questions
	1.5 Describe the appropriate action to take to reduce barriers to effective communication
	1.6 Describe how to get support when experiencing difficulty in communicating effectively
	1.7 Describe the importance of making records that are accurate

legible and complete, contain only information necessary for the record's purpose and are free from labelling and discrimination

Learning outcome	The learner will:
2. Be able to maintain the security of information	
Assessment criteria	
The learner can:	
2.1 Comply with legislation, policies and procedures related to the security of information	
2.2 Ensure that information is only disclosed to those who have the right and need to know it	
2.3 State the appropriate precautions to take when communicating confidential or sensitive information	
2.4 Maintain the security of records when handling and storing them	
2.5 Alert the appropriate person when the security of information is not being maintained or information is being misused	

Unit 201 **Communicate effectively with others**

Supporting information

Evidence requirements

Assessment criteria 1.3, 1.4, 2.1, 2.2 & 2.4 **must** be assessed using naturally offering evidence from the workplace.

Simulation is permitted for assessment criteria 2.5.

Communication in assessment criteria 1.3 **must** include oral communication, although this need not be done face-to-face.

Unit 202

Reducing the risks to health and safety at work

UAN:	D/601/9037
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 2 Make sure your own actions reduce risks to health and safety.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to reduce the risks to health and safety at work.

Learning outcome	The learner will:
	1. Understand roles and responsibilities in the reduction of risks to health and safety in the workplace
Assessment criteria	
	The learner can: 1.1 Define 'hazards' and 'risks' 1.2 Explain personal responsibilities and legal duties in respect of health and safety in the workplace 1.3 Identify which workplace instructions are relevant to the job

Learning outcome	The learner will:
	2. Be able to assess the risks to health and safety in the workplace
Assessment criteria	
	The learner can: 2.1 Describe the hazards which exist in the workplace and the safe working practices which must be followed 2.2 Explain the importance of remaining alert to the presence of hazards in the workplace 2.3 Identify those aspects of the workplace and working practices which could harm people 2.4 Assess which of the potentially harmful working practices and aspects of the workplace present the highest risks to people

Learning outcome	The learner will:
3.	Be able to take appropriate action when risks to health and safety in the workplace have been identified
Assessment criteria	
The learner can:	
3.1	Explain the importance of dealing with, or promptly reporting, risks
3.2	Identify the responsible people that health and safety matters should be reported to
3.3	Describe where and when to get additional health and safety assistance
3.4	Identify personal scope and responsibility for controlling risks
3.5	Identify workplace instructions for managing risks which cannot be dealt with
3.6	Demonstrate dealing with hazards in accordance with workplace instructions and legal requirements
3.7	Report to the people responsible for health and safety in their workplace those hazards which present the highest risks
3.8	Suggest options for reducing risks to health and safety to the responsible people
3.9	Report any differences between workplace instructions and suppliers' or manufacturers' instructions

Learning outcome	The learner will:
4.	Be able to maintain health and safety in own workplace
Assessment criteria	
The learner can:	
4.1	Carry out work in accordance with level of competence, workplace instructions, suppliers or manufacturer's instructions and legal requirements
4.2	Demonstrate behaviour that does not endanger the health and safety of people in the workplace
4.3	Demonstrate compliance with the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

Unit 202 Reducing the risks to health and safety at work

Supporting information

Evidence requirements

Simulation is not permitted for this unit. This unit must be evidenced using naturally occurring evidence from the workplace.

UAN:	F/601/9189
Level:	Level 2
Credit value:	3
GLH:	22
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 4 Control security incidents.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for dealing with actual or potential security incidents and breached of the law. These security-related incidents cover emergencies (such as fire, scenes of crime and accidents) as well as threats such as from bombs, sabotage, and kidnap or product contamination. The breaches of law or security requirements that the learner should be able to deal with include criminal damage, offences against people, public order, trespass and misuse of drugs.

Learning outcome	The learner will:
	1. Be able to deal with security incidents and emergencies safely
Assessment criteria	
The learner can:	
1.1 State the location of emergency equipment, including:	
<ul style="list-style-type: none"> • alarms • emergency exits • assembly points • utilities isolation points • nearest alternative telephones • internal shelter areas 	
1.2 Describe how to use emergency equipment	
1.3 Confirm that the details relating to emergencies are accurate	
1.4 Take appropriate action in an emergency situation which is within personal responsibility, authority and competence and maintains the safety of all persons	
1.5 Demonstrate how to preserve the integrity of an emergency scene in line with the organisation's policies and procedures	

1.6 Demonstrate how to report the emergency, fully and accurately, to the emergency services and other interested parties in line with the organisation's policies and procedures

Learning outcome	The learner will:
2. Be able to deal with security threats	
Assessment criteria	
The learner can:	
2.1 State the organisation's and any other specific instructions and procedures for dealing with security threats	
2.2 Describe the limits of personal responsibility, authority and competence to deal with security threats	
2.3 Assess a security threat situation logically and calmly to decide the severity and nature of the threat	
2.4 Record all relevant details related to threats, accurately and clearly so they can be available to authorised people as required	
2.5 Give full and accurate details of threats to the relevant person as soon as possible	
2.6 Complete the required documentation in line with the organisation's policies and procedures	
2.7 Describe how to keep records of security threats safe for use as evidence	

Learning outcome	The learner will:
3. Be able to recognise and deal with actual or potential breaches of the law or security requirements	
Assessment criteria	
The learner can:	
3.1 Identify actual or potential breaches of the law correctly and promptly	
3.2 Take action to minimise or prevent the continued breach or incident in line with instructions and the organisation's policies and procedures	
3.3 Take steps to maintain personal health, safety and welfare and that of other people during a breach	
3.4 Record full and accurate details of breaches so they are available to the relevant person or authority	
3.5 Complete the required documentation in line with the organisation's policies and procedures	
3.6 State the current laws relating to security breaches including:	
<ul style="list-style-type: none"> • criminal damage • offences against people • trespass (criminal and non-criminal) • public order • misuse of substances 	

Unit 203 Control security incidents

Supporting information

Evidence requirements

Assessment criteria 1.3, 1.4, 1.5, 1.6, may be assessed using a realistic simulation but the remainder **must** be assessed through naturally occurring evidence from the workplace.

In the assessment criteria 1.3, 1.4, 1.5, and 1.6 at least **two** different emergency situations **must** be dealt with. Suitable examples might include (but are not limited to):

- fire
- sabotage
- medical emergencies
- utility incidents, eg gas leak
- hostage situations
- road traffic accidents.

For assessment criteria 2.3-2.6 the security threats **must** be ones that are real for the organisation in which the learner works, but the risk of it happening does not need to be high. Suitable threats might include (but are not limited to):

- terrorism
- sabotage
- product contamination
- blackmail
- computer viruses.

For assessment criteria 3.1-3.5 at least **two** actual or potential breaches **must** be dealt with. These do not necessarily need to be breaches of criminal law, but can include other matters relevant to security such as trespass or suspicious behaviour.

Unit 204

Portray a positive personal image

UAN:	K/601/9042
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 5 Give a positive image of yourself.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to portray a positive personal image.

Learning outcome	The learner will:
	1. Be able to establish an effective rapport with customers
Assessment criteria	
	The learner can:
	1.1 Demonstrate a standard of appearance and behaviour that complies with the organisation's requirements
	1.2 Demonstrate how to greet a customer respectfully and in a friendly manner
	1.3 Communicate with customers in a way that makes them feel valued and respected
	1.4 Identify the customer's expectations
	1.5 Demonstrate how to treat the customer courteously and helpfully at all times
	1.6 Demonstrate how to keep the customer informed and reassured
	1.7 Demonstrate how to adapt behaviour to respond effectively to different customer behaviour

Learning outcome	The learner will:
	2. Be able to respond appropriately to customers
Assessment criteria	
	The learner can:
	2.1 Respond promptly to a customer seeking assistance
	2.2 Select the most appropriate way of communicating with the customer
	2.3 Check with the customer that their expectations have been fully understood

- | | |
|-----|---|
| 2.4 | Respond promptly and positively to the customers' questions and comments |
| 2.5 | Demonstrate how to allow the customer time to consider the response and give further explanation when appropriate |

Learning outcome	The learner will:
	3. Be able to communicate information to customers
Assessment criteria	
The learner can:	
3.1	Demonstrate how to quickly locate and provide information that will help the customer
3.2	Identify information that the customer might find complicated and check whether they fully understand
3.3	Demonstrate how to clearly inform the customer of any reasons why their needs or expectations cannot be met

Unit 204 Portray a positive personal image

Supporting information

Evidence requirements

This unit must be assessed using naturally occurring evidence from the workplace. Simulation is not permitted for this unit.

Unit 205

Carry out searches of vehicles for unauthorised items

UAN:	F/601/9211
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 10 Carry out searches of vehicles for unauthorised items.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for controlling the entry and exit of vehicles and searching vehicles. These searches may be on suspicion or as a formality. The unauthorised items could include illegal substances, stolen property, and banned or dangerous items.

Learning outcome	The learner will:
	1. Be able to control entry and exit of vehicles
Assessment criteria	
	The learner can:
	1.1 Give reasons why access by vehicles should be controlled
	1.2 Communicate with all occupants of vehicles in a professional and courteous manner
	1.3 Confirm the identity of all occupants, their reason for entry and the vehicle details
	1.4 Control the issue of passes, permits to work and vehicle access in line with the organisation's policies and procedures
	1.5 Promptly notify appropriate persons who need to know of the entry of vehicles
	1.6 Give clear directions to permitted parking areas, and other information required by the organisation's policies and procedures
	1.7 Confirm driver's authority for the removal of items from premises where this is required in line with the organisation's policies and procedures
	1.8 Complete the required visit documentation in line with the organisation's policies and procedures

Learning outcome	The learner will:
2. Be able to search vehicles for unauthorised items	
Assessment criteria	
The learner can:	
2.1 State the frequency and pattern of vehicle searches required by the organisation's policies and procedures	
2.2 List the unauthorised items that should be looked for during searches	
2.3 Identify the possible hiding places in different types of vehicle	
2.4 Confirm the reasons for the search have been understood by the vehicle occupants	
2.5 Demonstrate how to establish consent to search the vehicle before starting the search	
2.6 Identify the possible reactions to the request to submit to a search and how to deal with them	
2.7 Describe the action to be taken in the event of a vehicle's occupants refusing consent to search	
2.8 State the procedures and instructions to be followed when searching vehicles, including:	
<ul style="list-style-type: none"> • methods of searching different types of vehicle • when witnesses should be present • different types of search, including entry and exit • the implications of carrying out searches incorrectly • the differences between random and specific 	
2.9 Demonstrate how to search a vehicle effectively whilst maintaining personal health, safety and welfare	
2.10 Demonstrate the correct use of equipment to search vehicles effectively and efficiently	

Learning outcome	The learner will:
3. Be able to respond to finding unauthorised items	
Assessment criteria	
The learner can:	
3.1 Describe the actions that should be taken when unauthorised items are found which are within the limits of personal responsibility and authority	
3.2 Identify unauthorised items found during searches of vehicles	
3.3 Ask the driver in a professional and courteous manner to explain the possession of unauthorised items	
3.4 Demonstrate how to securely retain unauthorised items found during a search as potential evidence, in line with the organisation's policies and procedures	
3.5 Take appropriate action to deal with people suspected of having unauthorised items, following site instructions and approved policies and procedures	
3.6 Record and report the details relating to searches to the appropriate person clearly, accurately and within required timescales	

Unit 205 Carry out searches of vehicles for unauthorised items

Supporting information

Evidence requirements

Simulation is permitted, but only if the learner's organisation does not permit the searching of people and their property. In such circumstances, written confirmation must be obtained from a person in a suitable position of authority within the learner's organisation and kept for inspection by the external verifier.

In addition to this, the performance related criteria in learning outcome 3 may be simulated if the opportunity to demonstrate them will not occur in a reasonable time.

Unit 206

Control entry to and egress from premises

UAN:	F/601/9192
Level:	Level 2
Credit value:	2
GLH:	13
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 7 Control entry to and exit from premises.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for controlling entry and egress to premises by employees or by visitors, making sure they have the appropriate authority when required. This means that a learner could have to check passes or other forms of identification and resolve situations when required documents are not produced. The learner should know how to present a professional image and maintain goodwill, particularly when dealing with incidents such as invalid entry authorisation, lost passes, or aggressive and abusive behaviour.

Learning outcome	The learner will:
	1. Be able to control entry and egress by employees
Assessment criteria	
	The learner can:
	1.1 Explain why it is important to control entry to and egress from premises
	1.2 Explain the limits of personal authority when controlling entry and egress
	1.3 Identify the types of identity and other authority documents in use
	1.4 Describe how to recognise invalid or false entry documents
	1.5 Describe the actions to take for lost or stolen identification, or other documents authorising access
	1.6 Confirm that persons wishing to enter premises have the required authority to do so
	1.7 Admit authorised persons in accordance with organisation's policies and procedures
	1.8 Take appropriate action when anyone attempts to gain entry without

<p>acceptable identification when this is required</p> <p>1.9 Demonstrate how to maintain goodwill and remain professional when dealing with incidents</p> <p>1.10 Report promptly to the appropriate person anyone seeking access who does not comply with entry requirements</p> <p>1.11 Maintain the security of keys and site information following organisation's procedures and guidelines</p>
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Learning outcome	The learner will:
2. Be able to control entry and egress by visitors	
Assessment criteria	
The learner can:	
2.1 Greet visitors promptly and courteously	
2.2 Confirm the identity of visitors, the purpose of their visit and whether they have authority to enter the premises	
2.3 State where to find a record of internal phone number	
2.4 Promptly notify the appropriate person to whom visitors should be directed or escorted	
2.5 Describe the layout and geography of the premises where they provide a security service	
2.6 Escort or direct visitors to the appropriate location in line with organisation's policies and procedures	
2.7 Demonstrate how to deal with incidents involving visitors professionally and courteously	
2.8 Complete the required visitor's documentation, including:	
<ul style="list-style-type: none"> • visitor pass • visitor register 	
in line with organisation's policies and procedures	

Learning outcome	The learner will:
3. Be able to respond to unauthorised entry and egress from premises	
Assessment criteria	
The learner can:	
3.1 State the limits of responsibility and authority and the requirements of site instructions for dealing with unauthorised entry to premises	
3.2 Identify indications that there has been unauthorised entry to the premises	
3.3 Describe what actions could be taken to deal with unauthorised entry	
3.4 Take appropriate action when discovering indications of unauthorised entry in line with organisation's policies and procedures	
3.5 Approach persons suspected of unauthorised entry appropriately	
3.6 Maintain personal health, safety and welfare while responding to unauthorised entry	
3.7 Demonstrate how to get immediate help from appropriate people when it is required	
3.8 Describe how to contact people who would make emergency repairs	
3.9 Record and report the details of unauthorised entry in line with instructions	

Unit 206 Control entry to and egress from premises

Supporting information

Evidence requirements

Simulation is permitted for assessment criteria 1.8, 1.9, 1.10, 2.7, 3.4, 3.5, 3.6, 3.7 and 3.9. All other assessment criteria's evidence must come from learners' performance in the workplace.

For assessment criteria 1.9 and 2.7 at least **one** incident must be dealt with for each assessment criteria. Suitable examples of incidents include:

- complaints
- aggressive, rude or abusive staff/visitors
- not complying with entry requirements.

Guidance

For assessment criteria 3.4, suitable indications of **unauthorised entry** could include one or more of the following:

- alarm activation
- CCTV monitor
- signs of forced entry
- ladders or other climbing aids
- unusual lights
- unusual sounds.

Unit 207

Maintain the security of property and premises through observation

UAN:	T/601/9190
Level:	Level 2
Credit value:	3
GLH:	23
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 6 Maintain the security of property and premises through observation.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for maintaining the security of property and responding to breaches in security or safety. The learner would use security systems and equipment to help maintain security, as well as patrol designated areas. The learner would be expected to take appropriate action to deal with any actual or potential breaches in security.

Learning outcome	The learner will:
1.	Be able to monitor property and premises using security and protection systems
Assessment criteria	
The learner can:	
1.1	State the location and coverage of sensing equipment that monitors security and safety
1.2	Demonstrate how to test and record that the security and protection systems are working properly
1.3	Describe the functions and operating principles of the security and protection systems
1.4	Record and report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person
1.5	Monitor property and premises in line with legislation, instructions and good practice
1.6	Take prompt and appropriate action to respond to alarms, indications or other signals from security and protection systems
1.7	Complete required security monitoring documentation in line with instructions and within required timescales

Learning outcome	The learner will:
2. Be able to patrol designated areas	
Assessment criteria	
The learner can:	
2.1 Describe the requirements and limits of responsibility and authority when patrolling designated areas	
2.2 Describe the types and sources of risks to security and safety that might be found on patrols	
2.3 Take appropriate action to deal with risks to security and safety that are found on patrols	
2.4 Explain why it is important to record accurate and complete details of any security risks or suspicious situations that are found during patrols	
2.5 Confirm that all security equipment and systems are operating in line with instructions	
2.6 Record and report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person	
2.7 Patrol designated areas in line with instructions, approved policies, legislation, procedures and best practice	
2.8 Report and record individual position and progress as required by instructions	
2.9 Confirm that all access points are secure and that all security equipment and systems are operating in line with instructions	
2.10 Respond appropriately to any situation that increases the risk to security or safety in line with the organisation's policies and procedures	
2.11 Record and report the details of risks to security or safety, or other suspicious situations that are found during patrol, in line with instructions and within required timescales	

Learning outcome	The learner will:
3. Be able to respond to breaches in security or safety	
Assessment criteria	
The learner can:	
3.1 Identify actual or potential breaches of security and safety correctly and promptly	
3.2 Respond appropriately to breaches of security and safety in a calm, professional and confident manner, in line with instructions	
3.3 Describe how to get immediate help from appropriate people when it is required	
3.4 Preserve the integrity of potential evidence and any crime scene, following instructions and guidelines	
3.5 Maintain own health, safety and welfare while responding to breaches of security	
3.6 Report and record the details of breaches in security or safety, or other suspicious situations, and action taken, in line with instructions and within required timescales	

Unit 207 Maintain the security of property and premises through observation

Supporting information

Evidence requirements

For assessment criteria 2.7, the **patrols** must include at least **three** of the following:

- patrol in daylight
- patrol in darkness
- initial patrol
- fire patrol
- multi-site patrol.

For assessment criteria 3.1-3.6, at least **two** actual or potential security/safety breaches **must** be dealt with. Suitable breaches could include:

- theft
- criminal damage
- fire
- flood
- suspicious behaviour.

Simulation is allowed for assessment criteria 3.4 if there is no naturally occurring crime scene and associated potential evidence. In such a situation, the potential evidence/crime scene should be related to a security/safety breach or breaches dealt with in the remainder of this learning outcome.

UAN:	J/601/9212
Level:	Level 2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 11 Arrest people suspected of committing an offence.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for making a citizen's arrest of people suspected of committing an offence and preserving the integrity of potential evidence.

Learning outcome	The learner will:
	1. Know how to carry out a lawful arrest, preserve the scene and any potential evidence
Assessment criteria	
The learner can:	
1.1 Describe the implications of wrongful arrest	
1.2 Describe the situations in which it is permitted to apprehend suspects and the limits of personal responsibility and authority	
1.3 Explain the concept of reasonable force, and when and how it may be used to apprehend suspects	
1.4 Describe how to identify and preserve evidence and why it is important	
1.5 Describe how to record accurate details at the time of the arrest and why it is important	
1.6 Describe the importance of and process for preserving the 'chain of evidence' or 'audit trail'	
1.7 Explain how to make full and accurate contemporaneous notebook entries and records and why it is important	
1.8 Explain how to record full details of the use of force and why it is important	

Learning outcome	The learner will:
2. Be able to apprehend people suspected of committing a crime for which they can be arrested	
Assessment criteria	
The learner can:	
2.1 Confirm there is sufficient and valid evidence to apprehend someone suspected of committing an offence	
2.2 Take appropriate and lawful action to apprehend suspects in line with operational instructions and relevant codes of practice	
2.3 Maintain the health, safety and welfare of all involved when apprehending suspects	
2.4 Inform the relevant people and authorities that a suspect has been apprehended, in line with instructions and within required timescales	
2.5 Record full and accurate details of the arrest, as soon as practicable	
2.6 Ensure that all witnesses are correctly identified and their contact details obtained	

Learning outcome	The learner will:
3. Be able to detain people who have been arrested on suspicion of committing a crime for which they can be arrested	
Assessment criteria	
The learner can:	
3.1 State the current law relating to the rights of detainees, including the restrictions on searching them or their possessions	
3.2 Describe where the dedicated detention area is and how it must be maintained	
3.3 Describe how to allow detainees their legal rights at all times during their detention	
3.4 Follow approved procedures for segregating and accompanying detainees	
3.5 Explain how and why detainees should be monitored to prevent their escaping or destroying potential evidence	
3.6 Demonstrate how to ensure the health, safety and welfare of all involved while detaining suspects	
3.7 Perform a correct handover of suspects to the relevant authority	
3.8 Record the details of detentions fully, accurately and within required timescales	

Learning outcome	The learner will:
4. Be able to preserve the integrity of potential evidence	
Assessment criteria	
The learner can:	
4.1 Take all reasonable precautions to prevent potential evidence from being lost, removed or contaminated	
4.2 Preserve scenes of crime and potential evidence in line with approved policies and procedures and guidelines	
4.3 Prevent access to scenes of suspected offences by unauthorised people	

- 4.4 Demonstrate how to ensure that no alterations are made to scenes of suspected offences
- 4.5 Describe personal responsibility to look after potential evidence and what should be done to preserve it
- 4.6 Identify what constitutes potential evidence, including anything said by detainees

Unit 208 **Arrest by security operative**

Supporting information

Evidence requirements

Simulation is permitted in all learning outcomes in this unit. This may be required if the employer's normal policy or the learner's work environment makes arrest impractical or uncommon. It may also be required where certain assessment criteria can not be evidenced through naturally occurring evidence.

Unit 209

Carry out searches of people and their property

UAN:	T/601/9206
Level:	Level 2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 8 Carry out searches of people and their property for unauthorised items.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills to carry out searches in a polite, professional and courteous manner, giving reasons for searches, and following guidelines for having witnesses to searches where appropriate.

Learning outcome	The learner will:
	1. Be able to search people and their property for unauthorised items
Assessment criteria	
	The learner can:
	1.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to authority to search people and their property
	1.2 Carry out searches at frequencies and in patterns that are in line with the organisation's policies and procedures
	1.3 Confirm that individuals have understood the reasons given for why they have been selected for search
	1.4 Ensure consent to search has been given before searching individuals
	1.5 Take appropriate and permitted action, in line with the organisation's policies and procedures, if consent to search is refused
	1.6 Carry out searches in suitable locations, in the presence of suitable witnesses and in a polite, professional and courteous manner
	1.7 Maintain personal health, safety and welfare while carrying out searches
	1.8 Record and report the details of searches in line with instructions and the organisation's policies and procedures

Learning outcome	The learner will:
2. Be able to respond to finding unauthorised items	
Assessment criteria	
The learner can:	
2.1 List the unauthorised items that should be looked for during searches	
2.2 Identify unauthorised items found during searches correctly	
2.3 Take prompt and appropriate action, in line with the organisation's policies and procedures, when unauthorised items are found	
2.4 Establish the reason for the person being in possession of unauthorised items	
2.5 Describe the possible reactions of suspects to finding unauthorised items and how to deal with them	
2.6 Demonstrate how to deal safely with unauthorised items found during a search and retain them securely as evidence	
2.7 Demonstrate how to apprehend people suspected of having unauthorised items, following instructions and approved policies and procedures	
2.8 Record and report the relevant details relating to the unauthorised items, clearly and accurately, to the appropriate person within required timescales	
2.9 Maintain personal health, safety and welfare while responding to finding unauthorised items	

Unit 209 Carry out searches of people and their property

Supporting information

Evidence requirements

For learning outcome 1, learners **must** carry out the following types of search:

- people
- personal storage areas
- personal effects.

Simulation is permitted for all assessment criteria related to performance, but only if the learner's organisation does not permit the searching of people and their property. In such circumstances, written confirmation must be obtained from a person in a suitable position of authority within the learner's organisation and kept for inspection by the external verifier. In addition to this, assessment criteria 1.5 and the performance-related criteria in learning outcome 2 may be simulated if the opportunity to demonstrate them does not occur in a reasonable time.

Unit 210

Deal with disorderly and aggressive behaviour

UAN:	L/601/9213
Level:	Level 2
Credit value:	2
GLH:	11
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 12 Deal with disorderly and aggressive behaviour.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for dealing with adverse behaviour, which could be criminal or anti-social. This is more than just reacting to unacceptable behaviour; it is also about deterring adverse behaviour.

Learning outcome	The learner will:
	1. Be able to deter adverse behaviour through visible security presence
Assessment criteria	
	The learner can:
	1.1 State the organisation's instructions for discouraging and dealing with adverse behaviour
	1.2 Provide a visible presence in designated areas that deters adverse behaviour
	1.3 Comply with the required company and customer standards for appearance and behaviour
	1.4 Recognise adverse behaviour promptly
	1.5 Discourage adverse behaviour before it escalates, using professional judgement and skills to defuse conflict situations
	1.6 Take appropriate action to reduce risks to security or safety whilst maintaining own health safety and welfare, and that of others
	1.7 Describe how to recognise criminal activity, including drug handling
	1.8 Describe the layout and geography of the locations where security services are provided in line with assignment instructions

Learning outcome	The learner will:
2. Be able to deal with adverse behaviour	
Assessment criteria	
The learner can:	
2.1 Respond promptly to adverse behaviour in a polite, professional and calming manner	
2.2 Demonstrate how to recognise and defuse aggressive or abusive behaviour, using both verbal and non-verbal communication	
2.3 Demonstrate how to politely encourage people involved to refrain from adverse behaviour	
2.4 Segregate individuals involved in adverse behaviour to minimise the effect on others	
2.5 Describe how to get immediate help from other people when it is needed	
2.6 Take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with legal constraints and instructions	
2.7 Record the details of situations of adverse behaviour, in line with legal requirements and within required timescales	
2.8 Explain how and when reasonable and necessary force can be used	

Unit 210 Deal with disorderly and aggressive behaviour

Supporting information

Evidence requirements

Learners should demonstrate their competence through naturally occurring evidence. Simulation is not permitted in this unit.

‘Adverse behaviour’ could include any behaviour that is:

- anti-social
- criminal.

Unit 211

Provide security at licensed venues

UAN:	F/601/9208
Level:	Level 2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 9 Provide security at licensed venues.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills of door supervisors who have responsibility for security at licensed venues such as discotheques, nightclubs, public houses, casinos or restaurants. This unit recognises the responsibility a door supervisor has in monitoring the security and safety at licensed venues, as well as preventing crime where possible.

Learning outcome	The learner will:
	1. Understand the law, regulations, codes of practice and guidelines as they apply to licensed premises
Assessment criteria	
	The learner can:
	1.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to licensed venues and implications for the security operative
	1.2 Outline the requirements for equal opportunities, including freedom from:
	<ul style="list-style-type: none">• Prejudice• Discrimination• Harassment• Stereotyping
	1.3 State the conditions attached to the premises licence
	1.4 Describe the limits of personal authority and responsibility relating to entry to and exit from licensed venues

Learning outcome	The learner will:
	2. Be able to control entry to licensed venues

Assessment criteria	
The learner can:	
2.1	State the site instructions for controlling entry to the licensed venue, including the types of identification that have to be checked
2.2	Confirm and record that security and protection equipment is functioning correctly
2.3	State the implications of any unprofessional behaviour when controlling entry to licensed venues
2.4	Inform customers of any special conditions of entry, exit or re-entry
2.5	Ensure entry to licensed venues is only by approved entry points, by people with valid authorisation who comply with entry requirements, and is within the permitted numbers
2.6	Carry out consensual searches in line with the organisation's policies and procedures
2.7	Describe how to get immediate help from other people when it is needed to maintain control of entry
2.8	State the reason for recording opening and closing checks
2.9	Complete documentation fully and accurately, including: <ul style="list-style-type: none"> • opening checks • closing checks • incidents in line with site instructions and within required timescales
2.10	Describe how to contact the licence holder and the Designated Premises Supervisor

Learning outcome	The learner will:
3.	Be able to deter adverse behaviour at licensed venues
Assessment criteria	
The learner can:	
3.1	Provide a visible, firm and professional presence in licensed venues that deters adverse behaviour without acting aggressively, abusively or offensively
3.2	Identify promptly indications of: <ul style="list-style-type: none"> • adverse behaviour • illegal substances <ul style="list-style-type: none"> ○ use ○ dealing • dangerous items
3.3	Describe how to deal with: <ul style="list-style-type: none"> • adverse behaviour • illegal substances <ul style="list-style-type: none"> ○ use ○ dealing • dangerous items
3.4	Discourage adverse behaviour before it escalates, using professional judgement and skills to take control and diffuse situations while maintaining personal health, safety and welfare
3.5	State the limits of personal authority and responsibility relating to dealing with adverse behaviour at licensed venues
3.6	Describe how to maintain goodwill and remain professional when

dealing with incidents

- 3.7 Describe the implications of any unprofessional behaviour when monitoring and controlling behaviour at licensed venues
- 3.8 Take appropriate and permitted action to prevent risks to security or safety
- 3.9 Describe how to get immediate help from other people when they need it to deal with adverse behaviour

Unit 211 Provide security at licensed venues

Supporting information

Evidence requirements

Simulation is not permitted for this unit.

For assessment criteria 2.9, at least **two** incidents **must** be documented.

Guidance

For learning outcome 3, **adverse behaviour** could include any behaviour that is:

- anti-social
- criminal
- non-compliant with conditions of entry.

Unit 212

Maintain CCTV recording media libraries and preserve potential evidence

UAN:	J/602/5351
Level:	Level 2
Credit value:	2
GLH:	16
Relationship to NOS:	This unit is linked to Skills for Security NOS: CTV 13 Maintain CCTV recording media libraries and preserve potential evidence.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for maintaining CCTV recording media libraries and preserving potential evidence within CCTV operations.

Learning outcome	The learner will:
1.	Be able to maintain CCTV recording media storage system
Assessment criteria	
The learner can:	
1.1	Describe the types of recording media including: <ul style="list-style-type: none">• their life expectancy• how they should be stored to preserve their operational condition
1.2	Describe how to log and classify recording media
1.3	Explain the importance of procedures for using recording media, including: <ul style="list-style-type: none">• requisition• rotation• erasure• disposal
1.4	Store recording media in approved locations to maintain their operational condition
1.5	Demonstrate how to use recording media in line with the organisation's procedures including: <ul style="list-style-type: none">• records• audit trails• logs

- media identification
 - access
- 1.6 Recognise when recording media is missing and take required action in line with personal responsibilities and instructions
 - 1.7 Maintain the confidentiality of recorded information in line with relevant legislation and codes of practice
 - 1.8 Complete required records accurately, legibly and within required timescales

Learning outcome	The learner will:
	2. Be able to preserve potential media evidence
Assessment criteria	
The learner can:	
	2.1 State how and why it is important to follow the organisation's instructions and procedures for maintaining the security and confidentiality of recorded information
	2.2 State who is authorised to have access to recording media and screen printouts containing potential evidence
	2.3 Explain the importance of preserving recording media evidence
	2.4 Demonstrate how to preserve recording media that contains potential evidence
	2.5 Demonstrate how to record the required details in line with instructions and organisational procedures
	2.6 Explain the procedure for disclosing confidential information to authorised persons
	2.7 Demonstrate how to ensure that recording media containing potential evidence is stored securely and made available only to authorised persons
	2.8 Complete required records accurately, legibly and within required timescales

Unit 212 Maintain CCTV recording media libraries and preserve potential evidence

Supporting information

Evidence requirements

Learners should demonstrate their competence through naturally occurring evidence. Simulation is not permitted for this unit.

Unit 213

Maintain the operational performance of CCTV systems

UAN:	Y/601/9215
Level:	Level 2
Credit value:	2
GLH:	12
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 15 Maintain the operational performance of CCTV systems.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills to ensure that CCTV systems and equipment is working as required.

Learning outcome	The learner will:
	1. Be able to confirm operational performance of CCTV systems
Assessment criteria	
	The learner can:
	1.1 Describe the limits of own responsibility and authority to maintain, test and adjust the performance of CCTV systems
	1.2 Identify the functional operations of the CCTV systems and equipment to be maintained
	1.3 Ensure that operational commitments are not compromised while CCTV systems are tested
	1.4 Carry out sufficient and appropriate tests to determine the operational performance of CCTV systems
	1.5 Describe how to recognise poor performance of CCTV systems
	1.6 Identify the likely causes of poor performance of CCTV systems
	1.7 Identify equipment or components that are not working correctly
	1.8 Make necessary adjustments to achieve the best performance from CCTV systems
	1.9 Record complete and accurate details of:
	<ul style="list-style-type: none">• tests• results• unacceptable performance

Learning outcome	The learner will:
	2. Be able to arrange for unacceptable performance to be rectified
Assessment criteria	
The learner can:	
2.1 Ensure that operational commitments of organisation are not compromised while system performance is being rectified	
2.2 Take approved action that is within personal authority and responsibility to rectify unacceptable performance of CCTV systems	
2.3 Use the correct terminology connected to performance, tests and faults of CCTV systems and equipment	
2.4 Provide sufficient information to the relevant person to help them to rectify unacceptable performance of CCTV equipment or components	
2.5 Provide appropriate practical help to rectify performance of CCTV equipment or components	
2.6 Record complete and accurate details of action taken to rectify performance of CCTV equipment or components	

Unit 213 Maintain the operational performance of CCTV systems

Supporting information

Evidence requirements

Learners should demonstrate their competence through naturally occurring evidence. Simulation is not permitted for this unit.

Unit 214

Monitor areas using CCTV systems

UAN:	R/601/9214
Level:	Level 2
Credit value:	4
GLH:	24
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 13 Monitor areas using CCTV systems.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for using CCTV systems and equipment to monitor security of people, property and premises.

Learning outcome	The learner will:
	1. Be able to prepare to monitor areas using CCTV systems
Assessment criteria	
	The learner can: 1.1 Describe how current legislation impact on the use of CCTV systems, including: <ul style="list-style-type: none">• Data Protection Act• Regulation of Investigatory Powers Act• Police and Criminal Evidence Act• Serious Organised Crime and Police Act• Criminal Procedures and Investigation Act• Freedom of Information Act• Human Rights Act 1.2 Check that the CCTV equipment is working properly, following organisation's instructions and procedures 1.3 Adjust the CCTV equipment and system controls, including external lighting, to get the best performance 1.4 Investigate the system for any faults when performance is adversely affected 1.5 Describe what action to take if faults are found 1.6 Carry out media changeovers in a way that minimises recorder downtime 1.7 Organise the personal work area in order to comply with health and safety guidance relating to good ergonomic practice and the use of

<p>visual display units and to work efficiently and safely</p> <p>1.8 Ensure the monitor screens are clean to maximise clarity of image</p> <p>1.9 Complete the required records fully, clearly and within required timescales</p>
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Learning outcome	The learner will:
2. Be able to monitor CCTV camera images and react to incidents	
Assessment criteria	
The learner can:	
2.1 Use CCTV systems and equipment in line with operating instructions and within legal constraints	
2.2 Identify activities or incidents that should be recorded, following the organisation's instructions and guidelines	
2.3 Use systems to their full operational ability to monitor and record incidents until no longer required to do so	
2.4 Demonstrate how to prioritise multiple incidents in relation to their seriousness or to instructions	
2.5 Interpret and report incidents promptly and clearly to the appropriate person	
2.6 Demonstrate how to work with external agencies in a way that is effective and efficient	
2.7 Maintain the confidentiality of information observed and recorded in line with relevant legislation and codes of practice	
2.8 Complete incident logs accurately, clearly and within required timescales	
2.9 Describe the local geography of the areas that are monitored	

Learning outcome	The learner will:
3. Be able to locate pre-determined targets using CCTV	
Assessment criteria	
The learner can:	
3.1 Interpret information provided in order to select the most appropriate cameras and viewing areas	
3.2 Describe the area of coverage of each camera in use	
3.3 Describe the capabilities and limitations of systems and equipment in use	
3.4 Search for and identify targets systematically and promptly	
3.5 Use systems to achieve their best performance, including using real and time lapse recording	
3.6 Adjust equipment and system controls to maintain the best image of targets	
3.7 Modify search patterns to hold and track multiple targets	
3.8 Interpret and report ongoing events to the appropriate person accurately and clearly	

Unit 214 Monitor areas using CCTV systems

Supporting information

Evidence requirements

Learners should demonstrate their competence through naturally occurring evidence. Simulation is not permitted for this unit.

Unit 215

Assess and address risk to the environment

UAN:	J/601/9047
Level:	Level 2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 16 Assess and address risk to the environment.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to assess and address risk to the environment.

Learning outcome	The learner will:
1. Be able to identify the risks to the environment arising as a result of workplace activities	
Assessment criteria	
The learner can:	
1.1 Describe current environmentally-friendly working practices relevant to the workplace	
1.2 Identify workplace instructions, precautions and procedures relating to the control of risks to the environment	
1.3 Identify any current working practices, materials, products or equipment which present a risk to the environment	
1.4 Explain the importance of remaining alert to the presence of hazards to the environment in the whole work place	
1.5 Identify the people in the workplace to whom environmental matters should be reported	
1.6 Report any occurrences that could cause harm to the environment, for example:	
<ul style="list-style-type: none">• differences between legal regulations and workplace instructions• the use of materials or products hazardous to the environment• hazards which present high risk to the environment	

Learning outcome	The learner will:
2.	Be able to minimise risks to the environment arising as a result of workplace activities
Assessment criteria	
The learner can:	
2.1	Comply with the relevant legal requirements and workplace environmental instructions for the job role
2.2	Use resources and materials effectively and efficiently
2.3	Follow suppliers', manufacturers' and workplace instructions for the safe use and storage of materials, products and equipment
2.4	Explain the importance of dealing with, or promptly reporting, risks to the environment
2.5	Communicate suggestions for limiting risks to the environment to the responsible person
2.6	Follow the correct instructions for disposal of materials and products which can be hazardous to the environment

Unit 215 Assess and address risk to the environment

Supporting information

Evidence requirements

This unit must be assessed using naturally occurring evidence from the workplace. Simulation is not permitted in this unit.

Unit 216

Control a guard dog under operational conditions

UAN:	H/601/9198
Level:	Level 2
Credit value:	5
GLH:	30
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 18 Control a guard dog under operational conditions.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for carrying out security operations with the aid of a guard dog, taking account for the advantages and disadvantages of working with dogs.

Learning outcome	The learner will:
	1. Be able to patrol designated areas with a guard dog
Assessment criteria	
The learner can:	
1.1 Control guard dogs using recognised words and gestures of command	
1.2 Demonstrate how to keep the guard dog under control at all times	
1.3 Carry out patrols in line with legislation and instructions in a way that makes best use of the dog's natural senses	
1.4 Recognise and report to the appropriate person any potential hazards to the dog	
1.5 Take prompt and appropriate action when the dog's reactions indicate a possible threat to security	
1.6 Recognise and respond to changes that could affect the effectiveness of patrolling with a guard dog	
1.7 Describe how changes in weather conditions, light levels and other environmental conditions can affect guard dogs' senses	

Learning outcome	The learner will:
2. Be able to control entry to premises whilst handling a guard dog	
Assessment criteria	
The learner can:	
2.1 State the organisation's policies, procedures and instructions to be followed when controlling entry to premises and searching premises with a guard dog	
2.2 Demonstrate how to ensure that the dog is securely restrained when it is not being used operationally	
2.3 Take prompt and appropriate action when the dog's reactions indicate possible unauthorised entry	
2.4 Respond to unauthorised entry in line with instructions and in a way that makes best use of the dog	
2.5 Reassure other people of their safety as appropriate	

Learning outcome	The learner will:
3. Be able to apprehend suspects with the aid of a guard dog	
Assessment criteria	
The learner can:	
3.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to apprehending people suspected of committing an offence with the aid of a guard dog, including: <ul style="list-style-type: none"> • criminal damage • offences against people • vagrancy • public order • misuse of drugs 	
3.2 Describe the implications of wrongful arrest	
3.3 Describe when and how to use reasonable force to apprehend suspects	
3.4 Follow all normal and lawful procedures related to apprehending suspects, particularly relating to using a guard dog	
3.5 Apprehend suspects in line with instructions and codes of practice taking due regard to personal safety and that of the dog	
3.6 Explain why it is important to preserve evidence and record accurate details at the time a suspect is apprehended	
3.7 Identify which authorities have to be informed that a suspect has been apprehended and how to contact them	
3.8 Report the apprehending of a suspect to the relevant authority as soon as practicable	

Learning outcome	The learner will:
4. Be able to deal with incidents caused by guards dogs	
Assessment criteria	
The learner can:	
4.1 Maintain appropriate distances between the dog and other people at all times	
4.2 Describe the injuries that can be caused by dogs and where to get	

help to treat the injured person

- 4.3 Bring the guard dog under control promptly and safely after the incident
- 4.4 Take prompt and effective action to prevent any attack by the dog
- 4.5 Report the situation promptly to the appropriate person when a guard dog escapes
- 4.6 Report the action of the guard dog fully and as soon as practicable to the appropriate person after it has caused an injury

Unit 216 Control a guard dog under operational conditions

Supporting information

Evidence requirements

Simulation is permitted for assessment criteria 3.4, 3.5, 3.8, 4.1, 4.3, 4.4, 4.5 and 4.6.

Guidance

For assessment criteria 1.6, **changes** could include changes caused by any of the following:

- weather conditions
- light levels
- air quality
- crowds
- presence of other animals

Assessment criteria 4.3 could relate to any of the following incidents:

- loose guard dogs
- injuries to the learner caused by a dog
- injuries to other people caused by a dog.

Unit 217

Deal with lost and found property

UAN:	D/601/9197
Level:	Level 2
Credit value:	1
GLH:	9
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 22 Deal with lost and found property.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of knowledge, understanding and skills for dealing with lost and found property.

Learning outcome	The learner will:
	1. Know how to deal with lost and found property
Assessment criteria	
	The learner can:
	1.1 State the organisation's and any other specific instructions and procedures for dealing with lost and found property
	1.2 State the limits of own responsibility, authority and competence to deal with lost and found property
	1.3 Identify the other services to be contacted regarding lost property, how to contact them and what information they should be given
	1.4 Explain how, and why it is important, to record details accurately

Learning outcome	The learner will:
	2. Be able to deal with lost and found property
Assessment criteria	
	The learner can:
	2.1 Gather sufficient information in line with the organisation's policies and procedures
	2.2 Record details of lost and found property clearly, accurately and in an easily retrievable format
	2.3 Demonstrate how to help people search for property in line with the organisation's policies and procedures
	2.4 Demonstrate how to help people claim property in line with the organisation's policies and procedures
	2.5 Deal with suspect packages that are found, in line with the organisation's policies and procedures whilst ensuring personal

safety and that of others

- 2.6 Identify and promptly contact the owner of any found property, where possible, or any person entitled to receive the property
- 2.7 Complete required documentation in line with the organisation's policies and procedures
- 2.8 Handle and store information relating to lost property in a way that protects its confidentiality

Unit 217 Deal with lost and found property

Supporting information

Evidence requirements

Simulation is not permitted in this unit.

Unit 218

Detect loss and theft in retail environments

UAN:	H/601/9217
Level:	Level 2
Credit value:	3
GLH:	13
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 17 Detect loss and theft in retail environments.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for supporting retail security and covers identifying when loss or theft is taking place and identifying suspects, which would be done covertly.

Learning outcome	The learner will:
1. Be able to gather and evaluate information to detect offences and suspects	
Assessment criteria	
The learner can:	
1.1	State where reliable and factual information about the organisation's loss and theft can be found
1.2	Collate and evaluate details related to the organisation's loss and potential offences
1.3	Liaise with store management and loss prevention department to understand the levels of losses and risk in the store
1.4	Agree appropriate action with store management and loss prevention department to lower the levels of loss and risk in the store
1.5	Describe how to help store management ensure that employees comply with company procedures to deter loss and theft
1.6	Maintain the covert nature of the security role while gathering information or evaluating evidence of loss or theft
1.7	Maintain security equipment and ensure that integrity of data and evidence is protected
1.8	Report details of loss, theft and subsequent actions taken, fully and accurately, to the relevant person
1.9	Describe ways to prevent loss and theft from retail environments

Learning outcome	The learner will:
2. Be able to respond to requests to identify and surveil suspects	
Assessment criteria	
The learner can:	
2.1	Record information from relevant authorities clearly and accurately maintaining own responsibility to take the appropriate action
2.2	Describe how to recognise when there is sufficient information and what effective action can be taken
2.3	Identify suspects correctly
2.4	Demonstrate the surveillance techniques that should be used to identify loss or theft
2.5	Describe how to identify suspicious behaviour and people suspected of causing loss or theft
2.6	Take action to deal with suspects that is in line with the organisation's policies and procedures
2.7	Report details of suspects and action to be taken clearly to the relevant person in line with the organisation's policies and procedures
2.8	Maintain the covert nature of the security role while responding to the identification of suspects
2.9	Communicate effectively with associates to give details of suspects and action to take, in line with the organisation's policies and procedure

Unit 218 Detect loss and theft in retail environments

Supporting information

Evidence requirements

Simulation is not permitted in this unit.

Guidance

For assessment criteria 1.7, suitable examples of **security equipment** include:

- CCTV equipment
- electronic article surveillance
- local alarms
- cash boxes
- safes
- keys
- protective packaging
- dispensers
- radio.

Unit 219

Preventing unauthorised items passing through ports

UAN:	L/601/9194
Level:	Level 2
Credit value:	6
GLH:	48
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 41 Prevent unauthorised items passing through ports.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for maintaining security at ports (air, sea, channel tunnel) where passengers are passing through. This involves screening and searching for items that are unauthorised or dangerous.

Learning outcome	The learner will:
1.	Know how to prevent unauthorised items passing through ports
Assessment criteria	
The learner can:	
1.1	List the types of authorisation for persons and vehicles wishing to pass through ports
1.2	Identify invalid authorisations for persons and vehicles wishing to pass through ports
1.3	Describe the limitations of screening equipment to detect unauthorised items
1.4	Describe how to respond to limitations of screening equipment to detect unauthorised items
1.5	Identify current trends and techniques used to conceal unauthorised items and disguise tampering
1.6	Describe the difficulties that can arise during searches and how to respect these, including: <ul style="list-style-type: none">• cultural and religious sensitivities• language• aggression• anxiety• non cooperation
1.7	Describe how to recognise search avoidance methods

1.8	Describe the possible reactions to the request to search or screen and how to deal with them
1.9	State the range of unauthorised items and their components that should be looked for during screening
1.10	Identify the actions to be taken when unauthorised items are found, and to whom this should be reported
1.11	Explain why baggage must be loaded and positioned correctly on screening equipment

Learning outcome	The learner will:
2.	Be able to screen people, belongings and baggage passing through ports
Assessment criteria	
The learner can:	
2.1	Check that the screening equipment and system in use is working properly using approved procedures
2.2	Describe interpersonal skills and how to use them during screening of people and their property
2.3	Confirm that persons wishing to pass through ports have the valid authorisation
2.4	Request authorised persons to pass through screening equipment in a clear and polite manner
2.5	Take prompt action in line with instructions and guidelines to indications from screening equipment of potentially unauthorised items
2.6	Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions
2.7	Record and report the details of screening in line with instructions
2.8	Demonstrate how to ensure baggage is loaded and positioned correctly for effective screening
2.9	Interpret images from the screening equipment correctly to identify potentially unauthorised items

Learning outcome	The learner will:
3.	Be able to search people, belongings and baggage passing through ports
Assessment criteria	
The learner can:	
3.1	Ensure consent to search has been obtained, before searching
3.2	Take appropriate and permitted action when a person refuses to give consent to a search
3.3	Take appropriate and permitted action if a person is attempting to avoid being searched
3.4	Demonstrate how to search at frequencies and in patterns that are: <ul style="list-style-type: none"> • in line with instructions • appropriate to the defined level of threat • in suitable locations • in the presence of suitable witnesses • systematic, including • inspecting items for modifications

<ul style="list-style-type: none"> • correctly recorded and reported
3.5 Demonstrate how to be polite, professional and courteous while searching
3.6 Demonstrate how to prevent anyone interfering with the search process
3.7 Demonstrate how to maintain personal health, safety and welfare whilst searching
3.8 Take prompt and appropriate action, in line with instructions and guidelines, when unauthorised items are found

Learning outcome	The learner will:
4. Be able to screen and search vehicles, cargo, goods and stores passing through ports	
Assessment criteria	
The learner can:	
4.1 Ensure consent to search has been obtained, before searching	
4.2 Take appropriate and permitted action when a person refuses to give consent to a search	
4.3 Confirm screening equipment and systems are working properly using approved procedures	
4.4 Demonstrate how to search at frequencies and in patterns that are:	
<ul style="list-style-type: none"> • in line with instructions • appropriate to the defined level of threat • systematic, including • inspecting items for modifications • correctly recorded and reported 	
4.5 Take prompt and appropriate action, in line with instructions and guidelines, when unauthorised items are found	
4.6 Demonstrate how to prevent anyone interfering with the search process	
4.7 Demonstrate how to maintain personal health and safety and welfare whilst searching	
4.8 Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions	

Unit 219 **Preventing unauthorised items passing through ports**

Supporting information

Evidence requirements

Simulation is not permitted for this unit.

Evidence for performance-related assessment criteria must come from learners' performance in the workplace, apart from assessment criteria 2.6, 3.3, 4.2 and 4.8 for which 'what-if'-type questioning may be used if naturally occurring performance evidence is not available. Use of such questions should only be considered as a last resort.

Unit 220

Promote a healthy and safe workplace

UAN:	K/601/9039
Level:	Level 2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 3 Promote a healthy and safe workplace.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to promote a healthy and safe workplace.

Learning outcome	The learner will:
1. Be able to develop plans to promote health and safety culture in the workplace	
Assessment criteria	
The learner can:	
1.1 State the organisation structure and lines of communication	
1.2 Explain the available information sources on health and safety within the workplace	
1.3 Describe how information on health and safety instructions and regulations is currently communicated within the workplace	
1.4 Describe own responsibilities set out in the workplace instructions for communicating and consulting with colleagues and others	
1.5 Describe the current level of understanding and support for, health and safety instructions and procedures by people at the workplace	
1.6 State the workplace requirements for conducting a review of current working practices	
1.7 Describe the work areas and job roles where current working practices are being reviewed	
1.8 Identify resources which are required to improve the current health and safety culture	
1.9 Identify where improvements and changes may be necessary using current sources of information available in the workplace	

Learning outcome	The learner will:
2. Be able to implement plans to promote a health and safety culture in the workplace	
Assessment criteria	
The learner can:	
2.1	Develop plans to include promoting the advantages and legal necessities of following health and safety procedures
2.2	Identify practical opportunities for regular consultation on health and safety issues and ways of encouraging ideas on good practice
2.3	Identify those people in the workplace who will require information and advice about the plans to promote a health and safety culture in the workplace
2.4	Present plans for promoting a health and safety culture to the appropriate people in a clear and effective manner
2.5	Provide relevant information and advice at an appropriate time, level and pace
2.6	Describe how to monitor the effectiveness of the plans against agreed performance measures
2.7	Identify opportunities for further improvements to the health and safety culture in the workplace

Unit 220 Promote a healthy and safe workplace

Supporting information

Evidence requirements

Assessment criteria should be assessed through naturally occurring evidence from the workplace. Simulation is not permitted in this unit.

Unit 221

Protecting from the risk of violence at work

UAN:	J/601/9050
Level:	Level 2
Credit value:	3
GLH:	22
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 1 Protect yourself from the risk of violence at work.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to protect themselves from the risk of violence at work.

Learning outcome	The learner will:
	1. Understand the job role, responsibilities and limitations
Assessment criteria	
	The learner can:
	1.1 Describe the legal duties for an individual to ensure well-being and health and safety in the workplace as explained by relevant legislation
	1.2 Describe the job role, including the responsibilities and limitations
	1.3 Describe personal capabilities and limitations in terms of protection in potentially violent situations

Learning outcome	The learner will:
	2. Be able to use verbal and non-verbal communication to help calm a potentially violent situation
Assessment criteria	
	The learner can:
	2.1 Describe the importance of showing respect for people, their property and rights
	2.2 Describe when it is appropriate and possible to maintain a safe distance and avoid physical contact
	2.3 Maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour
	2.4 Maintain a safe distance and avoid physical contact
	2.5 Avoid behaviour or language that may be discriminatory or oppressive when communicating with other people

2.6	Interpret simple body language and the importance of acknowledging other people's personal space
2.7	Explain clearly to the people involved: <ul style="list-style-type: none"> • what they will do • what the people involved should do and • the likely consequences if the present situation continues
2.8	Communicate with those presenting unacceptable behaviour in a way that: <ul style="list-style-type: none"> • shows respect for them, their property and their rights • is free from discrimination and oppressive behaviour

Learning outcome	The learner will:
3.	Be able to dynamically risk assess a potentially violent situation
Assessment criteria	
The learner can:	
3.1	Describe the main signs that a situation could escalate to violent behaviour
3.2	Describe the importance of remaining alert to triggers of violent behaviour
3.3	Describe the importance of planning how to leave a situation if there is a physical risk including identifying where the nearest exit routes are located
3.4	Demonstrate how to keep the situation under review
3.5	Act to reduce the risks to the safety of all those affected by the incident

Learning outcome	The learner will:
4.	Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety
Assessment criteria	
The learner can:	
4.1	Describe the types of action and behaviour that can be taken to calm situations
4.2	Describe when to leave the scene of the incident, when to seek help and safe techniques for leaving the situation
4.3	Act to calm the situation which will: <ul style="list-style-type: none"> • not make the situation worse • follow the organisation's policy and procedures and legal responsibilities • minimise the risk of injury to all those involved
4.4	Get assistance promptly when the situation is not being resolved
4.5	Demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed

Learning outcome	The learner will:
5. Be able to review an incident and support processes	
Assessment criteria	
The learner can:	
5.1 Review the sequence of events leading up to the incident	
5.2 Discuss with relevant people whether organisational procedures helped or hindered the incident	
5.3 Assess organisation and personal risk assessments relevant to the activities and their adequacy for dealing with similar incidents	
5.4 Identify areas of personal development	
5.5 Describe the importance of making use of available support and advice to help prevent any incident-related health problems	
5.6 Describe the importance of having the opportunity to talk to someone about the incident afterwards	

Learning outcome	The learner will:
6. Be able to accurately report an incident	
Assessment criteria	
The learner can:	
6.1 Describe the organisation's procedures for dealing with violent behaviour	
6.2 Identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence	
6.3 Complete records in accordance with organisational requirements in respect of:	
<ul style="list-style-type: none"> • personal actions at the time of the incident • the circumstances and severity of the incident • the measures taken to ensure personal safety and that of other people • the action taken to try to calm the situation down 	
6.4 Produce recommendations for the relevant people in order to reduce the risk of further similar incidents	
6.5 Contribute to good practice by sharing relevant non-confidential information with others in similar roles	

Unit 221 **Protecting from the risk of violence at work**

Supporting information

Evidence requirements

Assessment criteria should be assessed through naturally occurring evidence from the workplace. Simulation is not permitted in this unit.

Unit 222

Provide covert security in retail environments

UAN:	D/601/9216
Level:	Level 2
Credit value:	2
GLH:	12
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 16 Provide covert security in retail environments.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for supporting retail security and covers maintaining covert presence and security alarm responses.

Learning outcome	The learner will:
	1. Be able to maintain covert security presence
Assessment criteria	
	The learner can: 1.1 Give examples of suspicious behaviour in a retail environment 1.2 Carry out covert security observations in line with: <ul style="list-style-type: none">• organisation's policies and procedures• relevant legal requirements• codes of practice 1.3 Act in a way that maintains the covert security role 1.4 Describe how to dress, behave and communicate with others to preserve the covert role 1.5 Dress appropriately for the retail environments in which the covert security is being provided 1.6 Communicate with colleagues and the relevant authorities in ways that maintains the covert security role 1.7 Explain why it is important to record and maintain all observations and reports 1.8 Record activities as potential evidence in line with: <ul style="list-style-type: none">• the organisation's policies and procedures• relevant legal requirements

Learning outcome	The learner will:
	2. Be able to respond to security alarms
Assessment criteria	
The learner can:	
	2.1 Identify the type and locations of security alarm systems to which a response is required
	2.2 Respond appropriately to security alarms that does not compromise the covert security role, in line with the organisation's policies and procedures
	2.3 Report defective or ineffective security alarm systems to the appropriate person

Unit 222 Provide covert security in retail environments

Supporting information

Evidence requirements

Evidence for all performance-related assessment criteria must come from learners' performance in the workplace, apart from assessment criteria 2.3 where 'what-if'-type questioning may be used if naturally occurring performance evidence is not available. Use of such questions should however only be considered as a last resort.

Simulation is not permitted in this unit.

For assessment criteria 2.2 there must be evidence relating to at least **one security alarm** system. Suitable examples include:

- access control
- surveillance
- stock protection (EAS systems, loop alarms)
- perimeter protection
- panic buttons
- fire alarms
- smoke alarms.

Unit 223

Record information relevant to the security operative role

UAN:	R/601/9195
Level:	Level 2
Credit value:	1
GLH:	9
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 26 Record information relevant to your role.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for recording information within the security operative role.

Learning outcome	The learner will:
	1. Be able to record relevant information relating to incidents accurately
Assessment criteria	
	The learner can:
	1.1 Identify and correctly access sources of information relating to incidents
	1.2 Obtain sufficient relevant information relating to incidents in a lawful accurate and timely manner
	1.3 Record details of incidents accurately and in an easily retrievable format
	1.4 Take prompt and appropriate action to deal with identified gaps in information relating to incidents
	1.5 Establish any permission or conditions that may apply to using this information
	1.6 Communicate information relating to incidents only to those people authorised to receive it and within agreed timescales
	1.7 Demonstrate how to handle and store information relating to incidents in a way that protects its confidentiality, and evidential and organisational value

Learning outcome	The learner will:
2. Be able to record information relevant to the security operative role	
Assessment criteria	
The learner can:	
2.1 Identify essential documentation to be completed relating to own role	
2.2 Complete all essential documentation: <ul style="list-style-type: none"> • accurately • within agreed timescales • following legal and organisational guidelines • in an appropriate format 	
2.3 Confirm that the final document meets with the requirements of the persons who requested it	
2.4 Identify the necessary contact details needed to pass on information	

Learning outcome	The learner will:
3. Be able to maintain confidentiality and security of information	
Assessment criteria	
The learner can:	
3.1 Explain why it is important to confirm who is authorised to have access to information	
3.2 Identify and confirm the person, or persons, who are authorised to have access to information	
3.3 Explain why agreed sharing protocols need to be adhered to at all times	
3.4 Describe how to ensure that agreed sharing protocols are adhered to at all times	
3.5 Respond to requests for information by members of the public and agencies in an appropriate manner whilst following organisational procedures	
3.6 Inform the appropriate persons of requests for information received from members of the public	
3.7 Explain why it is important to maintain the confidentiality of information	
3.8 Demonstrate how to maintain confidentiality and security of information relating to security	
3.9 Explain the importance of maintaining the goodwill of the source of the information	

Unit 223 **Record information relevant
to the security operative role**

Supporting information

Evidence requirements

Simulation is not permitted in this unit.

Unit 224

Respond to keyholding visit requests

UAN:	J/601/9193
Level:	Level 2
Credit value:	2
GLH:	16
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 50 Respond to keyholding visit requests.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for security keyholding and response officers who respond to keyholding visit requests. These officers could typically be at alarm receiving centres or similar offices.

Learning outcome	The learner will:
	1. Be able to collate and confirm information about visit requests
Assessment criteria	
	The learner can:
	1.1 Respond to initial requests in line with organisational requirements and within required timescales
	1.2 Ensure there is sufficient valid information on which to confirm visit requirements
	1.3 Confirm the authority and validity of callers following the organisation's contractual requirements (password, codeword, etc)
	1.4 Record required details of requested visits accurately and completely, including the purpose of the visit
	1.5 Project a professional image both personal and organisational
	1.6 State the organisation's procedures and contractual requirements for responding to visit requests

Learning outcome	The learner will:
	2. Be able to take responsibility for keys and site information
Assessment criteria	
	The learner can:
	2.1 Confirm the correct keys, access codes and site information are available for the sites or premises to be visited
	2.2 Maintain the security of keys and site information, following the

<p>organisation's procedures and guidelines</p> <p>2.3 Follow the organisation's procedures for key management, including completing records</p> <p>2.4 Confirm there is no information attached to keys which could compromise the security of the site</p>
--

Learning outcome	The learner will:
3. Be able to prioritise keyholding response visits and other actions	
Assessment criteria	
The learner can:	
3.1 Demonstrate how to prioritise visits or other actions using the information that has been collated and confirmed in line with the organisation's guidelines	
3.2 Demonstrate how to take account of the type of site or premises to be visited, purpose of the visit, potential risk and nature of the customers' business	
3.3 Act within the limits of personal authority and responsibility	
3.4 Get help from the appropriate people to deal with situations when there are conflicting priorities	
3.5 Record details of visits or other actions accurately and completely, following the organisation's procedures and requirements	

Learning outcome	The learner will:
4. Be able to allocate resources for keyholding responses	
Assessment criteria	
The learner can:	
4.1 Describe the organisation's procedures for the security and management of keys and site information	
4.2 Identify what site information response officers need, where to get it and why it is important to maintain its security	
4.3 Select the most appropriate response officer, following the organisation's guidelines	
4.4 Confirm that response officers fully understand the purpose and details of response visits	
4.5 Allocate keys, access codes and site information to response officers in line with organisational requirements, within required timescale and security requirements	
4.6 Confirm that response officers have the correct and sufficient equipment required for visit to sites and premises	

Unit 224 Respond to keyholding visit requests

Supporting information

Evidence requirements

Simulation is not permitted in this unit.

Unit 225

Use radio communications effectively

UAN:	R/601/9049
Level:	Level 2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 17 Use radio communications effectively.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to use radio communications effectively.

Learning outcome	The learner will:
	1. Know how to use radio communication equipment effectively
Assessment criteria	
	The learner can: 1.1 Describe the effect of regulations affecting the transmitting and receiving of radio communications in both normal and emergency situations 1.2 Describe the procedure for confirming that the radio communication equipment is working properly, and what to do if it is not 1.3 State the limits of personal authority and responsibility for passing on information 1.4 Describe the causes of poor transmission or reception, and what action to take to improve communications 1.5 Describe how to report any difficulties in transmitting and receiving information promptly and accurately to the relevant person 1.6 State the organisation's procedure for the use of: <ul style="list-style-type: none">• the phonetic alphabet• the 24 hour clock• call signs• caller identification• passwords

Learning outcome	The learner will:
	2. Be able to use radio communication equipment effectively
Assessment criteria	
The learner can:	
2.1 Operate radio equipment in line with manufacturers' instructions and statutory regulations	
2.2 Respond to incoming communications promptly and appropriately in line with organisation's procedures	
2.3 Pass on information to the appropriate people, who are authorised to receive it, within agreed timescales	
2.4 Use outgoing communication equipment in line with organisation's procedures and statutory regulations	
2.5 Confirm the information transmitted is understood by those receiving it	
2.6 Demonstrate the correct use of the phonetic alphabet	
2.7 Maintain complete and accurate records of transmitted and received communications	

Unit 225 Use radio communications effectively

Supporting information

Evidence requirements

This unit must be assessed using naturally occurring evidence from the workplace. Simulation is not permitted in this unit.

Unit 226

Visit sites in response to keyholding requests

UAN:	K/601/9218
Level:	Level 2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 51 Visit sites in response to keyholding requests.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge, understanding and skills for security keyholding and response officers who visit sites in response to keyholding requests.

Learning outcome	The learner will:
	1. Be able to travel between sites safely and efficiently
Assessment criteria	
	The learner can:
	1.1 State the legal requirements and other relevant codes of practice that must be complied with when driving on public roads, including if involved in a traffic collision or other reportable incident
	1.2 Confirm that the authorised vehicle is roadworthy and complies with relevant legal and organisational requirements
	1.3 Describe the necessary actions if a vehicle is either not roadworthy or does not meet legal requirements
	1.4 Plan routes using relevant maps and other information according to journey conditions
	1.5 Travel between sites in the shortest time whilst minimising risks to life, property and the environment
	1.6 Assess the driving conditions and modify driving to minimise risk to self and others
	1.7 Maintain the safety and security of the vehicle between and at sites at all times
	1.8 Maintain effective communications with relevant persons in accordance with the organisational requirements

Learning outcome	The learner will:
2. Be able to carry out visual risk assessments on arrival	
Assessment criteria	
The learner can:	
2.1 State personal responsibility in relation to health and safety, particularly when carrying out visual risk assessments	
2.2 Explain the factors that should be taken into account to assess the risks of entering sites or premises	
2.3 Demonstrate how to base risk assessments on valid and reliable factors	
2.4 Confirm the security and safety status of sites and premises, following the organisation's guidelines and procedures	
2.5 Maintain own safety whilst carrying out visual risk assessments, following the organisation's guidelines and good practice, including maintaining required communications	
2.6 Act within the limits of personal authority and responsibility	
2.7 Get help from appropriate people if needed	

Learning outcome	The learner will:
3. Be able to enter sites and premises	
Assessment criteria	
The learner can:	
3.1 Explain different procedures for entering sites and premises	
3.2 Enter sites and premises following the correct entry procedures	
3.3 Maintain personal safety whilst entering sites or premises, following the organisation's guidelines and good practice	
3.4 Check that sites and premises are secure after you have entered	
3.5 Disarm alarm systems, in accordance with assignment instructions	
3.6 Maintain the integrity of potential evidence of breaches of security or safety	
3.7 Maintain effective communications with relevant persons in accordance with assignment instructions	

Unit 226 **Visit sites in response to keyholding requests**

Supporting information

Evidence requirements

Simulation is not permitted in this unit.

Unit 227

Work effectively with other agencies

UAN:	F/601/9046
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to Skills for Security NOS: SFS 6 Work effectively with other agencies.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	The learner will develop the knowledge, understanding and skills necessary to work effectively with other agencies.

Learning outcome	The learner will:
1. Be able to develop effective working arrangements with staff in other agencies	
Assessment criteria	
The learner can:	
1.1 Identify the relevant legislation, organisational policies and procedures that apply to joint working and their impact	
1.2 Describe the principles and benefits of joint working between different agencies	
1.3 Describe the nature and purpose of the industry sector	
1.4 Describe the roles and responsibilities of the different people and agencies involved	
1.5 Describe how agency structure and culture can affect joint working	
1.6 Identify the information that needs to be shared, the reasons for this and how to maintain the security of information	
1.7 Define and record arrangements for joint working that:	
<ul style="list-style-type: none">• are appropriate to the nature and purpose of the work• are likely to be effective in achieving their aims• include factors likely to hinder joint working (such as stereotyping, discrimination)• include how joint working is to take place when different individuals become involved	
1.8 Define how and when the joint work will be monitored and reviewed	

Learning outcome	The learner will:
2. Be able to sustain effective working with staff in other agencies	
Assessment criteria	
The learner can:	
2.1 Demonstrate joint working in a way that is consistent with agreements made, own job role and relevant policies and standards	
2.2 Demonstrate how to interact with people in the other agency in ways which: <ul style="list-style-type: none"> • encourage effective relationships and participation • respect their views, roles and responsibilities • promote equality and value diversity • acknowledge the value of joint working 	
2.3 Demonstrate how to represent their agency's views and policies in a clear and constructive way	
2.4 Identify any issues in the joint working and use effective methods to address them with the people involved	
2.5 Identify when and where to seek support when experiencing difficulty working effectively with staff in other agencies	
2.6 Describe methods of reviewing the effectiveness of joint working relationships	

Unit 227 **Work effectively with other agencies**

Supporting information

Evidence requirements

This unit must be assessed using naturally occurring evidence from the workplace. Simulation is not permitted for this unit.

Unit 401

Maintain understanding of current legislation and regulation relevant to the security officer role

UAN:	Y/601/9196
Level:	Level 4
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is linked to Skills for Security NOS: SLP 25 Maintain an understanding of current legislation and regulation relevant to your role.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills for Security, the Standards Setting Body for Security.
Aim	This unit provides for the development of the knowledge and understanding of legislation and regulation within the learner's role. The learner must be able to identify and access appropriate sources of relevant information and use research methods that are efficient and effective. They must be able to determine the level of knowledge required and identify and explain fully the impact of current legislation and obtain specialist help and advice when it is needed. The learner must confirm they have authority to apply and implement legislation and inform other relevant people. They must provide details of implementation of legislation in a language and format that aids understanding and know how to explain new techniques to other people who need to know them. The learner needs to know how to record accurate and full details of the results of applying new legislation and must maintain confidentiality and security.

Learning outcome	The learner will:
	1. Know the current legislation and regulation relevant to the security officer role
Assessment criteria	
	The learner can:
	1.1 Identify and access appropriate sources of relevant information

1.2	Use research methods that are efficient and effective in obtaining relevant information
1.3	Identify areas of legislation relevant to personal role
1.4	Explain the impact of legislation, regulation, codes of practice and guidelines on own role
1.5	Describe how to obtain specialist help and advice on legislation and regulation when it is needed
1.6	Explain the importance of maintaining knowledge and understanding of legislation relevant to personal role
1.7	Identify the areas of own security activities that are affected by current law

Learning outcome	The learner will:
2.	Be able to implement new legislation and regulation
Assessment criteria	
The learner can:	
2.1	Implement new legislation within agreed timescales
2.2	Inform other relevant people about implementation of new legislation
2.3	Provide details of implementation of legislation in a language and format that aids understanding
2.4	Explain new techniques and practices that are required by legislation to people who need to know them
2.5	Record accurate and full details of the impact on the organisation of applying new legislation
2.6	Maintain the security and confidentiality of security arrangements
2.7	Explain how different pieces of legislation impact on each other and the affect on own role
2.8	Explain how to confirm personal authority to apply new legislation and why it is important

Learning outcome	The learner will:
3.	Be able to maintain and update codes of practice and procedures
Assessment criteria	
The learner can:	
3.1	Arrange regular scheduled reviews of security procedures with staff and all relevant stakeholders
3.2	Establish and promote a culture of continuous improvement with staff and stakeholders
3.3	Implement processes to ensure prompt notification of relevant legislative or internal changes to all relevant stakeholders
3.4	Propose changes in codes of practice or procedures and communicate them to required stakeholders for feedback
3.5	Produce new documentation and processes as required when legislation has changed
3.6	Record all changes to codes of practice, procedures and authorisations in accordance with the organisation's procedures
3.7	Describe how to carry out a review of a process or changes and re-evaluate as required
3.8	Explain why it is important to have in-depth knowledge of processes, policies and procedures that may be affected by change

Unit 401 **Maintain understanding of
current legislation and
regulation relevant to the
security officer role**

Supporting information

Evidence requirements

Simulation is not permitted in this unit.



Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 2 NVQ in Providing Security Services (1975-01/02/03/05/06/07)

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).



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.

Providing City & Guilds qualifications – a guide to centre and qualification approval 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.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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 such on such things as:

- **Walled Garden**
Find out how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- **Events**
Contains dates and information on the latest Centre events
- **Online assessment**
Contains information on how to register for GOLLA assessments.

Appendix 3 Licence to practise (L2P) units

1. Conditions under which the licence-to-practise (L2P) units should be used within Knowledge of Providing Security Services (KPSS)

1.1 For **all** learners, the following sections of SIA's ***Introduction to learning leading towards licence-linked qualifications*** will apply to L2P units that are used within KPSS:

- 3. Criteria for training delivery
- 4. Examination venue criteria

1.2 In addition, unless waivers apply under RPL arrangements (see paras 2.1, 2.2 and 2.3 below), the L2P units will be **delivered in the same way as they are in the L2P qualifications**. This will involve:

- centres delivering the units according to the previously agreed contact time and GLH

1.3 In addition, unless waivers apply under RPL arrangements (see paras 2.1, 2.2 and 2.3 below), the L2P units will be **assessed in the same way as they are in the L2P qualifications**. This will involve:

- externally-set and externally-marked objective testing
- the same pass mark that the awarding organisation applies to the units when used in L2P qualifications.

1.4 The following requirements of current L2P qualifications are not required when the L2P units are used within KPSS as the KPSS is not **in itself** a licence-to-practice qualification:

- collection of ID
- upload of data on completion of units to SIA.

(However, centres must **check** ID at the point of testing, even though they need not upload this to the Awarding Organisations).

2. Recognition of prior learning: for learners taking the KPSS knowledge and who have already passed a relevant L2P qualification

2.1 For learners who first complete a **QCF** L2P qualification and then take the KPSS:

- centres must keep evidence that learners fall into this category
- no training or assessment will be required for the KPSS units that have already been passed.

2.2 For learners who have completed an **NQF** licence-linked qualification and then take KPSS (where the NQF qualification has been achieved no more than 3 years before the date of the assessment of the L2P units in KPSS):

- centres must keep evidence that learners fall into this category
 - learners must take **all** QCF assessment for each unit (as detailed in paras 1.1, 1.3 and 1.4)
 - centres are not required to deliver the SIA-prescribed mandatory contact time for the relevant¹ L2P units (ie para 1.2 will not apply)
 - centres will be advised to identify any areas in QCF L2P units that are different from NQF and ensure that these are covered.
- 2.3 For learners who have completed an NQF licence-linked qualification which is older than 3 years, but who can demonstrate continuous and documented employment in the security sector:
- the same requirements as for para 2.2 will apply.
- 2.4 For learners who have completed an NQF licence-linked qualification which is older than 3 years, and who cannot demonstrate continuous employment in the sector:
- learning (including previously agreed GLH/contact hours) and assessment for the QCF units must be undertaken as outlined in paras 1.1, 1.2, 1.3 and 1.4

3. Recognition of prior learning: for learners have completed KPSS and who then wish to apply for any type of licence

- 3.1 Learners must first register on a L2P qualification, at which point their IDs are collected.
- 3.2 Centres must keep evidence that learners have completed the KPSS qualification, including a record of units achieved.
- 3.3 Awarding organisations will allow learners to claim the units already achieved as part of KPSS without requiring them to retake any additional learning or assessment. When a learner has a full qualification outcome, this will be uploaded to the QdB in the usual way.

4. NQF/QCF unit equivalences

The names of NQF units and qualifications differ between awarding body, and so generic names/numbers have been used instead.

NQF qualification/unit	QCF unit equivalence
Security Guarding, Unit 1	Working in the Private Security Industry Working as a Security Officer
Door Supervision, Unit 1	Working in the Private Security Industry Working as a Door Supervisor
CCTV Operation qualification	Working in the Private Security Industry Working as a CCTV Operator
Security Guarding, Unit 2	Conflict Management for the Private Security Industry
Door Supervision, Unit 2	Conflict Management for the Private Security Industry

¹ 'Relevant units' are defined in section 4 below

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 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	T: +44 (0)844 543 0000 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

WW-01-2915