Pearson BTEC Award for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6

Specification

BTEC Specialist qualification

First teaching 1 February 2015

PEARSON

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About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Contents

Purpose of this specification

The purpose of a specification is to set out:

- the qualification's objective

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification

- units that a learner must have completed before the qualification will be awarded and any optional routes

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

BTEC Specialist Qualifications also provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). On successful completion of a BTEC Specialist Qualification, learners can progress to or within employment and/or continue their study in the same, or related, vocational area.

2   Qualification summary and key information

Qualification title	Pearson BTEC Award for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6
SQA accreditation code	R430 04
Qualification framework	Scottish Credit and Qualification Framework (SCQF)
Accreditation start date	30/01/2015
Approved age ranges	18+
	19+
SCQF Credit value	3
Assessment	Pearson-devised assessment (onscreen testing)
Guided learning hours	28
Grading information	The qualification and units are at pass grade
Entry requirements	For details of entry requirements see below.
	Learners should have language skills to the equivalent of the following:
	• A BI level qualification on the Home Office's list of recognised English tests and qualifications
	• an ESOL qualification at Entry 3 or higher (e.g. Level 1 or 2) on the Ofqual register taken in England, Wales or Northern Ireland
	• an ESOL qualification at Scottish Qualifications Framework levels 4, 5 or 6 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
	• Functional Skills Entry Level 3 in English
	• SQA Core Skills at Scottish Qualifications Framework Levels 4, 5 or 6.
	Centres must also follow our access and recruitment policy (see *Section 10 Access and recruitment*).

BTEC Specialist qualification titles covered by this specification

The Person BTEC Award for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6

SQA accreditation code number and qualification title

The qualification title, unit titles and SQA accreditation code will appear on each candidate's final certificate. You should tell your candidates this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual,* available on our website: www.edexcel.com

Qualification objective

The Pearson BTEC Award for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6 is for learners who work in, or who want to work in, the security industry as a Security Officer.

It gives learners the opportunity to:

- develop knowledge related to the Private Security industry, including, the purpose of the industry, the functions of the regulator, governing legislation and the acceptable work practices, procedures and standard
- develop skills in conflict management and their abilities in managing and resolving conflict in the context of the role of a Security Officer
- learn about the role, duties and responsibilities of a Security Officer. This covers areas such as patrolling, access and egress control, searching procedures, electronic and physical protection systems, reporting and record keeping, as well as legislation relevant to a security officer
- achieve a nationally-recognised Level 6 qualification
- achieve a licence to practise
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Award in Security Guarding (Scotland) which has now expired. Information about how the new and old units relate to each other is given in *Annexe B*.

Progression opportunities through Pearson qualifications

Learners who have achieved the Award can progress to related security qualifications, should they wish to change career, such as the Pearson BTEC Award for Working as a Door Supervisor within the Private Security Industry (Scotland) SCQF at Level 6

Industry support and recognition

This qualification is supported by the SIA, the regulator for the private security industry. The units in this qualification are written to meet the objectives of the SIA's Specification for Learning and Qualifications in Security Guarding (See *Annexe C*).

Relationship with National Occupational Standards

This qualification is designed to provide some of the underpinning

knowledge and understanding for the National Occupational Standards (NOS) in security.

NOS form the basis of National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs). BTEC qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

3   Qualification structure

Pearson BTEC Award for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	3

Unit	Unit code	Mandatory units	Level	Credit	Guided learning hours
1	UG45 04	Working as a Security Officer within the Private Security Industry	5	1	10
2	UG44 04	Working within the Private Security Industry	6	1	10
3	UG46 04	Conflict Management within the Private Security Industry	6	1	8

Unit 2: Working within in the Private Security Industry and *Unit 3: Conflict Management within the Private Security Industry* are also mandatory units in other licence-linked qualifications. If learners have already completed these units successfully as part of an SIA-endorsed licence-to-practise qualification in any of the following areas, they may not need to take them again.

- Door Supervision
- Vehicle Immobilisation
- CCTV Operations (Public Space Surveillance)
- Cash and Valuables in Transit.

4 Assessment

External assessment

Pearson sets and marks the externally assessed onscreen tests. These tests must be taken by the learner under examination conditions.

The table below gives information about the onscreen tests available for this qualification.

The table below gives a summary of the assessment methods used in the qualification.

Unit 1: Working as a Security Officer within the Private Security Industry	
Length of assessment	The external assessment will be 25 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	February 2015
Unit 2: Working within the Private Security Industry	
Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	February 2015
Unit 3: Conflict Management within the Private Security Industry	
Length of assessment	The external assessment will be 45 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	February 2015

The onscreen tests assess all the learning outcomes in the identified units to meet the standard specified by the related assessment criteria. All the amplification in each unit is mandatory for the tests. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions. Centres need to make sure that learners are:

- fully prepared to sit the onscreen tests
- entered for the tests at appropriate times, with due regard for re-sit opportunities as necessary.

All centres offering onscreen and paper based assessment must comply with the Joint Council for Qualifications (JCQ) document *Instructions for the Conduct of Examinations (ICE)*. The current version of this document is available on our website at: www.edexcel.com

5   Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Exemption from training attendance and assessment is permitted where the candidate has already achieved the relevant SIA unit, with the identical SQAQCF code, when completing another BTEC Security programme. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the SCQF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6   Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.

- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1   Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.

2   Delivery of the qualification outside the Apprenticeship:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, please see the *UK Vocational Quality Assurance Handbook* on our website.

9   Programme delivery

Pearson does not normally define the mode of delivery for BTEC qualifications. However, this qualification has been developed in conjunction with the Security Industry Authority (SIA), which has placed certain restrictions on how training may be delivered. In line with the SIA requirements, detailed in Section 12 of the *Requirements for Awarding Organisations and Training Providers* in *Annexe E*, centres can offer the following parts of this qualification by distance learning if that meets their learners' needs:

- the learning (**not** assessment) for the unit Working within the Private Security Industry
- thirty minutes of learning for preparation for training for the Conflict Management unit

Contact time

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment, for example, direct teaching, class discussions and supervised practice activities. This time does not include;

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

The table below states the GLH and the required contact time for each unit in the qualification. It is important to note that these contact hours are a minimum figure stipulated by the SIA. Centres should regard this not as a requirement to use non-contact activities, but rather giving them the opportunity to do so if they choose. Centres can continue to delivering the entire programme as contact time.

Unit	Title	GLH	Minimum contact time
1	Working as a Security Officer within the private security industry	10	10
2	Working within the Private Security Industry	10	1
3	Conflict Management within the Private Security Industry	8	7.5

The stipulated contact time must occur over a minimum of three days. Each day should not exceed eight hours of learning. For further information on the delivery of the qualification, please refer to Sections 11 and 12 of the *Requirements for Awarding Organisations and Training Providers* in *Annexe E*,

Centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Where legislation is taught, centres must ensure that it is current and up to date

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title will appear on the learner's Notification of Performance (NOP).

SCQF level

All units and qualifications within the SCQF have a level assigned to them. There are nine levels of achievement, from Level 1 to Level 12. The SCQF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Working as a Security Officer within the Private Security Industry

SCQF level: 5

Credit value: 1

Guided learning hours: 10

Unit aim

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the knowledge and understanding for areas that are relevant to the role of a security officer. This unit covers the specialist knowledge and understanding required to become a licensed security officer. Generic knowledge that applies across different parts of the security industry is covered in *Unit 2: Working in the Private Security Industry* and in *Unit 3: Conflict Management for the Private Security Industry*.

In this unit, you will be taught about the role of a security officer and the knowledge and behaviour required for that role. As a security officer, you will need to know about the law and the powers available to you when the law is broken as well as other related issues such as trespass, powers of arrest, evidence preservation and the law regarding the use of force. You will also learn about patrolling and how and when to conduct searches.

You will understand the functions and purpose of electronic and physical protection systems and managing entry to and exit from premises. Finally, you will learn about record keeping, including incident reports and notebook usage.

Essential resources

For this unit, centres must adhere to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* available from the SIA website with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the role of a security officer within the private security industry	1.1	Identify the duties and responsibilities of a security officer	□ Protect life and property □ Prevent loss, waste and damage □ Prevent and deter crime as part of the extended police family/other agencies □ Monitor and respond to incidents, safety risks and emergencies □ Control site access/egress □ Customer liaison □ Provide a safe and secure environment
		1.2	State the purposes of assignment instructions	□ Describes the security officer's roles and duties for a specific site □ Lists source of information and procedures □ Outlines actions to take in an emergency, including contact numbers □ Part of the contract between the "client/customer" and security company, meeting the needs of the client
		1.3	Identify the purposes of control rooms	□ Monitors activity on a site □ Provides assistance and emergency back up support for security officers □ Provides an additional resource (CCTV) to monitor remote, vulnerable and secure areas □ Co-ordination of radio and communications

Learning outcomes	Assessment criteria		Unit amplification	
	1.4	Identify items of equipment needed by a security officer when on duty	☐	Communication equipment (radios; mobile phones)
			☐	Personal protective equipment (PPE) (wet-weather gear, hi visibility clothing, safety footwear, disposable gloves)
			☐	Site specific, and patrol equipment (keys, swipe cards, access fobs, torches)
			☐	Notebooks, pens
	1.5	State the meaning of the term "confidentiality" within the context of a security officer's responsibility	☐	Definition of confidentiality: non-disclosure of information to unauthorised persons
			☐	Scope of confidentiality: compliance with Data Protection Act; information about procedures, systems, alarm codes and access codes, data and records
			☐	Consequences of breaching confidentiality (termination of contract; prosecution; loss of professional reputation; damage to organisational reputation, making the site vulnerable/putting the site at risk)

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the law relevant to the role of a security officer	2.1	Identify common crimes that a security officer may encounter	☐ Arson, wilful fire raising, malicious mischief/vandalism ☐ Threats to Damage, Breach of Peace, Robbery, housebreaking, theft ☐ Trespass ☐ Fraud ☐ Assault and Aggravated Assault ☐ Anti-social behaviour
		2.2	Identify different types of trespass	☐ Trespass (Trespass (Scotland) Act 1865) is an offence under Scots law. Note: The legislation was amended under the Land Reform (Scotland) Act 2003, which established universal access rights to most (but not all) land. These reforms do not apply (hence why trespass remains an offence) to: ● houses and gardens and non-residential buildings and associated land; ● land in which crops are growing; ● land next to a school and used by the school; ● sports or playing fields when these are in use and where the exercise rights would interfere with such use; ● land developed and in use for recreation and where the exercise of access rights would interfere with such use; ● golf courses (you can cross a golf course provided that you do not interfere with any games of golf); ● places like airfields, railways, telecommunication sites, military bases and installations, working quarries, construction sites ● visitor attractions or other places which charge for entry

Learning outcomes	Assessment criteria		Unit amplification	
	2.3	State actions to take when dealing with trespassers	☐	Confirming that trespass has actually occurred
			☐	Request trespassers to leave premises within a reasonable time; actions to take if trespassers refuse to leave (repeat request, escort from the premises, contact the police)
			☐	Explain reasons for requesting to leave
			☐	Records that need to be made (incident report, notebook entries, daily occurrence log)
	2.4	State a security officer's power of arrest	☐	Same powers of arrest as every citizen; however, there is no power of arrest in relation to statutory offences. Statutory offences in Scotland include: • vandalism, where the damage is minimal in terms of cost (the statutory version of malicious mischief) • drugs offences • weapons offences • driving offences (including drink driving).
			☐	You cannot arrest someone you know or believe to be a drug dealer or someone you believe will leave the premises and drive whilst under the influence of drink or drugs, nor someone you know or suspect is carrying a weapon. In these circumstances, you must call the police.
			☐	Most other criminal offences (e.g. murder/culpable homicide/assault/aggravated assault/robbery/housebreaking/theft/Breach of the Peace) are against common law and do carry a power of arrest, but this should only ever be exercised for 'serious offences' (serious is not defined).

Learning outcomes	Assessment criteria		Unit amplification
	2.5	State arrest procedures to be followed by a security officer	☐ The three fundamental pieces of information to be given to a person being arrested (to inform the person of – that they are being arrested, reason for the arrest and the offence they are believed to have committed); involvement of police
			☐ Actions taken to arrest (detention of individual; safety of self and others; use of reasonable and necessary force; protection of evidence; providing reason for arrest and supporting evidence to police)
			☐ Monitoring after arrest (individuals safety and welfare)
			☐ Record details of arrest as soon as possible (date, reason and time of arrest, time and method of arrival at police station, details of arrested person); assist police with a statement if required
	2.6	Identify different types of evidence	☐ Direct, circumstantial, hearsay, documentary, real, oral, forensic, testimony and physical
	2.7	State how to preserve evidence after an incident	☐ Control the area (cordons, restricting access to authorised persons only, protect evidence from weather and interference)
			☐ Ensuring continuity of evidence (accurate records, evidence bags) Call for support and inform management
			☐ Record actions
	2.8	State crime reporting procedures	☐ When and who to report to (in line with assignment instructions; organisational reporting procedures)
			☐ What to report (notebook entries covering information; information about the incident, those involved, witnesses and actions taken How to report (formal incident report, police statement, site specific report)

Learning outcomes	Assessment criteria		Unit amplification
	2.9	State the law relating to the use of force	☐ Use of force: must be reasonable ,necessary, properly reported and recorded and proportionate
			☐ Force can be used to: protect self, make a lawful arrest and prevent crime, eject a trespasser(when all other methods have failed), prevent a breach of the peace
			☐ Prosecution as a consequence of unnecessary or excessive force

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the importance of, and reasons for, patrolling.	3.1	State the purpose of patrolling	☐ Visual deterrent for criminal or illegal activity ☐ Monitor high risk areas ☐ Identify any weaknesses in site security and actions needing to be taken ☐ Identify hazards or potential hazards ☐ Checks on systems/equipment on site to ensure they are in working order ☐ Loss/waste prevention
	3.2	State the importance of different types of patrols	☐ Definition of different types of patrols and importance of each type • First or Initial: identify problems/incidents that need to be addressed • Routine: maintenance of security, deterrence of criminal activity • Random: prevent patterns developing • Final or handover: ensure all problems have been addressed prior to handover • Snap, or "one-off" patrol: respond to specific incident or situation
	3.3	Identify actions to take before starting a patrol	☐ Checks on patrol equipment (working order, adequacy, availability and presence) Check assignment instructions for frequency/requirements/route ☐ Communication with colleagues ☐ Ensure security of work area

Learning outcomes	Assessment criteria	Unit amplification
	3.4 State patrolling procedures and techniques	☐ Procedures: planning (variations of routes and timings, frequency and duration, retracing of steps); organisational procedures for patrols of internal and external areas
		☐ Techniques: following assignment instructions; using relevant (mechanical or electronic) clocking devices to record patrol information; maintain regular contact with colleagues/control room; vigilance (intruders/fires hazards, health & safety hazards, checking fire exits, checking security of doors and windows)
	3.5 State the importance of local and site knowledge	☐ Local and site knowledge: awareness of any local crime issues that may affect security of site, awareness of activities in the area that may affect vulnerability (football matches/sporting events, Government buildings nearby), Knowledge of the geography of the site (awareness of vulnerable areas, high-risk areas).
		☐ Importance: better patrol planning; increased hazard awareness; increased ability to deal with incidents and emergencies; help to identify potential site security breaches
	3.6 State the importance of check calls	☐ Definition of check calls
		☐ Importance: maintains contact with colleagues/control room; contributes to safety of security officer; checks that all radio, mobile and landline phone systems are functioning; provides opportunity to identify any areas of poor radio transmission, and/or faulty communication equipment.
	3.7 Identify common incidents encountered when on patrol	☐ Suspicious people, vehicles, packages
		☐ Breaches in site security(perimeter fences, broken windows, damaged locks ,open windows, unlocked doors, safety equipment not in the correct place fire extinguishers used as to keep doors open)
		☐ Intruders

Learning outcomes	Assessment criteria		Unit amplification
	3.8	State actions to take when incidents are encountered on patrol	☐ Report to control room
			☐ Call the emergency services
			☐ Record details in notebook
			☐ Write an incident report
			☐ Challenge intruders, secure areas if able, lock door, close window

Learning outcomes	Assessment criteria		Unit amplification
4 Understand access and egress control.	4.1	State the purpose of access and egress control	☐ Monitoring and control of movement of people and property; records people on site at any given time
			☐ Provides information in the event of evacuation, emergency
			☐ Maintains safety of people on site (staff/visitors, customers, contractors)
			☐ Maintains security of site and property (authorised access only)
	4.2	Identify different methods of access and egress control	☐ Signing in/signing out by staff/visitors, customers, contractors
			☐ Visitor logs and passes
			☐ Swipe cards, pin entry, biometric readers
			☐ CCTV
			☐ Mechanical devices. raised kerbs, cats claws, barriers, turnstiles, electronically controlled doors and access points
	4.3	State typical access and egress control duties of a security officer	☐ Customer service role: first point of contact; providing directions
			☐ Visitors and vehicles entry/exit: checking authority to enter premises; controlling issue/return of visitors passes; recording visitor information; refusing entry and removing unauthorised persons
			☐ Staffing access points/checkpoints: use of key safes and key bunches; key issuing and return routines; key checks
	4.4	State the powers of entry of authorised persons	☐ Authorised persons: HM Revenue and Customs, police, Health and Safety Inspectors, Fire Officers, Environmental health
			☐ Powers of entry: do not have to give advance notice of visit; must provide valid proof of identity and sign in

Learning outcomes	Assessment criteria		Unit amplification
5 Understand searching relevant to a security officer	5.1	Identify a security officer's right to search	☐ Permission of person being searched ☐ As a condition of entry/admissions policy, contract of employment ☐ As stated in assignment instructions ☐ Searching cannot be carried out forcibly ☐ Special considerations when carrying out searches on young/vulnerable people (clear communication, check of understanding)
	5.2	Identify the different types of search	☐ General, random, specific, routine and intelligence-based; searches of people, bags and vehicles, pat down
	5.3	Recognise hazards when conducting a search.	☐ Drugs, needles, sharp objects, weapons ☐ Confrontation, defensive, difficult behaviour ☐ Potential violence Malicious allegations, (defamation of character, victim of gossip, false accusation)
	5.4	State the precautions to take when carrying out a search.	☐ Precautions: use of personal protective equipment (PPE), (safety gloves); use of dedicated search area; conduct search in pairs and in view of CCTV ☐ Use self-search techniques (remove coat, empty pockets/bag)
	5.5	State how to search people and their property.	☐ Professionalism in personal/bag searches (permission, empathy, politeness, keeping control of the process) ☐ Following best practice: follow search policy, same-sex searching, use of appropriate, presence of witness/CCTV, use of dedicated search area; maintaining a search log; follow policy for searching children and young people

Learning outcomes	Assessment criteria	Unit amplification
	5.6 State how to search vehicles	☐ Ensure own health and safety (correct clothing and footwear; avoid inhaling vehicle fumes; ensure engine off, handbrake on, be aware of other moving vehicles; be visible to other drivers; constantly monitor for hazards and risk in the search area)
		☐ Vehicle searching procedures: self-search; use of designated areas; instructions and information for the driver; level and type of search in line with assignment instructions; areas of vehicle to be searched (under seats, behind panels under floor covering
	5.7 Identify actions to take in the event of a search refusal.	☐ Explain reasons for search
		☐ Ask for reason for refusal
		☐ Follow assignment instructions
		☐ Record details in search register
		☐ Report to management
		☐ Refuse entry
	5.8 Identify search documentation that a security officer is required to complete.	☐ Search register
		☐ Incident log
		☐ Details to be entered in a search register (date and times, details of person being searched, vehicle registration, name of person(s) carrying out search, witnesses, type of search, signatures)
	5.9 Identify actions to take if a prohibited or restricted item is found during a search	☐ Follow assignment instructions
		☐ Inform control room/senior management
		☐ Seize/secure, item where appropriate
		☐ Record details of find
		☐ Inform police where appropriate

Learning outcomes	Assessment criteria		Unit amplification
	5.10	Identify additional considerations to take when searching individuals	☐ Cultural, religious, physical and learning disability, children and young people, elderly considerations, members of the opposite sex

Learning outcomes	Assessment criteria		Unit amplification
6 Understand the purpose and functions of different types of electronic and physical protection systems	6.1	State the types and purposes of electronic and physical protection systems	☐ Definition of the different types of systems: Access/egress control systems; safety systems (fire alarms, smoke detectors, gas detectors); security systems (intruder alarms, Electronic Article Surveillance (EAS), CCTV; maintenance systems
			☐ Purpose of systems: control entry/exit of site/premises; monitor and record site activity, changes to site activity, observation of threats to site, intruders, fires, unidentified packages; provide information on faulty equipment; secure retail items
	6.2	State the features and functions of electronic and physical protection systems	☐ Access/egress control systems: features (swipe cards, biometric readers, raised kerbs, key pads); functions (control access to/entry from premises)
			☐ Fire systems: heat/smoke detectors, audible alarms, flashing lights, detection of a change of "state" ;functions (alert personnel to respond, activate sprinklers, automatically close fire doors, stop the operation of lifts)
			☐ CCTV systems: features (Pan, Tilt, Zoom (PTZ) cameras, fixed cameras which monitor and record activity on site), functions remotely, monitors multiple areas at once, set camera to monitor several different areas in turn, can monitor, manually, preset
			☐ Maintenance systems: features (alarm which may also alert if specific equipment is turned off); functions (alert staff to faults with systems)
			☐ Electronic article surveillance (EAS):features- tags fixed to merchandise, normally of high value items in retail stores, provide data on visitors, improve supply chain efficiencies, function – trigger alarm if item removed whilst tag still in place, deter theft, detect stolen property

Learning outcomes	Assessment criteria		Unit amplification
	6.3	Identify how electronic and physical protection systems assist a security officer	☐ Alert security officer to incidents/breaches of security, deny unauthorised access to facilities, equipment and resources, protect personnel and property from damage or harm
			☐ Provide information of incidents on site that require action
	6.4	State actions to take in response to different types of alarm activations	☐ Identify the type of alarm activation and its location, planned, unplanned, manual, remote
			☐ Follow assignment instructions
			☐ Identify risk and hazards when responding to alarms
	6.5	State the meaning of the term "false alarm"	☐ Alarm activation without incident
			☐ Alarm activation requiring emergency services to attend unnecessarily: accidental triggering, prank triggering, perceived danger that fails to occur
	6.6	Identify potential threats to electronic and physical protection systems	☐ Physical: sabotage, vandalism, user error, weather conditions, accidental damage, wear and tear
			☐ Electrical: malfunction, power cuts, irregular fluctuations in voltage, tampering

Learning outcomes	Assessment criteria		Unit amplification
7 Understand reporting and record keeping relevant to a security officer.	7.1	Identify different types of reports	☐ Incident reports ☐ Handover reports ☐ Police statements/MG11 ☐ Log book entries ☐ Search registers ☐ Visitor logs ☐ Site specific reports
	7.2	State basic report writing techniques	☐ Planning: information to be conveyed; purpose of report; audience/recipients ☐ Report content: accurate; factual, not personal opinions; information that should and should not be recorded; signed and dated; writing style; entry format ☐ Timescales; timely; in line with organisational requirements ☐ Entry writing techniques: errors to be crossed through and initialled with no correcting fluids; no torn out pages, no blank lines, writing between lines
	7.3	State the purpose of notebooks	☐ Aide memoire when patrolling ☐ Record routine and unusual events ☐ Used as evidence in Court/criminal proceedings
	7.4	Identify information that should be included in notebooks	☐ Routine information (Patrol routes, times on/off duty) ☐ Unusual events or occurrences, descriptions of people, details of people, names, addresses, ID numbers, telephone number, car registration, make, model, colour

Learning outcomes	Assessment criteria		Unit amplification
	7.5	State the purpose of incident reports	□ Potential for use as evidence in Court
			□ Provides a written record of what has taken place
			□ Protection of security guard and organisation (provide justification for actions taken)
			□ Auditing and provision of monitoring information
	7.6	Identity information to include in incident reports	□ Covering information
			□ Information about the incident: date, time and location; those involved; details of witnesses; descriptions of people and vehicles; actions taken
	7.7	State the importance of hand-over reports and briefings.	□ Opportunity to share information: incidents since last on duty; details of ongoing incidents; specific duties for next shift; changes/activities on site (maintenance/building work/contractors working on site)
			□ Ensure continuity of security on site
	7.8	Identify information that should be included in hand-over reports and briefings.	□ Handover any necessary information/documentation/equipment/keys
			□ Highlight any vulnerable areas, secure and insecure areas, site hazards
			□ Details of people still on site, expected visitors/deliveries

Information for tutors

Delivery

Although this is a knowledge based unit, delivery should draw on scenarios and real examples of what the learner may experience in their experience in the role of a Security Officer.

Delivery of all or part of this unit could be integrated into teaching of other units so that they are taught simultaneously. For example, the Common Unit covers legislation, incidents and emergencies, customer care all of which are relevant to the delivery of this unit.

The unit amplification specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. Centre are reminded that the use of practical searching activities and role plays is an SIA mandatory requirement for delivery of assessment criteria 5.5 and 5.6.

Assessment

This unit is assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated Unit amplification.

Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray D, Burke A and Element A – *BTEC Level 2 Award Door Supervision and Security Guarding Candidate Handbook* (Pearson Education Limited, 2011) ISBN 9781446900109

Walker A and Dyson, J – *Door Supervisors Course Book*, 7th edition (Highfield, 2013) ISBN 9781909749276

Websites

www.hse.gov.uk/index.htm
Health and Safety Executive – information about health and safety legislation

www.sia.homeoffice.gov.uk/
The Security Industry Authority – Industry regulator

www.skillsforsecurity.org.uk
Skills for Security – standards setting body for the security sector

Unit 2: Working within the Private Security Industry

SCQF level:	6
Credit value:	1
Guided learning hours:	10

Unit aim

This unit is for individuals who wish to work in the private security industry and who require an SIA licence to practise.

It covers the following areas of knowledge that are common across different sub-sectors: door supervision, security guarding, CCTV operations and vehicle immobilisation.

In this unit, you will look at the key information required across the security sector, including how the security sector operates, the key legislation that applies to the industry, and how to keep yourself and others safe in the workplace. You will also learn about standards of behaviour, effective communication and customer care.

Essential resources

For this unit, centres must conform to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the main characteristics of the Private Security Industry	1.1	Identify the key purposes of the private security industry	☐ Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs)
				☐ Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents)
				☐ Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies)
				☐ Provide personnel and appropriate protection systems for people, property and premises
		1.2	State the functions of the Security Industry Authority (SIA)	☐ Protect the public and regulate the security industry (licensing, industry regulations)
				☐ Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses)
				☐ Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation)
				☐ Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes)
				☐ Keep under review the private security industry and the operation of the legislative framework

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Identify standards of behaviour required of a security operative	☐ Personal appearance (smart, presentable attire, meet employer guidelines, carry SIA licence while on duty)
		☐ Professional attitudes and skills (act without discrimination; with professionalism, courtesy, personal integrity and understanding, moderate language, be alert and fit)
		☐ General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines)
		☐ Organisation/company values and standards (adhere to employer standards, procedures and policies; awareness of employer culture and values)
	1.4 Identify different sectors within the private security industry	☐ Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, key holding
		☐ Other sectors: private investigation; events security (stewarding); electronic security and fire security systems, dog handling
	1.5 Identify the benefits of linking with crime reduction initiatives	☐ Crime reduction initiatives: National Pubwatch, local Pubwatch initiatives; Crimestoppers; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with local authority and police)
		☐ Benefits: reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer

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

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Identify key legislation relating to promoting equality and diversity in the workplace	☐ Key Legislation: Equalities Act 2010; Human Rights Act 1998
			☐ Protection from discrimination in the workplace:
			● protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity
			● direct and indirect discrimination
			☐ Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal
			☐ Employer's duty to make reasonable adjustments

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the importance of safe working practices to comply with legal requirements	3.1	State the importance of Health & Safety in the work environment	☐ Duty of care ☐ To keep employees and customers safe ☐ To avoid damage to equipment and property ☐ To comply with legislation; consequences of failure to comply (prosecution, fines, business closure) ☐ To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation)
	3.2	State the meaning of 'duty of care'	☐ Definition: requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law ☐ Exercising duty of care: deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities
	3.3	Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation	☐ Responsibilities of employees and the self-employed: to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to follow processes and procedures put in place by their employer ☐ Responsibilities of employers: to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs
	3.4	Identify methods for safe manual handling	☐ Assessment of load: know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull

Learning outcomes	Assessment criteria		Unit amplification
	3.5	Recognise 'risks' in relation to health and safety at work	☐ Definition of risks: likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard
			☐ Risk factors: drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures
			☐ Risks to health and safety: injury, ill health, fatality
			☐ Risk assessment process: identify hazards; evaluate risks (low, medium, high); record findings; review and implement changes to remove or minimise hazards
	3.6	State how to minimise risk to personal safety and security	☐ Awareness of potential hazards
			☐ Understanding the risk assessment process
			☐ Following health and safety and organisational procedures and policies
			☐ Use of appropriate personal protective equipment, personal alarms and mobile phones, radios
			☐ Procedures for lone working
	3.7	Identify typical workplace hazards	☐ Definition of 'hazard': potential source of harm; adverse health effect on a person or persons
			☐ Typical workplace hazards: conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working
	3.8	Identify safety signs and signals	☐ Types of safety signs: prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety
			☐ Types of safety signals: hand; acoustic

Learning outcomes	Assessment criteria		Unit amplification
	3.9	State reporting procedures for Health and Safety accidents and incidents	☐ Reportable incidents and accidents under RIDDOR: work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas-related incident
			☐ Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents)
			☐ Reporting methods: online; telephone; by post)
	3.10	Identify who to contact in first aid situations	☐ First aid situations: bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke
			☐ Who to contact: designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation
			☐ Notify supervisor

Learning outcomes	Assessment criteria		Unit amplification
4 Understand fire procedures in the workplace	4.1	Identify basic fire safety measures	☐ Control of fuel and ignition sources (bins and waste disposal)
			☐ Safe storage of flammables
			☐ Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire blanket/extinguishers sprinkler systems)
			☐ Staff training
			☐ Avoidance of overloading electrical points
			☐ Fire plan: fire walls; fire doors; emergency exits
	4.2	Identify the elements that must be present for fire to exist	☐ Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)
	4.3	Identify classifications of fire	☐ A – Ordinary combustible: includes paper, wood, textiles, rubber
			☐ B – Flammable liquids, e.g. petrol, paint, solvents
			☐ C – Flammable gas, e.g. butane, propane
			☐ D – Metal fires, e.g. powdered and metal shavings, alkali-based metals
			☐ Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel)
			☐ F – Hot cooking oils
	4.4	Identify basic fire fighting equipment	☐ Equipment: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)

Learning outcomes	Assessment criteria	Unit amplification
	4.5 State the different types of fire extinguishers and their uses	☐ Water: use with paper, wood, fabric ☐ General foam: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary) ☐ CO2 gas: use with electrical fires (primary) ☐ Wet chemical: cooking oil fires ☐ Powder: use with most fires, including liquid and electrical fires
	4.6 State the actions to be taken upon discovering a fire	☐ Sound the alarm and inform emergency services ☐ FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger ☐ Identify area where fire is, isolate other areas
	4.7 State the importance of understanding fire control panels	☐ Ensure full understanding of extent of area of incident ☐ To pass on correct message to emergency services (materials, chemicals stored in affected area) ☐ To act according to the notifications ☐ To take necessary precautions as signalled by the systems
	4.8 State the importance of understanding fire evacuation procedures	☐ To keep self and others safe ☐ To save time in an emergency ☐ To assist emergency services ☐ To confirm evacuation

Learning outcomes	Assessment criteria		Unit amplification
	4.9	Identify the role and responsibilities of a fire marshal	☐ Daily duties to check: • exit doors are available for use, unlocked and unobstructed • escape routes are clear of storage and combustible materials • fire extinguishers are in position with seals in place • fire safety signs are in position • fire alarm call points are unobstructed • fire-resisting doors are closed and functioning properly • any malfunction of the weekly fire alarm test is reported ☐ In event of emergency: • on hearing the alarm • check allocated area to ensure that everybody has left, take roll call • take control of the evacuation and ensure that anybody with evacuation difficulties is aided • proceed to the assembly area and report to the fire co-ordinator

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

Learning outcomes	Assessment criteria		Unit amplification
	5.4	Identify factors which may indicate individuals could be vulnerable and at risk of harm	☐ Individuals: adults, young people and children who the private security operative may come into contact with while on duty
			☐ Factors indicating vulnerability: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18; having a physical or learning disability
	5.5	State actions to take when individuals have been identified as vulnerable and at risk of harm	☐ Seeking help of street pastors, street marshals or any other active schemes
			☐ Calling a relative to assist in the case of a younger or vulnerable adult
			☐ Calling for a licensed taxi to take the vulnerable person home
			☐ Using 'safe havens' or other local initiatives run by organisations such as St John Ambulance
			☐ Calling the police
	5.6	Identify how to report indicators of child sexual exploitation	☐ Indicators of child sexual exploitation:
			• children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars
			☐ Reporting:
			• contact the police or call Crimestoppers
			• report as soon as possible

Learning outcomes	Assessment criteria	Unit amplification
	5.7 Identify behaviours that could indicate suspicious or terrorist activity	☐ Person taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities ☐ Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings ☐ Parked vehicles with people inside; empty parked vehicles left unattended for long period ☐ Multiple sightings of same suspicious person, vehicle, or activity
	5.8 Identify actions to be taken in the event of a security threat	☐ Ensuring a visible presence of vigilant security staff; regular patrols ☐ Maintaining organised search procedures ☐ Ensuring emergency exits are secured when not in use ☐ Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority) ☐ Reporting incident requiring immediate response to the police ☐ Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
	5.9 State the importance of a business continuity plan	☐ Ensures important business operations continue in event of an emergency or incident ☐ Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the importance of communication skills and customer care	6.1	State the basic elements of communication	☐ Communication process: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback
		6.2	Identify the different types of communication	☐ Non-verbal communication: body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication
				☐ Verbal communication: speaking (tone); listening
		6.3	State the importance of communication in delivering customer care	☐ Features of effective communication: choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding
				☐ Importance of effective communication: greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations
		6.4	Identify different types of customers and how their needs can vary	☐ Types of customer: internal and external, direct and indirect
				☐ Customer needs/expectations: information, assistance, directions, product and/service
				☐ Customers with particular needs: physical difficulties; learning difficulties; sensory impairment; English as second language; under influence of drugs and/or alcohol; speech impediment
		6.5	State the principles of customer care	☐ Principles: establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable
				☐ Dealing with problems: acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through

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

Information for tutors

Delivery

If units are to be taught individually, it would make most sense for this unit to be delivered before any of the specialist units as it provides a general introduction to the security industry.

Delivery of all or part of this unit could, however, be integrated into teaching of other units so that they are taught simultaneously.

The *Unit amplification* specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria.

The *Unit amplification* must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards, CCTV operators or vehicle immobilisers).

Delivery should, if possible, be exemplified and contextualised using material that is most relevant for the needs of the specific leaner group. It is also possible to teach mixed groups containing people who are working towards different qualifications.

For learning outcome 1, learners should be given a broad overview of the key purposes of the private security industry, the functions of the Security Industry Authority (SIA) and the main aims of the Private Security Industry Act 2001.

They should have an awareness of the different sectors in the private security industry.

Learners should be provided with the SIA Standards of Behaviour for Security Operatives *(see Annexe D)* and understand the importance of complying with SIA standards and demonstrating appropriate skills and qualities as required of their role.

Learners should be provided with local examples of crime reduction initiatives and have an understanding of how these initiatives can benefit both the security industry and those working in that industry.

For learning outcome 2, learners will not be tested on the names or dates of health and safety laws or regulations. However, tutors need to understand the following legislation as it is from these acts that the *Unit content* is derived:

- *Health and Safety at Work 1974*
- *Control of Substances Hazardous to Health 2002*
- *Manual Handling Operations Regulations 1992*
- *Workplace (Health, Safety and Welfare) Regulations 1992*
- *Control of Noise at Work Regulations 2005*
- *Reporting of Injuries, Diseases and Dangerous Occurrences 1995*
- *Management of Health and Safety at Work Regulations 1999.*

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification.

Case studies, access to actual equipment and real company documentation would be beneficial if available.

There are a number of opportunities for practical learning activities, such as role-playing of customer care and health and safety scenarios.

Assessment

This unit is assessed through a paper based or an onscreen test.

Pearson will set and mark this test.

The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resources

Books

Gray Debra - *Door Supervision and Security Guarding* (Pearson Education Limited 2011) ISBN 9781446900109

Andy Walker and Jason Dyson - *Door Supervisors Course Book* (Highfield November 2013, 7th Edition) ISBN 9781909749276

Websites

www.hse.gov.uk/index.htm
Health and Safety Executive – information about health and safety legislation

www.hse.gov.uk/pubns/indg143.pdf – HSE guide to Manual Handling

www.sia.homeoffice.gov.uk/
The Security Industry Authority – Industry regulator

www.skillsforsecurity.org.uk
Skills for Security – standards setting body for the security sector

Unit 3: Conflict Management within the Private Security Industry

SCQF level: 6

Credit value: 1

Guided learning hours: 8

Unit aim

This unit forms part of the SIA licence-to-practise qualifications for door supervisors, security officers and vehicle immobilisers. In this unit you will learn the principles of conflict management

It is better if potential conflict can be avoided altogether, so you will be taught techniques to prevent potential conflict situations arising. You will also learn about how to manage conflict that does occur, particularly ways of assessing risk to yourself and about how to behave in a way that will defuse the situation.

Once a situation has been defused, the next stage is about solving problems and you will be taught about the strategies that you can use to do this. You will also learn about post-incident considerations, such as sources of support and why it is important to share good practice.

Essential resources

For this unit, centres must adhere to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles of conflict management appropriate to their role	1.1	State the importance of positive and constructive communication to avoid conflict	☐ Constructive communication: be positive, listen, appropriate to the situation, calm, clear and polite ☐ Importance: good communication skills are vital to defuse and avoid conflict; to maintain a secure environment, to avoid risks to staff and customers
		1.2	State the importance of employer policies, guidance and procedures relating to workplace violence	☐ Meeting health and safety at work legislation ☐ Sets an expectation for both staff and customers as to what behaviour is and is not acceptable ☐ Staff will be aware of their responsibilities in regards to workplace violence ☐ Staff will be aware of the procedures to follow in the event of a violent situation ☐ Sets out reporting procedures ☐ Helps reduce risk of litigation and harm to self and others
		1.3	Identify factors that can trigger an angry response in others	☐ Common triggers include: feeling embarrassed, insulted, threatened, fear of loss of face, being ignored, being patronised, peer pressure, fear of not being taken seriously ☐ Alcohol, drugs and medical conditions may increase the chances of triggering an angry response

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Identify factors that can inhibit an angry response in others	☐ Inhibiting factors: self-control, fear of confrontation and/or retaliation ☐ Personal values ☐ Potential social or legal consequences
	1.5	Identify human responses to emotional and threatening situations	☐ Threatening situations: freeze, flight, fight, fright, faint response (fear, anger, aggression, shock) ☐ Emotional situations: upset, anger, frustration ☐ Positive responses: distraction, deflection, empathy, staying calm ☐ Negative responses: avoidance, distancing, rumination, worrying

Learning outcomes	Assessment criteria		Unit amplification
2 Understand how to recognise, assess and reduce risk in conflict situations	2.1	State how managing customer expectations can reduce the risk of conflict	☐ Managing expectations: understand customer expectations, show understanding and care about their concerns, explain how help can be given and when, offer alternative options, explain procedures
			☐ Reducing the risk of conflict: customers' frustrations/anger are acknowledged, clear communication of actions being taken and next steps, demonstrating care and consideration of customer concerns, giving an explanation of decision- making process and involving the customer in decision making, timescales and outcome; customer concerns are addressed, customer feels more valued
	2.2	Identify the stages of escalation in conflict situations	☐ The attitude–behaviour cycle; how threat levels can escalate in a confrontation (frustration, anger, aggression, violence); how own actions can lead to escalation in a situation (an unsympathetic or rude response)
	2.3	State how the application of dynamic risk assessment can reduce the risk of conflict	☐ Dynamic risk assessment: definition; identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing
			☐ Reducing risk of conflict: identifies potential threats; ready to adapt response to situation; possibility of removing hazards/threats; maintaining control
	2.4	State the importance of positioning and exit routes	☐ To maintain personal space, maintain a non-aggressive stance; avoids blocking; avoids being hemmed in; reduces the likelihood of feeling intimidated; reduces likelihood of a fight
			☐ To ensure an exit route visible to all parties; exit strategy for getting out of a situation; discussing approaches; aggressors have an exit route; ensure you have an exit route available

Learning outcomes	Assessment criteria		Unit amplification
3 Understand how to communicate in emotive situations to de-escalate conflict	3.1	State how to use non-verbal communication in emotive situations	☐ Use of non-verbal communication: body language (stance, positioning, personal space, movements, hand gestures, eye contact); voice (pitch, inflection, volume)

	3.2	State how to overcome communication barriers	☐ Communication barriers: physical barriers; psychological barriers
			☐ How to overcome communication barriers:
			  • Physical barriers (speak clearly, adopt non-aggressive stance, use of gestures and signs, maintain space, move to quieter/lighter space)
			  • Psychological barriers (active listening, empathising , speaking clearly, make sure actions are being taken, move to a quieter/lighter space)

	3.3	Identify the differences between assertiveness and aggression	☐ Aggressive behaviour: threatening tone and positioning, gestures and words intended to hurt or intimidate, ☐ Assertive behaviour: firm but fair, calm, appearing confident, normal positioning and body language, polite, managing expectations and finding common ground
	3.4	Identify ways of defusing emotive conflict situations	☐ Empathy, maintaining self-control, building rapport, positive communication, active listening ☐ Working for win-win outcome (negotiation and compromise)
	3.5	Identify approaches to take when addressing unacceptable behaviour	☐ Non-aggressive body language, empathy, being positive and assertive, actively listening, verbal warning ☐ Follow appropriate organisational policies and procedures (refuse, admittance, ask to leave, call police if necessary, ejection)

Learning outcomes	Assessment criteria		Unit amplification
	3.6	State how to work with colleagues to de-escalate conflict situations	☐ Positioning of staff members in a confrontation (work in close proximity to colleagues to provide assistance)
			☐ Be ready to step back and hand over to a colleague before switching back where appropriate
			☐ Be ready to support colleagues who are dealing with anger or potential conflict
			☐ Look beyond the outward signs of anger and upset to identify what the underlying issues are
			☐ Use of dynamic risk assessment

Learning outcomes	Assessment criteria		Unit amplification
4 Understand how to develop and use problem solving strategies for resolving conflict	4.1	State the importance of viewing the situation from the customer's perspective	☐ Establish needs/wants, anticipate customer reaction ☐ Provides explanation for the conflict; shows understanding, enables empathy, builds rapport with the customer; customer feels valued ☐ Helps to defuse conflict situations
	4.2	Identify strategies for solving problems	☐ Diagnosing the problem, providing information, suggesting solutions, identifying ways forward, seeking a resolution acceptable to both parties
	4.3	Identify win-win approaches to conflict situations	☐ Based on problem solving, negotiation, maintaining a relationship, working together, focusing on interests not positions, generating options which offer gains to all parties ☐ Both sides come out of encounter accepting the result

Learning outcomes	Assessment criteria		Unit amplification
5 Understand good practice to follow after conflict situations	5.1	State the importance of accessing help and support following an incident	☐ Sources of support: colleagues, management and counsellors ☐ Support, reassurance, dealing with shock ☐ Reduces the chances of long-term problems (depression, anxiety, fear, post-traumatic stress)
	5.2	State the importance of reflecting on and learning from conflict situations	☐ Recognise and acknowledge trends ☐ Recognise poor practice ☐ Make improvements to both personal and organisational practice ☐ Sharing good practice ☐ Increasing safety for staff and customers ☐ Reducing potential conflict situations
	5.3	State the benefits of sharing good practice	☐ Helps prevent reoccurrence of the same problem ☐ Improved procedures for conflict situations ☐ Develop common response to situations ☐ Supports development of individuals; improves working relationships; improves future performance
	5.4	State why security operatives should contribute to solutions to recurring problems	☐ To increase safety for staff and customers ☐ To identify procedures or methods to deal with situations effectively ☐ To help reduce stress (employee and customer) ☐ To improve the customer experience

Information for tutors

Delivery

Delivery of all or part of this unit could be integrated into the teaching of other units so that they are taught simultaneously. For example, *Unit 2: Working within the Private Security Industry* covers communication and customer service skills, both of which are key considerations in learning about conflict management.

The *Unit amplification* section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. The unit amplification must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards or vehicle immobilisers). However, teaching should be exemplified and contextualised using material that is most relevant for the needs of the group using scenarios and role plays to reinforce learning. Example scenarios are given in *Annexe G*.

Centres should ensure that learners take part in relevant role plays and should record which scenarios have been used with each learner group.

Assessment

This unit is assessed through a paper-based or onscreen test. Pearson will set and mark this test. The test is based only on the individual assessment criteria and the associated Unit amplification.

Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray D, Burke A and Element A – *BTEC Level 2 Award Door Supervision and Security Guarding Candidate Handbook* (Pearson Education Limited, 2011) ISBN 9781446900109

Walker A and Dyson, J – *Door Supervisors Course Book*, 7th edition (Highfield, 2013) ISBN 9781909749276

Websites

www.hse.gov.uk/index.htm
Health and Safety Executive – information about health and safety legislation

www.sia.homeoffice.gov.uk/
Security Industry Authority – the security industry regulator

www.skillsforsecurity.org.uk
Skills for Security – standards setting body for the security sector

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: www.edexcel.com/contactus

- BTEC: www.edexcel.com/btec

- Pearson Work Based Learning and Colleges: www.edexcel.com/about-wbl

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/publications/Pages

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: www.edexcel.com/contactus

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages
- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Specialist qualifications in for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6 against the National Occupational Standards in Security and Loss Prevention Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\#   indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units Competence-based units		**Unit 1**	**Unit 2**	**Unit 3**
SLP 6.1	Monitor property and premises using security and protection systems	#	#	
SLP 6.2	Patrol designated areas to maintain security	#		
SLP 7.1	Control entry by employees	#	#	
SLP 7.2	Control entry by visitors	#	#	
SLP 7.3	Control entry and exit of vehicles	#	#	
SLP 7.4	Respond to unauthorised entry to premises	#	#	
SLP 8.1	Search people and their property for unauthorised items	#	#	
SLP 10 1	Control entry and exit of vehicles	#	#	
SLP 10.2	Search vehicles for unauthorised items	#	#	
SLP 10.3	Respond to finding unauthorised items	#	#	
SLP 11.1	Apprehend suspected people	#	#	
SLP 11.2	Detain suspected people	#	#	
SLP 11.3	Preserve the integrity of potential evidence	#		
SJ3.1	Present information to courts or other hearings	#		
SLP2.1	Provide written information related to your work	#		
SLP 2.2	Communicate effectively to work with others	#	#	#
SLP 2.3	Communicate using telecommunications	#	#	
SLP 26	Record information relevant to your role	#	#	

Annexe B

Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualification: Pearson BTEC Award in Security Guarding (Scotland) (last registration 31/12/2014).

Old units / New units	Unit 1	Unit 2	Unit 3
Unit 1	P	P	
Unit 2		X	
Unit 3			P

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe C

SIA Specification for Learning and Qualifications in Security Guarding

Foreword

The SIA recognises that it is essential for all security officers to have undergone a structured programme of learning and education resulting in recognised qualifications if they are to be effective and professional in their role. Increasingly, industry stakeholders also recognise that the individuals who work to provide a more secure leisure environment must have a broad range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from security officers will increase.

This document is intended to provide a clear specification on the approach that has been agreed by the SIA and industry stakeholders in relation to the core learning and resulting qualifications required by SIA licensing.

Section 1: Learning Programme Overview

Training leading to an SIA licence-linked qualification for security officers must include the following areas:

Session	Topic
Session 1	Introduction to the Roles and Responsibilities of Security Officers
Session 2	Patrolling
Session 3	Access and Egress Control
Session 4	Searching
Session 5	Technology and Systems in the Security Environment
Session 6	The Security Officer and the Law
Session 7	Communicating, Reporting and Record Keeping

Section 2: Learning Programme Details

Session 1: Introduction to the Roles and Responsibilities of Security Officers

Aim:

- To introduce the security officer to the industry and to identify their role within it

Objectives:

By the end of the session learners will be able to:

- State the main objectives and duties of a security officer
- Explain the purpose of assignment instructions
- Explain the purpose of control rooms
- List the equipment required by a security officer
- Define the term "confidentiality"

National Occupational Standards:

None relevant – training relevant to the industry only

Session 2: Patrolling

Aim:

- To identify the importance of, and reasons for, patrolling

Objectives:

By the end of the session learners will be able to:

- Explain the different types of patrols, including patrols made in vehicles, their importance, and the checks that may be made
- Identify actions to be taken before starting a patrol
- Explain patrolling procedures and techniques
- Explain the importance of vigilance and of using local and site knowledge when patrolling
- Identify common incidents encountered on patrol, and state the actions to be taken.

National Occupational Standards:

SLP 6.2 – Patrol designated areas to maintain security – SfS

Session 3: Access and Egress Control

Aim:

- To understand the control of access and egress to a site

Objectives:

By the end of the session learners will be able to:

- Define the purpose of access and egress control
- List different methods of providing access and egress control
- List typical duties relating to access and egress control
- Explain the powers and identification requirements of statutory agencies relating to access and egress control

National Occupational Standards:

SLP 7 – Control entry to and exit from premises – SfS

SLP 7.1 – Control entry by employees

SLP 7.2 – Control entry by visitors

SLP 7.3 – Control entry and exit of vehicles

SLP 7.4 – Respond to unauthorised entry to premises

Session 4: Searching

Aim:

- To explain and identify basic search procedures

Objectives:

By the end of the session learners will be able to:

- List the conditions that have to be in place before a search can be carried out
- Explain a security officer's right of search
- Demonstrate how to search people and their property and vehicles safely
- Identify the different types of search
- State the actions which may need to be taken in the event of a refusal to be searched
- Describe typical search documentation
- State typical actions to be taken when prohibited or restricted items is found during a search
- State the cultural and religious considerations in searching individuals.
- State additional considerations when searching people with a disability.
- State additional considerations for searching of minors

National Occupational Standards:

SLP 8 – Carry out searches of people and their property for unauthorised items – SfS

SLP 8.1 – Search people and their property for unauthorised items

SLP 8.2 – Respond to finding unauthorised items

SLP 10 - Carry out searches of vehicles for unauthorised items - SfS

SLP 10 1 – Control entry and exist of vehicles

SLP 10.2 – Search vehicles for unauthorised items

SLP 10.3 – Respond to finding unauthorised items

Session 5: Electronic and physical protection systems

Aim:

- To identify the different types of electronic and physical protection systems in the security environment.

Objectives:

By the end of the session learners will be able to:

- Explain how electronic and physical protection systems can help security officers in their job

- State the purposes of the different types of electronic and physical protection systems

- Describe the main features and functions of security, monitoring and emergency systems

- Describe operator controls and indicators

- List the actions that may be taken in response to different types of alarm activations

- Explain the meaning of the term "false alarm"

- Briefly describe potential threats to electronic and physical protection systems.

National Occupational Standards:

SLP 6.1 – Monitor property and premises using security and protection systems – SfS

Session 6: The Security Officer and the Law

Aim:

- To understand the law and its relevance to the role of a security officer

Objectives:

By the end of this session learners will be able to:

- Define relevant legislation and crimes
- State the different types of trespass
- State the correct procedures to be used when dealing with a trespasser
- State the Law on the use of force
- State the powers of arrest of a security operatives
- Explain arrest procedures
- List the different types of evidence
- State the action to be taken when preserving evidence
- State reporting procedures following a crime

National Occupational Standards:

SLP 11 – Arrest people suspected of committing an offence – SfS

SLP 11.1 – Apprehend suspected people

SLP 11.2 – Detain suspected people

SLP 11.3 – Preserve the integrity of potential evidence

SJ3 - Present information to courts or other hearings (Skills for Justice)

SJ3.1 – Present information to courts or other hearings

It must also be noted that all training in relation to law must be mapped against current and relevant legislation.

Session 7: Communicating, Reporting and Record Keeping

Aim:

- To understand the importance and purpose of reporting and record keeping

Objectives:

By the end of the session learners will be able to:

- Explain the reasons and importance for raising an incident report and the evidential content required

- List the different types of reports

- State the basic techniques to be used in report writing

- Explain the use of a notebook and evidential content required

- Explain the content and importance of a hand-over report and briefing

- Demonstrate the use of the NATO phonic alphabet

- Explain basic radio communication procedures

National Occupational Standards:

SLP 2 – Communicate effectively and efficiently in the workplace – SfS

SLP 2.1 – Provide written information related to your work

SLP 2.2 – Communicate effectively to work with others

SLP 2.3 – Communicate using telecommunications

SLP 26 – Record information relevant to your role

Unit 224 – Produce documents - CFA

Annexe D

SIA Standards of Behaviour for Security Operatives

Personal Appearance

A security operative should at all times:

- Wear clothing which is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines
- Wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side (except Close Protection Operatives)

Professional Attitude & Skills

A security operative should:

- Greet visitors to the premises in a friendly and courteous manner
- Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the security operatives' responsibility.
- Carry out his/her duties in a professional and courteous manner with due regard and consideration to others.
- Behave with personal integrity and understanding
- Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues
- Be fit for work and remain alert at all times
- Develop knowledge of local services and amenities appropriately

General Conduct

In carrying out his/her duty, a security operative should:

- Never solicit or accept any bribe or other consideration from any person.
- Not drink alcohol or be under the influence of alcohol or drugs
- Not display preferential treatment towards individuals
- Never abuse his/her position of authority
- Never carry any item which is or could be considered to be threatening
- Report all incidents to the management
- Co-operate fully with members of the Police and partners, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run.

Organisation/Company Values and Standards

- A security operative should:

- Adhere to the employing organisation/company standards

- Be perceptive of the employing organisation/company culture and values

- Contribute to the goals and objectives of the employing organisation/company.

Annexe E

SIA Introduction to Learning Leading towards Licence-linked Qualifications: Requirements for Awarding Organisations and Training Providers

Contents

Introduction

Introduction

The SIA recognises that all holders of a front-line licence, with the exception of Key Holders, need to have undergone learning resulting in recognised qualifications if they are to be effective and professional in their role. Industry stakeholders also recognise that individuals who work to provide a more secure environment must have a range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from people working in the private security industry will increase.

This document provides an overview of the approach agreed between the SIA and awarding organisations in relation to the learning and resulting licence-linked qualifications needed for operatives to gain a front-line licence. The term awarding organisations in this document also refers to awarding bodies operating in Scotland. The requirements for the common industry knowledge and the specialist knowledge for each of the industry areas is detailed in the SIA documents 'Specification for learning and qualifications' and can be found on the SIA website. Each individual specification has been developed with industry and stakeholders, and reflects up to date and relevant core knowledge and skills used in industry.

1   Implications of the Private Security Industry Act 2001

Section 1 of the Private Security Industry Act 2001 specifies that the functions of the SIA include *"to set or approve standards of training"* and *"to make recommendations and proposals for the maintenance and improvements of standards in the provision of security industry services and other services involving the activities of security operatives"*.

The Act continues, in Section 7 to state that licensing criteria *"may include such criteria as the Authority considers appropriate for securing that those persons have the training and skills necessary to engage in the conduct for which they are licensed"* and later in Section 9, that the Authority may *"prescribe or impose conditions as to training"*.

The legislation applies to the whole of the UK. As a result the awarding organisations have produced content specific to the needs of the differing legal systems of the nations.

2   National Occupational Standards (NOS)

NOS are statements of competence and specify performance outcomes. A significant function of the standards has been as a key component for vocational qualifications. However, they have many other uses including training design, training needs analysis, appraisals, recruitment, skills matrices, skills benchmarking and quality assurance. The detailed specialist content of the SIA learning specifications has been mapped to the respective NOS.

3 English Language Pre-requisite for Learners

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

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

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

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications

- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland

- an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland

- Functional Skills Level 1 in English

- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5

- Essential Skills Wales Communication Level 1.

4 Criteria for Learning Delivery

4.1 Facilities

Training for approved licence-linked qualifications must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment. This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and downstairs for the physical intervention skills unit.

Arrangements for the assessment/examination environment are described in 5 and 6 below.

Training facilities must comply with ongoing approval arrangements of the respective awarding organisation.

4.2 Trainers involved in the delivery of licence-linked qualifications

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

Qualification requirements for Trainers

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

- PTLLS, CTLLS or DTLLS

- Certificate in Education

- Post Graduate Certificate in Education

- SVQ levels 3 and 4 in Learning and Development

- Scottish Training Qualification for Further Education (TQFE)

- Professional Graduate Diploma in Education (PGDE)

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting any SIA endorsed awarding organisation.

4.3 Qualifications for Trainers of Conflict Management

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

The SIA may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements as communicated by the relevant awarding organisation.

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

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

- a suitable teaching/training qualification as defined in 4.2

- a suitable level 3 qualification in conflict management training as defined in 4.3

- a level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF); and

- a current certificate (updated annually) from an approved level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved level 2 programme (see 7 below).

4.5 Sector Competence for Approved Trainers

Trainers delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

Awarding organisations will require sufficient information about a trainer's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that trainers have the right occupational expertise, the SIA and awarding organisations require trainers new to the sector to have three years frontline operational experience in the last ten in the UK, relevant to the qualifications that they are delivering.

Existing trainers must demonstrate to the awarding organisations that they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector. Trainers must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least thirty hours every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

4.6   Delivery of content specific to the devolved nations.

Whilst the learning and assessment outcomes apply across the UK, the awarding organisations have provided indicative content that is specific to each of the devolved nations. This content mainly deals with differences between the Law of England and Wales, and that of Scotland and of Northern Ireland. Where the indicative content allows for variations, training providers should deliver only the content that reflects the nation where the training is taking place.

5   **Examination** Venue Criteria

To gain approval for knowledge-based assessment, all examination venues must comply with the policy, standards and regulations specified by the appropriate Qualifications Regulatory Authority:

- The seating arrangement for candidates must ensure there can be no cheating or collusion between candidates'.

- Each candidate must be a minimum of 1.25 metres (centre to centre) each way from the next candidate's chair.

- Each candidate must be seated at a separate desk, table or workstation of sufficient size to undertake a written examination.

- There must be a place for the invigilator to sit.

- Walls must be clear of any material that would provide help to the candidates.

- If the room or desks are changed after approval, this should be done in agreement with awarding organisation procedures.

- Awarding organisations retain the right to make spot checks on examination days to ensure the approved room and numbers are being adhered to.

- The awarding organisation must be made aware of the training and assessment venues in advance. Only these can be used; not substitutes, unless there has been an emergency, such as fire in which case this must be notified to the awarding organisation before the examination commences.

- Invigilation can only be carried out by an individual that does not have an interest in any of the candidates passing the qualification. This means that a trainer may not invigilate when the learners take their exam for the subject(s) which the trainer has delivered.

6 Additional Centre and Venue Criteria for Delivery of Physical Intervention Training

6.1 Insurance Requirements

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

- Employers Liability
- Public Liability
- Professional Indemnity

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

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

6.2 Venue Requirements for physical intervention skills training

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

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

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

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

Centres must have a first aid policy which must include:

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

The centre must furnish candidates with safety information prior to attendance that includes;

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

7 Rules for the use of Physical Intervention Training Programmes

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

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

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

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

or

● Learners need to have the relevant SIA licence-linked certificate/qualification which is under 3 years old in one of the following: Door Supervision, Security guarding, Vehicle immobilising or Close Protection.

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

8 Additional requirements for the Delivery of Level 2 Award for Upskilling a Door Supervisor Working within the Private Security Industry and the Award for Upskilling a Door Supervisor Working within the Private Security Industry (Scotland)

All learners must have a Door Supervisors SIA licence. It is the centres responsibility to check this and ensure that relevant records are available for audit purposes.

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

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

● Level of the First Person on Scene (FPOS) Intermediate Award - 30 hours (Pearson/IHCD) or

● Level 3 Award in First Aid Response (HABC) or equivalent.

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

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

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

10 Additional Requirements for the Delivery of Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry and the Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)

To be able to deliver and assess the learning outcomes and assessment criteria of the unit : Practical Operation of CCTV Equipment for the Private Security Industry, centres must have at the minimum a control room environment and a CCTV system with at least two PTZ cameras and associated recording and monitoring equipment.

11 Standard Delivery Times for Units in Licence-linked Qualifications

Please refer to Appendix A for details on qualification delivery times

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

- Breaks in the delivery of the course

- Checking ID.

Appendix A details the minimum number of days over which the learning for the qualifications must be delivered in Scotland.

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

The SIA also recognises that the delivery of the Close Protection qualifications may include exercises that will exceed eight hour days. To reflect this practice there is no restriction on the length of a training day, although all Close Protection courses should be delivered over a minimum of twelve days.

12 Use of Flexible and/or Distance Learning in the Delivery of Licence-linked Qualifications

The SIA and the awarding organisations recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning.

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

- Which areas of learning are to be delivered by distance learning

- The method of distance learning to be used

- A robust and auditable method for determining that learners have undertaken the distance learning.

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

Distance Learning may be used to deliver:

- The learning (NOT assessment) for the unit Working in the Private Security Industry
- Thirty minutes of learning for preparation for training for the Conflict Management unit
- Three hours learning for preparation for training for the Physical Intervention unit
- The learning for the Safety Awareness for Door Supervisors unit.

Suitable methods of flexible learning include:

- Prepared, high quality on-line learning materials or courses that the learner must navigate
- Prepared, high-quality work-books that the learner must work through and complete
- Prepared, high quality learning materials that the learner can use to cover specified areas of content.

13 Order of Delivery of the Units

It is a requirement that learners on the Door Supervision licence-linked qualification are trained in Conflict Management before Physical Intervention.

14 Identification Checking

The training provider must check the ID of learning before assessment. Awarding organisations should provide confirmation of acceptable ID to centres. This will reflect the SIA list of acceptable Group A and Group B ID documents.

A learner unable to produce the correct documents to satisfy the SIA ID may write to the SIA at the following address with an explanation of why they do not possess the required documents, and an explanation of the documents that they do have. The SIA will assess this evidence on a case-by-case basis.

Learners can write to:
Department RA 2
PO Box 49768
London
WC1V 6WY.

15 Reasonable Adjustments

Awarding organisations require each training provider to operate a reasonable adjustments policy.

16 Age Restrictions for Qualifications

Only those aged 18 or over may hold an SIA licence.

Due to the nature of the work and training, only those aged 18 or over should be enrolled to licence-linked qualifications for Cash and Valuables in Transit, Door Supervision and Close Protection. However, 16-17 year olds may enrol on Security Guarding, CCTV and Vehicle Immobilisation qualifications' providing it is made clear to them, that they cannot posses a licence until the age of 18.

17 Use of Role Play in Training

Awarding organisations will ensure that all training providers are providing practical learning in Conflict Management and Searching that is delivered as part of the Close Protection, Door Supervision, Security Guarding and Vehicle Immobilisation qualifications. Awarding organisations must satisfy themselves that each centre is delivering these areas of learning through role-play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required.

18 Assessment of Qualifications

Each awarding organisation will provide suitable mechanisms for assessment of the qualifications. The following are descriptions of the MINIMUM standards of assessment awarding organisations must fulfil for each unit.

These rules apply to the units in use in England, Wales, Northern Ireland and Scotland.

Working within the Private Security Industry

This unit will be assessed by an externally set and marked multiple choice question paper consisting of a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Working as a Security Officer within the Private Security

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Conflict Management within the Private Security Industry

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 20 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Physical Intervention

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be passed. The practical assessment will be externally quality assured.

This unit will be assessed by an externally set and internally marked practical assessment and an externally set, internally marked and externally marked or verified knowledge assessment. The practical assessment will be externally quality assured. The externally set, internally marked or externally verified knowledge assessment will combine a mix of Multiple Choice Question's and/or short answer questions. A learner must pass all of the assessment criteria.

No learner should pass the knowledge assessment without correctly answering all questions on the risks involved in physical intervention (including positional asphyxia).

Working as a Close Protection Operative

This unit can be assessed by either of the following methods:

- externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain at minimum of 25 questions. The short answer question/portfolio will contain a minimum of 13 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above. The practical task can only be passed by those demonstrating 100% achievement

- internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above

Planning, Preparing and Supporting a Close Protection Operation

This unit can be assessed by either of the following methods:

- externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain a minimum of 28 questions. The short answer question/portfolio will contain a minimum of 21 questions. The assessment can only be passed by those demonstrating 70% achievement of above.

- internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

Working as a CCTV Operator within the Private Security Industry

Assessment for this unit will be by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Practical Operation of CCTV Equipment within the Private Security Industry

This unit will be assessed by an externally set and internally marked practical assessment. The practical assessment will be externally quality assured. The learner should achieve all the learning outcomes.

Working as a Door Supervisor within the Private Security Industry

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 45 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Introduction to the Cash and Valuables in Transit Industry

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 30 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Working as a Cash and Valuables in Transit Operative within the Private Security Industry

Assessment of this unit will be by an externally set and marked multiple choice paper containing a minimum of 25 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Vehicle Immobilisation

This unit will be assessed by an internally set, internally marked and externally verified assignment.

Safety Awareness for Door Supervisors

This unit will be assessed by an externally-set and externally-marked multiple choice question paper containing a minimum of 15 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

19 Certification

Only full certification from a recognised and approved awarding organisation or a QAA higher education body will be acceptable evidence of successful achievement of the core competency training.

20 Audit Criteria

Centres offering this training are required to allow representatives from the SIA, awarding organisations and associated organisations including relevant qualifications regulators to inspect and/or audit training venues and/or training delivery and/or assessment, in order to ensure consistent quality of delivery and assessment. Each awarding organisation, as part of the process of gaining SIA endorsement, will have given assurances as to the quality assurance processes that they intend to run, which include the commitment that every new centre is visited, and that centres continue to be monitored on the basis of risk thereafter.

21 Exemption from Core Competency Training

Learners with previous relevant qualifications, training and/or experience may be exempt from part or all of the licence-linked qualifications. Details of specific exemptions, and the SIA Exemptions policy, can be viewed on the SIA website training pages.

22 Legal Systems and Local Laws

The legal systems of Scotland and Northern Ireland differ from that of England and Wales. Differences in the legal systems are reflected in the delivery of relevant sections of the qualifications. Employers however may not know which version of the qualification an employee may have taken, so the SIA advises that operatives and their employers remain responsible for being familiar with the laws and legal system relating to the area in which they will be working.

23 Regulated Qualification Frameworks

The SIA requires licence-linked qualifications to be regulated by the relevant national qualifications regulator. The SIA works closely with qualification regulators in England, Wales, Scotland and Northern Ireland to ensure that only qualifications that provide sufficient coverage of the learning and qualifications specifications become accredited, licence-linked qualifications. The SIA may look at other approaches when considering exemption arrangements and suitable methods to reflect a learner's prior learning and experience.

Appendix A

Guided Learning Hours, required contact time and credit value for new units (Scotland)

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)	CCTV Unit 1: Working as a CCTV Operator within the Private Security Industry	14	14	2
	CCTV Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry	8	8	1
	CU: Working within the Private Security Industry	10	1	1
	Total	**32**	**23 (min 3 days)**	**4**
Award for Working as a Door Supervisor within the Private Security Industry (Scotland)	DS: Working as a Door Supervisor within the Private Security Industry	12	12	2
	CU: Working within the Private Security Industry	10	1	1
	PI: Physical Intervention Skills within the Private Security Industry	15	12	2
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	**45**	**32.5 (min 4 days, see section 9 of guidance)**	**6**

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Award for Working as a Security Officer within the Private Security Industry (Scotland)	SG: Working as a Security Officer within the Private Security Industry	10	10	1
	CU: Working within the Private Security Industry	10	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	**28**	**18.5 (min 3 days)**	**3**
Award for Upskilling a Door Supervisor Working within the Private Security Industry (Scotland)	SA: Safety Awareness for Door Supervisors within the Private Security Industry	3	0.5	1
	Physical Intervention Skills within the Private Security Industry	15	12	2
	Total	**18**	**12.5 (min 2 days)**	**3**

Annexe F

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

1   All learners should have the opportunity to perform a practical demonstration of searching. This document gives guidance on the use of role play in the delivery of the content on searching.

2   Each awarding body will be monitoring that the role play activity has been taken place, and will supply instructions as to how to record the delivery of this requirement.

3   During the delivery of the content relating to searching, learners should have the opportunity to demonstrate their understanding of how to conduct a search.

4   The role play should be set up so that learners have the chance to play a security guard given the role of searching an individual making their way in to a building.

5   Training providers can develop their own role plays, but must ensure that scenarios represent a typical search. The scenario must also allow the security guard to explain to a customer what their right to search is, and shows that they know the appropriate method of searching.

6   Each participant in the role play should be given a brief beforehand. **An example of a brief for the security guard is as follows:**

   •   You are the security guard controlling access and egress to a construction site. There have been thefts of fittings from the site recently, and a new policy has been introduced whereby all bags belonging to workers on the site will be searched as they leave the site. You are responsible for conducting a search.

7   The second participant in the role play must be given a compatible brief that allows the scenario to work and reflect a realistic situation**. An example of a brief that would complement the above would be:**

   •   You are a worker on a construction site. You are on your way home. You have your bag with some personal items in. You have nothing to hide, but don't like the idea of a stranger looking through your bag. You don't want to trouble for yourself but wonder what gives the guards the right to look through your bag.

8   Where the training provider has developed their own scenario, then a copy of this must be retained so that the awarding body has a record.

Annexe G

Exemplar conflict management scenarios

The Conflict Management unit covers a number of security roles performed in a diverse range of environments. Although the environments may contrast there are common elements to most security roles in terms of communication and conflict management and these can be defined in the generic core of learning objectives set out below.

Delivery of this unit to Security Guards and Close Protection Officers the below scenarios must be covered:

- **Enforcement Scenario:** A situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as, access control and identity checks.

- **Defusing Scenario:** A situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.

- **Confronting Scenario:** A situation that requires non aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.

- **High Risk Scenario:** An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

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

- **Refusing entry to a customer:** learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.

- **Ejecting a customer from the venue:** learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.

- **Incidents inside the venue:** learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict

Trainer Declaration

During delivery of the Conflict Management for the Private Security Industry unit on (insert date) at (insert venue address) I can confirm that the relevant scenarios were delivered to the group. All learners on the course participated and contributed to these scenarios to a satisfactory level.

Trainers Name:

Trainers Signature:

Date:

This declaration will be checked by the Standards Verifier as part of the quality assurance process.