

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

## **Specification**

BTEC Specialist qualification

First teaching January 2015

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson Edexcel Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry (QCF)

The QN remains the same.

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*All information in this specification is correct at time of publication.*

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## Summary of Pearson Edexcel Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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# Purpose of this specification

The purpose of a specification as defined by Ofqual 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?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. 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.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).



## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry
Qualification Number (QN)	601/5229/1
Accreditation start date	01/01/2015
Approved age ranges	18+ 19+
Credit value	17
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	170
Guided learning hours	140
Grading information	The qualification and units are at pass grade.
Entry requirements	<p>Learners should have language skills to the equivalent of the following:</p> <ul style="list-style-type: none"> <li>• A BI level qualification on the Home Office’s list of recognised English tests and qualifications</li> <li>• 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</li> <li>• An ESOL qualification at Scottish Qualifications Framework levels 4, 5 or 6 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland</li> <li>• Functional Skills Level 1 in English</li> <li>• SQA Core Skills at Scottish Qualifications Framework Levels 4, 5 or 6.</li> </ul> <p>It is an SIA requirement that each learner has a valid first aid qualification OR can evidence sufficient training or experience to the:</p> <ul style="list-style-type: none"> <li>• Level of the First Person on Scene (FPOS) Intermediate Award – 30 hours (Pearson/IHCD) or</li> <li>• Level 3 Award in First Aid Response (HABC) or equivalent</li> </ul> <p>Centres are permitted to deliver suitable first aid qualifications together with the close protection qualification as part of a training package.</p> <p>Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).</p>

## Qualification Number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification objective

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The Pearson BTEC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry is for learners who work in, or who want to work in the private security industry as a close protection operative.

It gives learners the opportunity to:

- develop knowledge, understanding and practical skills required to become a licensed close protection operative such as planning, preparing for a close protection operation including risk assessment.
- develop skills in conflict management and their abilities in managing and resolving conflict in the context of the role of a Close Protection Operative
- learn about the legislative framework within which the close protection industry operates; team roles, personal security, and the attributes required, including the importance of team working and interpersonal skills
- achieve a nationally-recognised Level 3 qualification
- achieve a licence to practise
- develop their own personal growth and engagement in learning.

## Relationship with previous qualifications

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This qualification is a direct replacement for the Pearson BTEC Level 3 Certificate in Close Protection (QCF), 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

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A large proportion of learners who complete this qualification already have secured jobs pending successful licence application to the Security Industry Authority (SIA), therefore the qualification helps them to progress successfully into employment as a Close Protection Operative. Learners can also progress into related security qualifications, should they wish to change career, such as the BTEC level 2 Working as a Door Supervisor within the Private Security Industry as they will have already completed the conflict management unit required and can therefore directly RPL this and complete the remaining specialist units. Learners can also progress into a foundation degree in Protective Security Management or a foundation Degree in Crowd and Safety Management.

## **Industry support and recognition**

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This qualification is supported by the SIA, the regulator for the private security industry.

## **Relationship with National Occupational Standards**

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This qualification relates to the National Occupational Standards in security. The units are written to meet the objectives of the SIA's Specification for Learning and Qualifications in Close Protection and provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work. This qualification does not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

### 3 Qualification structure

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

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	17
Minimum number of credits that must be achieved at level 3 or above	16

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/506/7884	Working as a Close Protection Operative	3	7	56
2	D/506/7885	Planning, Preparing and Supporting a Close Protection Operation	3	9	76
3	Y/506/7125	Conflict Management within the Private Security Industry	2	1	8

## 4 Assessment

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

Units	Assessment method
Unit 1	Centre-devised assessment
Unit 2	
Unit 3	Pearson-devised assessment: onscreen test/paper-based test

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit. Exemplar assignment briefs are available from our website. If centres choose to write their own assignments, they need to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

### **Pearson-devised 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.

<b>Unit 3: Conflict Management within the Private Security Industry</b>	
Length of assessment	The external assessment will be 45 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	January 2015

To pass an externally assessed unit, learners must pass an onscreen/paper-based test. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions for the external assessments.

Centres need to make sure that learners are:

- fully prepared to sit the on screen multiple choice 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: [qualifications.pearson.com](http://qualifications.pearson.com)

Please also refer to Section 5 of the *Requirements for Awarding Organisations and Training Providers in Annexe E*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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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. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. 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: [qualifications.pearson.com](http://qualifications.pearson.com)

## 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](http://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

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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:

- thirty minutes of learning for preparation for training for the Conflict Management unit.

All other learning must be completed face-to-face. Centres may adopt a flexible approach to delivery as long as it complies with the requirements of Section 12 of the *Requirements for Awarding Organisations and Training Providers* in *Annexe E*.

### 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 Close Protection Operative within the Private Security Industry	56	56
2	Planning, Preparing and Supporting a Close Protection Operation	76	76
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.

As all the units are 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: [qualifications.pearson.com](http://qualifications.pearson.com)

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

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

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### 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 Close Protection Operative**

**Unit reference number:** Y/506/7884

**Level:** 3

**Credit value:** 7

**Guided learning hours:** 56

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## **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 elements of the knowledge, understanding and practical skills that are relevant to the role of a close protection operative.

## **Unit introduction**

This unit comprises knowledge, understanding and practical skills required to become a licensed close protection operative. It will be assessed by observation of a scenario-based practical, professional discussion, Q&A and a written assignment. The unit presents the legislative framework within which the close protection industry operates. It covers the basic requirements of close protection, such as team roles, personal security, and the attributes required, including the importance of team working and interpersonal skills.

Threat and risk assessment is a key requirement in close protection, both in a planned and dynamic context, and so learners will discover how this is carried out as well as about the broad considerations that are relevant to operational planning. They will also learn about the major aspects of close protection work, including foot drills and vehicle operations. Finally, they will learn about the theory and practice of conflict management.



## 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 roles and responsibilities of a close protection operative	1.1	State the purpose of close protection	<ul style="list-style-type: none"> <li>□ Purpose of close protection: overall definition – to mitigate risk, protect a principal (family, lifestyle, business, image, property) from injury, harassment, kidnap</li> </ul>
		1.2	State the purpose of close protection training and licensing	<ul style="list-style-type: none"> <li>□ to obtain a frontline licence</li> <li>□ to gain essential specialist skills</li> <li>□ for Continuing Professional Development (CPD)</li> <li>□ to raise standards in the profession</li> <li>□ to provide a quality service</li> <li>□ to increase public confidence and trust</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.3 Describe the different roles and responsibilities within a close protection team</p>	<ul style="list-style-type: none"> <li>□ Different roles and responsibilities: team leader – has overall responsibility of the operation, liaises with the client, deals with disputes</li> <li>□ Second in command – 2IC – works as a deputy to the team leader and helps the team leader on large operations</li> <li>□ Personal Protection Officer – PPO – immediate protection to the principal, direct contact with the principal, authority of all other team members</li> <li>□ Security Advance Party – SAP – could be days, hours or minutes in advance of the PPO and principal, liaises with venues, route reconnaissance, route planning, counter surveillance, communication with PPO</li> <li>□ Security Driver – SD – vehicle checks, maintenance of vehicle, cleaning of vehicle, driving safely, evasive driving, complying with road traffic legislation</li> <li>□ Medic – provides medical treatment to principal and team members, knows principals medical history, medical equipment, adequate medical supplies</li> <li>□ Residential Security Team – RST – maintains the perimeter of the principals residence, monitor CCTV, searching of visitors and guests, building searches, initial contact with visitors</li> <li>□ Personal Escort Section -PES – provide outer cordon whilst walking in foot formation, move the principal safely on foot, provide body cover, eliminate threats to principal on foot, extraction of principal, support PPO</li> </ul>
	<p>1.4 Identify the professional attributes required of a close protection operative</p>	<ul style="list-style-type: none"> <li>□ Honesty, integrity, intelligent, discreet, excellent communicator, calm, modest, trained, well presented, prepared</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Explain the difference between a client and a principal within the role of close protection	<ul style="list-style-type: none"> <li>□ Client pays for the protection service – deals with budgets, payments, invoices, assignment requirements</li> <li>□ Principal is who or what requires protecting – individual, family, property, valuables</li> <li>□ Client and principal can be the same person</li> </ul>
		1.6	Identify client types who require close protection services	<ul style="list-style-type: none"> <li>□ Types of client: e.g. corporate, celebrities, dignitaries, private individuals, public sector, international</li> </ul>
		1.7	Recognise the importance of communication within a close protection environment	<ul style="list-style-type: none"> <li>□ Communication skills required: interpersonal skills; empathy, negotiation skills, problem solving, team working, information gathering</li> <li>□ Need to communicate with relevant people: colleagues, client, principal, principal's family, principal's staff, venue staff, external agencies, members of the public</li> <li>□ Maintaining security and confidentiality of information</li> <li>□ Checking understanding</li> <li>□ Reporting (clear, accurate, relevant)</li> <li>□ Need for clear decision making; prompt action; reduces risk</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	1.8 Identify the types of equipment available to a close protection operative	<ul style="list-style-type: none"> <li>□ Types of equipment: e.g. radios</li> <li>□ Global Positioning System (GPS)</li> <li>□ Satellite Navigation (Satnav)</li> <li>□ Technical Surveillance Counter Measures (TSCM)</li> <li>□ Closed Circuit Television (CCTV);overt, covert/body cam</li> <li>□ Infra red; laser sensors</li> <li>□ Alarms</li> <li>□ Tracking devices</li> <li>□ Personal Protective Equipment (PPE)</li> </ul>
	1.9 Describe tasks a close protection operative could undertake whilst working alone	<ul style="list-style-type: none"> <li>□ Lone working tasks: e.g. security surveys</li> <li>□ Driving, escorting, security of minors</li> <li>□ Reconnaissance</li> <li>□ Security Advance Party (SAP)</li> <li>□ Residential Security Team (RST)</li> <li>□ Meetings, functions, events, leisure, shopping</li> <li>□ Scheduling, planning, liaising, booking</li> </ul>
	1.10 Explain the difference between a successful and unsuccessful close protection task	<ul style="list-style-type: none"> <li>□ Successful: operation schedule went as planned, no compromise of security or safety, principal and client happy with service</li> <li>□ Unsuccessful: compromised, embarrassed, fatality, assault, interruption, disruption to schedule</li> </ul>
	1.11 State why continual professional development (CPD) is necessary for a close protection operative	<ul style="list-style-type: none"> <li>□ Continual professional development (CPD) is necessary: e.g. updating skills, knowledge, competency</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand basic surveillance, anti-surveillance and counter-surveillance techniques	2.1	State the purpose of surveillance	<ul style="list-style-type: none"> <li>□ Purpose of surveillance: gathering information For a planned or ad hoc operation e.g. on a person, place, object</li> </ul>
		2.2	State the purpose of anti-surveillance	<ul style="list-style-type: none"> <li>□ Anti surveillance: to detect if surveillance is being carried out on the principal or operation</li> </ul>
		2.3	State the purpose of counter-surveillance	<ul style="list-style-type: none"> <li>□ Counter surveillance: drills used by individuals or a team to evade surveillance</li> <li>□ Passive or active detection; third party detection; hostile activity</li> </ul>
		2.4	Describe basic surveillance, anti-surveillance and counter-surveillance techniques	<ul style="list-style-type: none"> <li>□ Basic surveillance: 'four sames' e.g. same person, same time of day, same activity in same place, covert, overt, use of equipment, Foot, mobile, static</li> <li>□ Anti Surveillance: drive three sides of square, head to uncrowded areas, false/no turn signals, speed up, slow down, false starts, dummy vehicles, roundabouts</li> <li>□ Counter Surveillance: monitor from a distance, use of external companies, technical surveillance</li> </ul>
		2.5	Identify sources of unwanted attention	<ul style="list-style-type: none"> <li>□ Sources of unwanted attention: e.g. from known criminals, media, stalkers, protest groups, hostile reconnaissance</li> </ul>
		2.6	Describe the capabilities and limitations of surveillance equipment	<ul style="list-style-type: none"> <li>□ Equipment: e.g. radios, mobiles, static CCTV, camcorder, optical support, listening devices, tracking devices</li> <li>□ Legislation restrictions, licence requirement, budgets, communication black spots, user training, availability on the day, power/battery, maintenance of equipment</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand legislation relevant to a close protection operative	3.1	State the main aims of the Private Security Industry Act	<ul style="list-style-type: none"> <li>□ To establish the SIA, raise standards, increase public confidence, improve safety, remove criminal elements, raise standards through training and licensing</li> </ul>
		3.2	Identify the functions of the Security Industry Authority	<ul style="list-style-type: none"> <li>□ Monitor effectiveness of the industry: conduct inspections of licensed individuals; impose fines and penalties for breaching any terms set out in the Private Security Industry Act; report to the Home Secretary</li> <li>□ Manage the voluntary approved contractor scheme (ACS)</li> <li>□ Licence individuals in licensable roles</li> </ul>
		3.3	Identify the differences between civil, criminal and common law	<ul style="list-style-type: none"> <li>□ Civil: magistrates/county court (trespass, libel, slander, employment, divorce, non-indictable)</li> <li>□ Criminal: judge, jury, crown court (indictable, theft, murder, serious assault, sexual assault, stalking, breach of peace, drug offences, other serious offences)</li> <li>□ Common law: custom and practice, statute law, acts of parliament</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	3.4	State current legislation that impacts on the role of a close protection operative	<ul style="list-style-type: none"> <li>□ Data Protection Act 1998</li> <li>□ Criminal Law Act 1967 – section 3 – Use of Force</li> <li>□ Equality Act 2010</li> <li>□ Freedom of Information act 2000</li> <li>□ Health and Safety at work act 1974</li> <li>□ Human Rights Act 1998</li> <li>□ Misuse of Drugs Regulation 2001 – classification of drugs and associated penalties</li> <li>□ Regulation of Investigatory Powers Act 2000 – (RIPA)</li> <li>□ Road Traffic Act 1988</li> <li>□ Offensive Weapons Act 1959</li> <li>□ Crime and Courts Act 2013 – National Crime Agency</li> <li>□ Police And Criminal Evidence Act 1984</li> <li>□ Criminal Procedures and Investigations Act 1996</li> <li>□ Private Security Industry Act 2001</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the importance of interpersonal skills within a close protection environment	4.1	State the definition of interpersonal skills	□ Definition: life skills used every day to communicate and interact with other people, both individually and in groups
		4.2	Identify interpersonal skills required within the close protection environment	□ Interpersonal Skills: e.g. proactive, assertive, listening; confidentiality; negotiation; problem solving; communication
		4.3	Explain the importance of communication with principals, clients and other individuals	□ Importance: e.g. incident management, clarity, expectations, effectiveness, conflict management, planning
		4.4	Explain the importance of assertiveness in the role of a close protection operative	□ Importance: positive image, confidence, effective management, leadership, taking responsibility
		4.5	Explain the importance of etiquette, dress code and protocol within a close protection environment	□ Importance: e.g. social diversity, representation of principal, client relationship, maintain a low profile, avoid job loss, embarrassing the principal, loss of face
5	Understand the importance of reconnaissance within a close protection environment	5.1	State the purpose of reconnaissance	□ Purpose: e.g. information gathering, planning, intelligence, identify vulnerable points (VP), timings, route selection, venue liaison
		5.2	Identify factors to be considered when conducting a reconnaissance	□ Factors: e.g. different terrains, location type, daily routine, short notice, event , dynamic, threat level
		5.3	State the role of the Security Advance Party (SAP)	□ Role: e.g. to conduct reconnaissance, routes, communication, Search, Secure, Guard (SSG), anti-surveillance, advance/abort confirmations
		5.4	Explain the difference between covert, overt, and low profile reconnaissance	□ Covert: undercover, discreet, un-noticed, deterrent, anti-surveillance □ Overt: public view, identifiable, known, in open view



Learning outcomes		Assessment criteria		Unit amplification
6	Understand incident management within a close protection environment	6.1	State the reason for the search	<ul style="list-style-type: none"> <li>□ Reason for searches: e.g. safe, secure environment, identify illicit objects, familiarity, ensure the principal's location is sterile from cameras, listening devices and tracking devices</li> </ul>
		6.2	State how to deal with unauthorised/dangerous items	<ul style="list-style-type: none"> <li>□ Items: weapons, drugs, tracking devices, IED, bombs, suspect packages</li> <li>□ Dealing with these: e.g. confiscate, secure, report, record, evidence, citizen arrest, refuse entry, clear, cordon, confirm, Evacuate the principal/team, emergency services</li> </ul>
		6.3	Identify legislation in relation to powers of search and access control as applied to the close protection operative	<ul style="list-style-type: none"> <li>□ Common law</li> <li>□ Criminal law act 1967 section 3 (Use of Force)</li> <li>□ Breach of peace</li> <li>□ Common assault</li> <li>□ Same sex searching</li> <li>□ Must gain permission no automatic legal right</li> </ul>
		6.4	Describe the implications of searching buildings, vehicles and people	<ul style="list-style-type: none"> <li>□ Implications for people: conflict, aggression, violence, assault</li> <li>□ Implications on buildings: disruption to normal activities, , large teams required, specialist equipment such as sniffer dogs</li> <li>□ Implication on vehicles: need to stay with vehicle after search, require specialist equipment such as dogs, surveillance detectors, man power</li> </ul>
		6.5	Identify resources used for carrying out a search	<ul style="list-style-type: none"> <li>□ Resources: e.g. Wands, scanners, X-ray, Thermal, Infra Red (IR), Torches, Specialist search teams, dog, team members, Search mirrors, Technical surveillance counter measures (TSCM), Trace explosive detection (TED)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		6.6	Describe the process for sanitising and securing a location prior to use	<ul style="list-style-type: none"> <li>□ Physical search, systematic search, technical surveillance counter measures (TSCM)</li> <li>□ Sanitise, secure, tamper tape, security seals</li> <li>□ Teamwork, Controlled access, Rummage pairs, Zone, sector, sub-sector, outside to inside bottom to top</li> </ul>
		6.7	Identify methods for securing a vehicle, building and location	<ul style="list-style-type: none"> <li>□ Methods: scanning, sweeping, manpower monitoring; Sanitise, search, secure, guard (SSG); 7 point vehicle search</li> </ul>
		6.8	Explain the importance of post search security	<ul style="list-style-type: none"> <li>□ Maintain integrity, sanitise, post security (removal of important documents, removal of personal effects, clearing)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
7	Be able to establish and maintain secure environments	7.1	Carry out basic search techniques for people, vehicles and property	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal search</li> <li><input type="checkbox"/> Vehicle (7 point vehicle search)</li> <li><input type="checkbox"/> Buildings (team leader, scribe, rummage pairs, sector, subsector, scan, sweep)</li> </ul>
		7.2	Carry out a room search	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sweep, scan, rear to near; Sanitise, Search, Secure, Guard (SSG)</li> </ul>
		7.3	Complete a reconnaissance activity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning, preparation</li> <li><input type="checkbox"/> Teamwork, role allocation</li> <li><input type="checkbox"/> Variety of methods (vehicle, foot, internet, open source information, overt, covert)</li> <li><input type="checkbox"/> Reporting, consolidation, summarisation, presenting</li> </ul>
		7.4	Use basic surveillance, anti-surveillance and counter surveillance techniques	<ul style="list-style-type: none"> <li><input type="checkbox"/> Covert</li> <li><input type="checkbox"/> Foot drills</li> <li><input type="checkbox"/> Technology (lawful)</li> <li><input type="checkbox"/> Vehicle (if appropriate)</li> <li><input type="checkbox"/> Rule of 3</li> <li><input type="checkbox"/> Pinch points, choke points, vulnerable points</li> <li><input type="checkbox"/> Crossing, trigger, housing, cornering, boxing</li> <li><input type="checkbox"/> Routine, drilling</li> </ul>
		7.5	Use basic negotiation skills	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal, non verbal</li> <li><input type="checkbox"/> Assertiveness</li> <li><input type="checkbox"/> Decision making, problem solving, negotiation and listening skills</li> </ul>

## Information for tutors

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### Delivery

It is not necessary to teach each learning outcome individually and in sequence. There are numerous opportunities to combine unit content that relates to different learning outcomes together for delivery purposes for example roles and responsibilities (learning outcome 1) and interpersonal skills (learning outcome 4) could be delivered together as could surveillance (learning outcome 2), reconnaissance (learning outcome 5) and maintaining secure environments (learning outcome 7).

There are also connections between the unit content of specific assessment criteria in different outcomes. For example, equipment available to a close protection operative (assessment criterion 1.8) can be linked to surveillance equipment (assessment criterion 2.4 and 2.6). Similarly, current legislation (assessment criterion 3.4) can be linked to CPD of a close protection operative (assessment criterion 1.11).

Centres should note that, while physical intervention skills are sometimes required by close protection operatives, such skills go beyond the scope of this qualification.

The unit content section of the unit specifies the underpinning knowledge, understanding and skills required for learners to be able to meet the assessment criteria. The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies and real company documentation would be beneficial if available.

### Assessment

This unit will be assessed in line with the SIA's 'Introduction to Learning Leading Towards Licence-linked Qualifications – Requirements for Awarding Bodies and Training Providers October 2014'. (See *Annexe E*.)

Learning outcomes 1-3 are to be internally assessed by a written assignment, an exemplar of which can be downloaded from a secure area of our website. Learning outcomes 4-6 will be internally assessed by professional discussion and Q&A. Learning outcome 7 is to be internally assessed through observation of a scenario-based practical supported by product evidence, which will be related to the assessment of knowledge as far as possible. All assessments will be externally quality assured.

### Essential resources

Centres will need access to vehicles in order to carry out convoy drills in learning outcome 9.

Centres wishing to deliver this unit must conform to the requirements stipulated by the SIA in 'Introduction to Learning Leading Towards Licence-linked Qualifications' with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

## Websites

[www.sia.homeoffice.gov.uk/Pages/home.aspx](http://www.sia.homeoffice.gov.uk/Pages/home.aspx): Security Industry Authority website – news, updates and publications for the private security industry

[www.mi5.gov.uk/home/the-threats/terrorism/threat-levels/the-uks-threat-level-system.html](http://www.mi5.gov.uk/home/the-threats/terrorism/threat-levels/the-uks-threat-level-system.html): website of UK's national security intelligence agency – security advice

## Books

Brown J – *The Bodyguard's Bible: The Definitive Guide to Close Protection* (Bible Publications, 2007) ISBN 0955452309

Consterdine P – *The Modern Bodyguard: The Manual of Close Training Protection (Self defense)* (Protection Publications; 2nd Revised edition, 2000) ISBN 0953763811

Horak K – *The New Bodyguard: A Practical Guide to the Close Protection* (Clearwater Publishing Limited; 2nd edition, 2010) ISBN 0955776910

Keir H P – *CP Tam: Close Protection Tactical Aide-Memoire: For Bodyguards on the Move* (CreateSpace Independent Publishing Platform, 4th edition May 2013) ISBN 1493590995

Padgham G – *Close Protection – the Softer Skills* (Entertainment Technology Press Ltd, 2006) ISBN 1904031390

## **Unit 2: Planning, Preparing and Supporting a Close Protection Operation**

**Unit reference number: D/506/7885**

**Level: 3**

**Credit value: 9**

**Guided learning hours: 76**

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### **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 elements of the knowledge, understanding and practical skills that are relevant to the role of a close protection operative.

### **Unit introduction**

Threat and risk assessment is a key requirement in close protection, both in a planned and dynamic context, and so you will discover how this is carried out and what the broad considerations relevant to operational planning are.

You will also learn about the major aspects of close protection work, including surveillance, venue security operations, reconnaissance, route planning, foot drills and vehicle operations.

### **Essential resources**

Centres will need access to vehicles in order to prepare and carry out a close protection operation for learning outcome 8.

Centres wishing to deliver this unit must conform to the requirements stipulated by the SIA in 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 importance of threat assessment, risk management and operational planning	1.1	State the definition of a threat to a principal	<ul style="list-style-type: none"> <li>□ Definition of a threat: the expression of intention to inflict e.g. pain, injury, misery potential source of harm, capability, intent, personal (life threatening, attack, injury, political, personal, embarrassing, financial)</li> <li>□ Imminent, terroristic, Planned, Intrusion, Security breach</li> </ul>
		1.2	State the definition of risk to a principal	<ul style="list-style-type: none"> <li>□ Definition of risk: the possibility of a threat occurring e.g. harm, loss , danger assessment, management</li> <li>□ Probability, likelihood, chance</li> <li>□ Classifications of risk: Low, Medium, High or Negligible, Moderate, severe</li> </ul>
		1.3	State the purpose of operational planning	<ul style="list-style-type: none"> <li>□ Purpose of operational planning: e.g. gathering information, Threat/risk assessment, resources, team roles, preparation, contingency planning</li> <li>□ Client requirements, principal requirements</li> <li>□ Logistics, itinerary, timings, initiation, control room, (fixed and field)</li> </ul>
		1.4	Explain the types of threat and risk assessment	<ul style="list-style-type: none"> <li>□ Types of threat: e.g. the seven Ps of principal threat profiling (people, places, personality, prejudices, personal history, political/religious views, private lifestyle); direct and indirect threats</li> <li>□ Types of risk assessment: e.g. daily, routine, event, route, venue personal, postal, imminent, terroristic (personal, building, facility)</li> </ul>
		1.5	Identify threats to a principal within the close protection context	<ul style="list-style-type: none"> <li>□ Unwanted attention, unintentional injury, intentional injury or attack, disruption of lifestyle, embarrassment, threat to public image</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.6	Explain the need to conduct a threat and risk assessment for a principal and a venue	<ul style="list-style-type: none"> <li>□ Safety (personal, team, principal, principal's guests/passengers, vehicle, public)</li> <li>□ Planning, resource, control, third party, external assistance, intelligence gathering</li> </ul>
		1.7	State the importance of threat profiling principals and clients	<ul style="list-style-type: none"> <li>□ Importance: to know the enemy, provide best protection, safety, correct team roles, adequate resources, clarify assignment requirements, determine the level of risk</li> </ul>
		1.8	Describe techniques used in the threat and risk assessment process and their importance	<ul style="list-style-type: none"> <li>□ Techniques: e.g. 7 p's of Profiling, risk and threat assessment, Reconnaissance, Route selection, Security surveys, surveillance</li> <li>□ Importance: e.g. determine the level of threat, risk level, resource requirements, the need for security, number of operatives, types of vehicles, determine what the threat is</li> </ul>
		1.9	Explain the difference between threat assessment and risk management when a principal is arriving and leaving a location	<ul style="list-style-type: none"> <li>□ Arriving: exposure to risk, layers of protection, parking arrangements, venue security, venue contact, embus/debus points, disruption to business activities/lifestyle, venue compromised, entrance compromised</li> <li>□ Leaving: vehicle access, leaving under routine or leaving under an attack, unaccounted passengers accompanying the principal, exposure to risk, early departure, late departure</li> </ul>
		1.10	Explain the need for dynamic risk assessment, response and contingency plans	<ul style="list-style-type: none"> <li>□ Options, mitigation, safety measures</li> <li>□ Situational awareness, evolving/continuous situation</li> <li>□ Response, preparedness</li> <li>□ Communication, manpower, backup plan</li> <li>□ Ready for the unexpected or unplanned</li> <li>□ Maintain high level of safety</li> </ul>



Learning outcomes		Assessment criteria	Unit amplification
	1.11	Identify how a close protection operative could gather intelligence for operational purposes	<ul style="list-style-type: none"> <li>□ Client, principal, local agencies (police/embassies/local authorities), profiling</li> <li>□ Known history, open source intelligence e.g. social media, internet websites</li> <li>□ Cross reference, intelligence updates, news and media, security companies</li> <li>□ Surveillance, use of Security Advance Party (SAP)</li> </ul>
	1.12	Identify the UK government's threat levels	<ul style="list-style-type: none"> <li>□ Low – attack is unlikely</li> <li>□ Moderate – attack is possible</li> <li>□ Substantial – attack is a strong possibility</li> <li>□ Severe – attack is highly likely</li> <li>□ Critical – attack is expected imminently</li> </ul>
	1.13	Describe how a decision making model could be used within the threat and risk assessment process	<ul style="list-style-type: none"> <li>□ How: following a model to determine the level of threat, helps in decision making , used as a guide, predetermined requirements, helps justify resources and costings</li> </ul>
	1.14	State the importance of time and resource management within an operational planning context	<ul style="list-style-type: none"> <li>□ Time: Prevent disruption to principals activities, Coordination, facilitation, Effectiveness, Preparedness, manpower, smooth running of operation</li> <li>□ Resources: Adequate, relevant, in line with budgets, availability, balance of protection against requirements, Ready for the unexpected</li> </ul>
	1.15	Identify third parties to be contacted during operational planning	<ul style="list-style-type: none"> <li>□ Statutory, non-statutory</li> <li>□ Private, public, government agencies</li> <li>□ Peer, confidentiality, business organisations, emergency services</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the importance of teamwork and operational briefing within a close protection environment	2.1	Identify the attributes of a team	<ul style="list-style-type: none"> <li>□ Management, leadership, teamwork</li> <li>□ Communication, response, focus</li> <li>□ Techniques, skills</li> <li>□ Shared responsibility, empowerment, planning, confident, negotiation</li> <li>□ Observation, alertness, adaptability</li> </ul>
		2.2	Explain the benefits of knowing and utilising other team members' abilities and skills	<ul style="list-style-type: none"> <li>□ Benefits of : e.g. balance skills across the team, increased effectiveness, efficiency and safety, understanding roles, responsibilities</li> <li>□ Effectiveness, efficiency, safety</li> <li>□ Success, skills match</li> <li>□ Cover, security, awareness</li> </ul>
		2.3	Explain the benefits of personal and team preparation	<ul style="list-style-type: none"> <li>□ Efficiency, ability, capability, reliability, performance</li> <li>□ Clarity, communication</li> <li>□ 3rd party perception, exchange of information</li> </ul>
		2.4	State the importance of Standard Operating Procedures (SOPs)	<ul style="list-style-type: none"> <li>□ Consistency in practices, response, understanding</li> <li>□ Efficiency, safety, continuity</li> <li>□ Process, procedures, standardisation</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Describe the difference between operational briefings and debriefings	<ul style="list-style-type: none"> <li>□ Operational briefing: e.g. Meet the Principal, team members, others</li> <li>□ Preparation, communication, understanding, updates, changes, preliminaries, SOP's, Determine – When, who, where, what</li> <li>□ Clarify roles, question and answers</li> <li>□ Operational debriefing- Experiential learning, best practice, poor performance, Unexpected behaviours, intelligence update, changes</li> <li>□ Stand down, new roles, Question and answers, learn from incidents, reflect, support, issues, lessons learnt, feedback, review plans</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand close protection foot drills	3.1	State the role of a close protection operative while on foot	<ul style="list-style-type: none"> <li>□ Protection, move the principal from one location to another without compromising safety on foot</li> <li>□ 360° cover, layers of protection, cordons</li> </ul>
		3.2	Identify the roles within a close protection team while on foot	<ul style="list-style-type: none"> <li>□ Team leader, other positions in formations</li> <li>□ Roles – Personal protection Officer (PPO), Personal Escort Section (PES), Security Advance Party (SAP)</li> </ul>
		3.3	Explain the importance of a flexible approach to protection while on foot	<ul style="list-style-type: none"> <li>□ Adapt to change, timings</li> <li>□ Exposure, public interaction</li> <li>□ Dynamic risk assessment</li> </ul>
		3.4	Explain the purpose of body protection of a principal	<ul style="list-style-type: none"> <li>□ 360° cover, protection, contact and cover, body cover</li> <li>□ Limit exposure, reduce risk</li> <li>□ Maintain security, extract principal to safety</li> </ul>
		3.5	Explain the purpose of extracting a principal while on foot	<ul style="list-style-type: none"> <li>□ Increase in threat/risk, remove from threat/risk, change of location</li> <li>□ Third party interest, limit exposure, safety</li> <li>□ Separated from team, transit to safe haven</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the importance of planning for route selection	4.1	State the purpose of route selection and planning	<ul style="list-style-type: none"> <li>□ Avoid routine, maximise safe transition, speed limits, safe route</li> <li>□ Identify choke points, vulnerable points, timings</li> <li>□ Safe havens, motorways, establish primary and secondary routs, emergency services, terrain, vehicle use</li> <li>□ Communication black-spots</li> </ul>
		4.2	State the factors to be considered when selecting modes of transport	<ul style="list-style-type: none"> <li>□ Factors: threat, timings, route plan, distance, traffic state, road state, published information, means of transport, emergency response, terrain, environmental factors, time of day</li> <li>□ Modes: road, sea, air, rail</li> </ul>
		4.3	Identify technological tools used in route planning	<ul style="list-style-type: none"> <li>□ Sat Nav, OS Maps</li> <li>□ GPS, compass</li> <li>□ Mobiles, radios, internet</li> </ul>
		4.4	Identify the advantages and disadvantages of using technological tools in route planning	<ul style="list-style-type: none"> <li>□ Technology advantages: accuracy, convenience, speed, predictability, alternative route selection, traffic update</li> <li>□ Disadvantages: power, errors, black-spots, updating required</li> </ul>
		4.5	Identify the advantages and disadvantages of using non-electronic maps in route planning	<ul style="list-style-type: none"> <li>□ Non-technology advantages: not reliant on connectivity, alternative route selection, speed indicator, accuracy, training tool, currency, logical, familiarity of area</li> <li>□ Disadvantages: interpretation, competence of user, poor skills, preparation, up-to-date publication, poor lighting, working in isolation</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		4.6	State factors to be considered when planning and timing a route	<ul style="list-style-type: none"> <li>□ Principal preference (self drive, security driver, PPO accompany, chauffeur driven)</li> <li>□ Destination, timings, target, terrain, location, vehicle type</li> <li>□ Team size, group size</li> <li>□ Threat and risk implication, stops, duration, connections</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
5	Understand the importance of transport management within the close protection environment	5.1	Explain the need for security during transit of a principal	<ul style="list-style-type: none"> <li>□ Security, safety, transit between locations</li> <li>□ Relay information, recommendations, route change, update intelligence</li> <li>□ Secure parking, sterile environment, road worthy, pre and post operative searches, first aid equipment</li> </ul>
		5.2	Explain the importance of selecting an appropriate mode of transport	<ul style="list-style-type: none"> <li>□ Modes: road, sea, air, rail</li> <li>□ Appropriate: threat, risk, size of group, terrain, environmental, destination, duration, armoured, soft skin</li> </ul>
		5.3	Identify risks associated with different modes of transport	<ul style="list-style-type: none"> <li>□ Road: traffic, diversions, disruptions, attacks, carjacking, road traffic collisions, separation of convey, being under surveillance</li> <li>□ Sea: Piracy, private, commercial, suspect vessels, size of vessel for all crew and passengers, reduced safe rooms, reduced emergency response</li> <li>□ Air: Private, commercial, delays, strike actions, departure and arrival delays, baggage delays, budgets, threats at destination, airport routines</li> <li>□ Rail: Delays, unknown passengers if commercial, number of people using rail system, mostly on foot to and from vessel</li> </ul>
		5.4	Explain the purpose for contingency transport plans	<ul style="list-style-type: none"> <li>□ Destination, duration</li> <li>□ Security measures, safety, timings</li> <li>□ Efficiency, predictability, preparedness</li> </ul>
		5.5	Describe different transport arrangements and the impact on the close protection operative and security teams	<ul style="list-style-type: none"> <li>□ Transport arrangements: chauffeurs, self-drive, people accompanying the principal, solo CPO, vehicle type, locations accessed</li> <li>□ Impact: chauffeurs, self-drive, people accompanying the principal</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
6	Understand incident management within a close protection environment	6.1	State the difference between an incident and a dilemma	<ul style="list-style-type: none"> <li>□ Incident – situation that requires immediate action</li> <li>□ Dilemma – a predicament causing a problem, which requires resolution</li> </ul>
		6.2	Describe incidents that a close protection operative could encounter	<ul style="list-style-type: none"> <li>□ Life threatening, non-life threatening</li> <li>□ Not directly related to the principal</li> <li>□ Foreseeable, non-foreseeable</li> </ul>
		6.3	Explain the responsibilities of a close protection operative when dealing with an incident	<ul style="list-style-type: none"> <li>□ Preservation of life, safety, self, team, principal, SOP, EOP</li> <li>□ Communication, restoration of normality, reporting, relay information, liaison with third party agencies, direct team</li> </ul>
		6.4	Explain how to manage an incident that could arise during a close protection incident	<ul style="list-style-type: none"> <li>□ Manage a close protection incident: e.g. clear, cordon, control, confirm,</li> <li>□ Assess situation, communicate information, evaluate options, respond</li> <li>□ Identify change to threat/risk, external agencies</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
7	Understand venue security operations	7.1	Identify venue related security operations	<ul style="list-style-type: none"> <li>□ Access control, access/egress points, embus, debus</li> <li>□ In-house security, emergency procedures</li> <li>□ Safe haven, access to emergency services, screening/vetting of in-house staff, search procedures, CCTV availability</li> </ul>
		7.2	Explain the professional relationship between close protection operatives at a venue	<ul style="list-style-type: none"> <li>□ Team working, smooth running of operation, maintain security, layers of protection, contingency roles</li> <li>□ Communication and methods of communication</li> </ul>
		7.3	Identify factors that could influence operational procedures at a venue	<ul style="list-style-type: none"> <li>□ Public holidays, public access, other activities</li> <li>□ Emergency services, evacuation drills, safe haven</li> <li>□ Car parking, embus, debus, venue location, security arrangements</li> <li>□ Group size, type of event, guest profile, time, duration, access, limitations, third party intervention</li> </ul>
		7.4	Identify appropriate methods of communication for use at a venue	<ul style="list-style-type: none"> <li>□ Radios, public address system, mobile phone, SMS, chat app</li> </ul>
		7.5	Explain the use and maintenance of communication equipment and other technology that could be used in venue-based close protection	<ul style="list-style-type: none"> <li>□ Use: covert/overt use, team, client, venue, emergency services, external agencies</li> <li>□ Maintenance: charged batteries/equipment, functional checks, range checks, regular comms checks, ABC communications, private frequency, back-up resources, personal skills, communication updates</li> </ul>
		7.6	State the importance of recognising communication black spots within a venue	<ul style="list-style-type: none"> <li>□ Safety of team, principal, personal</li> <li>□ Counter surveillance, reactive measures</li> <li>□ Planning and coordination</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		7.7	Identify common countermeasures that could be used in venue-based close protection operations	<input type="checkbox"/> Patrolling <input type="checkbox"/> CCTV <input type="checkbox"/> SAP <input type="checkbox"/> Access control
		7.8	Identify the benefits of in-house resources used to support venue security	<input type="checkbox"/> Benefits of in-house resources: e.g. ease of in-house staff <input type="checkbox"/> Local knowledge, venue knowledge
		7.9	Identify contingencies that could be used in venue-based close protection operations	<input type="checkbox"/> Alarms, emergency procedures, local protocols <input type="checkbox"/> Safe rooms, evacuation contingencies

Learning outcomes		Assessment criteria		Unit amplification
8	Be able to plan and prepare to carry out a close protection operation	8.1	Conduct a team briefing, handover and debrief	<ul style="list-style-type: none"> <li>□ Varying threat levels, risk</li> <li>□ Roles, responsibilities</li> <li>□ Intelligence update, observations, communication, resource, positive outcomes, negative outcomes, feedback, performance, client/principal update</li> </ul>
		8.2	Complete a threat and risk assessment using a decision making model	<ul style="list-style-type: none"> <li>□ People, venues, environment</li> <li>□ Threat, risk, source, intelligence, policy, procedures, legal implications</li> <li>□ Planning, contingency measures, action, review, evaluate</li> </ul>
		8.3	Develop an operational plan	<ul style="list-style-type: none"> <li>□ Working independently, teamwork</li> <li>□ Threat, risk, client/principal profile, assets</li> <li>□ Duration, location, travel, residential</li> </ul>
		8.4	Produce primary and secondary route plans using paper based and technology based resources	<ul style="list-style-type: none"> <li>□ Paper based: Atlas, A-Z</li> <li>□ Technological tools: Satnav, GPS, mobile phone</li> <li>□ Distance, time, location, terrain, environment, group, vehicle, safe havens, comfort stops</li> </ul>
		8.5	Implement an operational plan	<ul style="list-style-type: none"> <li>□ Working independently, teamwork</li> <li>□ Threat, risk, client/principal profile, assets</li> <li>□ Duration, location, travel, residential</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
9	Be able to provide close protection of a principal	9.1	Use a flexible approach to protection while on foot	<ul style="list-style-type: none"> <li>□ Adaptability, flexibility</li> <li>□ Observation, positions (PPO, PES, Surveillance)</li> <li>□ Security, safety, 360 body cover, escort from debus to embus point, between locations, to and from venues</li> </ul>
		9.2	Use a range of communication techniques while on foot	<ul style="list-style-type: none"> <li>□ Oral, non-verbal</li> <li>□ Overt, covert</li> <li>□ Team, principal, client operations, report (relayed in briefing/debrief)</li> </ul>
		9.3	Carry out body protection of a principal	<ul style="list-style-type: none"> <li>□ Position, flexibility, clear</li> <li>□ Organised, teamwork, role, responsibility</li> </ul>
		9.4	Carry out extraction of a principal while on foot	<ul style="list-style-type: none"> <li>□ Attack, suspected attack</li> <li>□ Unwanted attention</li> <li>□ Change in threat level, verbal, physical</li> </ul>
		9.5	Carry out embus and debus techniques	<ul style="list-style-type: none"> <li>□ Embus, debus, arrival, departure</li> <li>□ Locations, venue, mode of transport</li> <li>□ Role, responsibility, teamwork</li> <li>□ Principal/client requirements, protocol, etiquette</li> </ul>
		9.6	Manage an incident during a close protection operation	<ul style="list-style-type: none"> <li>□ Vehicle incidents, environmental conditions</li> <li>□ Conflict (dealing with conflict within the team, with the protected person and third parties), managing unexpected illness</li> <li>□ Attack on principal (verbal and physical), loss of property, breach of security, trespass (residence)</li> </ul>

## Information for tutors

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### Delivery

It is not necessary to teach each learning outcome individually and in sequence. There are numerous opportunities to combine unit content that relates to different learning outcomes together for delivery purposes, for example threat assessment, risk assessment and operational planning (learning outcome 1) and teamwork (learning outcome 2) could be delivered together as could understanding the importance of route planning (learning outcome 4) and venue security (learning outcome 7).

It is also appropriate to combine the theory and practical linked learning outcomes such as understanding foot drills (learning outcome 3) with the practical elements (learning outcome 9). In addition centres may wish to include the practical elements of Unit 2 Working as a Close Protection Operative (learning outcome 7) when developing a final exercise and assessing learning outcome 8 and 9 from this unit.

There are also connections between the unit content of specific assessment criteria in different outcomes. For example, conducting a threat and risk assessment (assessment criterion 1.6) can be linked to understanding venue security (criterion 7.6 and 7.7).

Centres should note that, while physical intervention skills are sometimes required by close protection operatives, such skills go beyond the scope of this qualification.

The Unit content section of the unit specifies the underpinning knowledge, understanding and skills required for learners to be able to meet the assessment criteria.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies and real company documentation would be beneficial if available.

### Assessment

This unit will be assessed in line with the SIA's requirement for assessment set out in the document 'Introduction to Learning Leading Towards Licence-linked Qualifications – Requirements for Awarding Bodies and Training Providers October 2014'. (see *Annexe E*).'.

LOs 8 & 9 are to be assessed through observation of a scenario-based practical carried out in Realistic Working Environment or through Simulation. Exemplar scenarios are given in *Annexe G*.

This is to be supported by the use of product evidence/artefact arising from the practical. Where assessment criteria from other learning outcomes are closely related or are underpinning the practical activity these should be linked into the practical assessment as far as possible. LOs 4, 5, 6 and 7 are to be assessed by professional discussion and Q&A which will be related and integrated with the practical assessment as far as possible. LOs 1 – 3 will be assessed by a written assignment; an exemplar of this can be downloaded from a secure area of our website. There must be a written observation record by the assessor.

## Suggested resources

### Books

Brown J – *The Bodyguard's Bible: The Definitive Guide to Close Protection* (Bible Publications, 2007) ISBN 0955452309

Consterdine P – *The Modern Bodyguard: The Manual of Close Training Protection (Self defense)* (Protection Publications; 2nd Revised edition, 2000) ISBN 0953763811

Horak K – *The New Bodyguard: A Practical Guide to the Close Protection* (Clearwater Publishing Limited; 2nd edition, 2010) ISBN 0955776910

Keir H P – *CP Tam: Close Protection Tactical Aide-Memoire: For Bodyguards on the Move* (CreateSpace Independent Publishing Platform, 4th edition May 2013) ISBN 1493590995

Padgham G – *Close Protection – the Softer Skills* (Entertainment Technology Press Ltd, 2006) ISBN 1904031390

### Websites

[www.sia.homeoffice.gov.uk/Pages/home.aspx](http://www.sia.homeoffice.gov.uk/Pages/home.aspx): Security Industry Authority website – news, updates and publications for the private security industry

[www.mi5.gov.uk/home/the-threats/terrorism/threat-levels/the-uks-threat-level-system.html](http://www.mi5.gov.uk/home/the-threats/terrorism/threat-levels/the-uks-threat-level-system.html): website of UK's national security intelligence agency – security advice

# Unit 3: Conflict Management within the Private Security Industry

**Unit reference number:** Y/506/7125

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 8

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## Unit aim

This unit forms part of the SIA licence-to-practise qualifications for door supervisors, security officers and vehicle immobilisers. It covers the principles of conflict management which security operatives are required to know and understand.

## Unit introduction

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* (see *annexe E*) 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	<ul style="list-style-type: none"> <li>□ Constructive communication: be positive, listen, appropriate to the situation, calm, clear and polite</li> <li>□ Importance: good communication skills are vital to defuse and avoid conflict; to maintain a secure environment, to avoid risks to staff and customers</li> </ul>
		1.2	State the importance of employer policies, guidance and procedures relating to workplace violence	<ul style="list-style-type: none"> <li>□ Meeting health and safety at work legislation</li> <li>□ Sets an expectation for both staff and customers as to what behaviour is and is not acceptable</li> <li>□ Staff will be aware of their responsibilities in regards to workplace violence</li> <li>□ Staff will be aware of the procedures to follow in the event of a violent situation</li> <li>□ Sets out reporting procedures</li> <li>□ Helps reduce risk of litigation and harm to self and others</li> </ul>
		1.3	Identify factors that can trigger an angry response in others	<ul style="list-style-type: none"> <li>□ Common triggers include: feeling embarrassed, insulted, threatened, fear of loss of face, being ignored, being patronised, peer pressure, fear of not being taken seriously</li> <li>□ Alcohol, drugs and medical conditions may increase the chances of triggering an angry response</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify factors that can inhibit an angry response in others	<ul style="list-style-type: none"> <li>□ Inhibiting factors: self-control, fear of confrontation and/or retaliation</li> <li>□ Personal values</li> <li>□ Potential social or legal consequences</li> </ul>
		1.5	Identify human responses to emotional and threatening situations	<ul style="list-style-type: none"> <li>□ Threatening situations: freeze, flight, fight, fright, faint response (fear, anger, aggression, shock)</li> <li>□ Emotional situations: upset, anger, frustration</li> <li>□ Positive responses: distraction, deflection, empathy, staying calm</li> <li>□ Negative responses: avoidance, distancing, rumination, worrying</li> </ul>

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	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> </ul>
		2.2	Identify the stages of escalation in conflict situations	<ul style="list-style-type: none"> <li>□ 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)</li> </ul>
		2.3	State how the application of dynamic risk assessment can reduce the risk of conflict	<ul style="list-style-type: none"> <li>□ Dynamic risk assessment: definition; identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing</li> <li>□ Reducing risk of conflict: identifies potential threats; ready to adapt response to situation; possibility of removing hazards/threats; maintaining control</li> </ul>
		2.4	State the importance of positioning and exit routes	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> </ul>

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	<ul style="list-style-type: none"> <li>□ Use of non-verbal communication: body language (stance, positioning, personal space, movements, hand gestures, eye contact); voice (pitch, inflection, volume)</li> </ul>
		3.2	State how to overcome communication barriers	<ul style="list-style-type: none"> <li>□ Communication barriers: physical barriers; psychological barriers</li> <li>□ How to overcome communication barriers: <ul style="list-style-type: none"> <li>□ Physical barriers (speak clearly, adopt non-aggressive stance, use of gestures and signs, maintain space, move to quieter/lighter space)</li> <li>□ Psychological barriers (active listening, empathising, speaking clearly, make sure actions are non-threatening, explain what actions are being taken, move to a quieter/lighter space)</li> </ul> </li> </ul>
		3.3	Identify the differences between assertiveness and aggression	<ul style="list-style-type: none"> <li>□ Aggressive behaviour: threatening tone and positioning, gestures and words intended to hurt or intimidate,</li> <li>□ Assertive behaviour: firm but fair, calm, appearing confident, normal positioning and body language, polite, managing expectations and finding common ground</li> </ul>
		3.4	Identify ways of defusing emotive conflict situations	<ul style="list-style-type: none"> <li>□ Empathy, maintaining self-control, building rapport, positive communication, active listening</li> <li>□ Working for win-win outcome (negotiation and compromise)</li> </ul>
		3.5	Identify approaches to take when addressing unacceptable behaviour	<ul style="list-style-type: none"> <li>□ Non-aggressive body language, empathy, being positive and assertive, actively listening, verbal warning</li> <li>□ Follow appropriate organisational policies and procedures (refuse, admittance, ask to leave, call police if necessary, ejection)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.6	State how to work with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> <li>□ Positioning of staff members in a confrontation (work in close proximity to colleagues to provide assistance)</li> <li>□ Be ready to step back and hand over to a colleague before switching back where appropriate</li> <li>□ Be ready to support colleagues who are dealing with anger or potential conflict</li> <li>□ Look beyond the outward signs of anger and upset to identify what the underlying issues are</li> <li>□ Use of dynamic risk assessment</li> </ul>

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	<ul style="list-style-type: none"> <li>□ Establish needs/wants, anticipate customer reaction</li> <li>□ Provides explanation for the conflict; shows understanding, enables empathy, builds rapport with the customer; customer feels valued</li> <li>□ Helps to defuse conflict situations</li> </ul>
		4.2	Identify strategies for solving problems	<ul style="list-style-type: none"> <li>□ Diagnosing the problem, providing information, suggesting solutions, identifying ways forward, seeking a resolution acceptable to both parties</li> </ul>
		4.3	Identify win-win approaches to conflict situations	<ul style="list-style-type: none"> <li>□ Based on problem solving, negotiation, maintaining a relationship, working together, focusing on interests not positions, generating options which offer gains to all parties</li> <li>□ Both sides come out of encounter accepting the result</li> </ul>

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	<ul style="list-style-type: none"> <li>□ Sources of support: colleagues, management and counsellors</li> <li>□ Support, reassurance, dealing with shock</li> <li>□ Reduces the chances of long-term problems (depression, anxiety, fear, post-traumatic stress)</li> </ul>
		5.2	State the importance of reflecting on and learning from conflict situations	<ul style="list-style-type: none"> <li>□ Recognise and acknowledge trends</li> <li>□ Recognise poor practice</li> <li>□ Make improvements to both personal and organisational practice</li> <li>□ Sharing good practice</li> <li>□ Increasing safety for staff and customers</li> <li>□ Reducing potential conflict situations</li> </ul>
		5.3	State the benefits of sharing good practice	<ul style="list-style-type: none"> <li>□ Helps prevent reoccurrence of the same problem</li> <li>□ Improved procedures for conflict situations</li> <li>□ Develop common response to situations</li> <li>□ Supports development of individuals; improves working relationships; improves future performance</li> </ul>
		5.4	State why security operatives should contribute to solutions to recurring problems	<ul style="list-style-type: none"> <li>□ To increase safety for staff and customers</li> <li>□ To identify procedures or methods to deal with situations effectively</li> <li>□ To help reduce stress (employee and customer)</li> <li>□ To improve the customer experience</li> </ul>

## Information for tutors

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### Delivery

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

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. Centres should ensure that learners take part in relevant role plays and should record which scenarios have been used with each learner group. Exemplar scenarios are given in *Annexe G*.

### Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth 35 marks. The assessment is available on demand.

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 978-1-4469-0010-9

Walker A and Dyson, J – *Door Supervisors Course Book*, 7th edition (Highfield, 2013) ISBN 978-1-909749-27-6

#### Websites

[www.hse.gov.uk/index.htm](http://www.hse.gov.uk/index.htm)

Health and Safety Executive – information about health and safety legislation

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

Security Industry Authority – the security industry regulator

[www.skillsforsecurity.org.uk](http://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, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### 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.



## 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: [qualifications.pearson.com](http://qualifications.pearson.com).

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: [qualifications.pearson.com](http://qualifications.pearson.com). 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: [qualifications.pearson.com](http://qualifications.pearson.com)

### 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: [qualifications.pearson.com](http://qualifications.pearson.com)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [qualifications.pearson.com](http://qualifications.pearson.com) 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 Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry against the underpinning knowledge of the National Occupational Standards for Close Protection. 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

NOS		BTEC Specialist units		
		Unit 1	Unit 2	Unit 3
PCP1	Assess level of threats, vulnerabilities and risks to principals	#	#	#
PCP2	Plan and prepare to minimise threats, vulnerabilities and risks to principals		#	#
PCP3	Liaise and communicate with principals and others	#	#	#
PCP4	Establish and maintain secure environments	#	#	
PCP6	Maintain the safety and security of principals whilst on foot		#	
PCP7	Maintain protection whilst mobile		#	
PCP9	Respond to potential conflict situations whilst providing close protection		#	#
PCP10	Use physical intervention to support close protection		#	
PCP 11	Respond to medical crises			

## Annexe B

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### Unit mapping overview

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The table below shows the relationship between the new qualification in this specification and the predecessor qualifications: Pearson BTEC Level 3 Certificate in Close Protection (last registration 31/12/2014).

Old unit	Unit 1
New units	
Unit 1	#
Unit 2	#
Unit 3	#

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))

### **SIA Specification for Learning and Qualifications in Close Protection**

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#### **Foreword**

The SIA recognises that it is essential for all close protection operatives 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 close protection operatives 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 close protection operatives must include the following areas:

Session	Topic
Session 1	Roles and Responsibilities of the Close Protection Operative
Session 2	Threat and Risk Assessment
Session 3	Surveillance Awareness
Session 4	Operational Planning
Session 5	Law and Legislation
Session 6	Interpersonal Skills
Session 7	Close Protection Teamwork and Briefing
Session 8	Conduct Reconnaissance
Session 9	Close Protection Foot Drills
Session 10	Route Selection
Session 11	Close Protection Journey Management
Session 12	Search Procedures
Session 13	Incident Management
Session 14	Venue Security

# Section 2: Learning Programme Details

## Session 1: Roles and Responsibilities of the Close Protection Operative

### Aim:

- To explain and demonstrate the roles and responsibilities of the close protection operative

### Objectives:

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

- Explain the purpose of close protection
- Observe notable close protection incidents and identify successes and failures
- Explain the difference between a Client and a Principal within the role of close protection
- Explain how to liaise and communicate with principals and others
- Explain the different roles within a close protection team
- Explain the tasks a close protection operative may undertake whilst working alone
- State the professional attributes of an effective close protection operative
- Explain the range of equipment available to the close protection operative
- Explain the purpose of close protection training and licensing
- State why it is necessary for a close protection operative to be responsible for their own continual professional development (CPD)
- Identify the variety of client types in the close protection environment
- Demonstrate an understanding of personal security and situational awareness

### National Occupational Standards:

SFS PCP 1 – Assess threats, vulnerabilities and risks to principals

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

SFS PCP 3 – Liaise and communicate with principals and others

SFS PCP 4 – Establish and maintain secure environments

SFS PCP 6 – Maintain the safety and security of principals whilst on foot

SFS PCP 7 – Maintain the safety and security of principals whilst mobile

SFS PCP 9 – Respond to potential conflict whilst providing close protection

SFS PCP 10 – Use physical intervention to support close protection

## Session 2: Threat and Risk Assessment

### Aim:

- To understand the importance of threat assessment
- To understand the importance of risk management
- To produce a risk assessment

### Objectives:

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

- Explain what is meant by threat and risk assessment and state their importance
- Explain the main threats to a Principal within a close protection context
- Explain why it is necessary to conduct threat assessment and risk assessment on people and venues
- Explain threat profiling of the Principal and Clients
- Describe threat and risk assessment techniques used concerning people and venues and state their importance
- Understand the variations in threat assessment and risk management when a Principal is arriving and leaving a destination
- Explain the need for on-going assessment, response and contingency plans
- Describe how close protection operatives gather operational intelligence within the UK
- Describe the various threat levels using established government threat levels e.g. National Decision Making Module
- Describe the UK's Threat Level System
- Carry out and produce a risk assessment

### National Occupational Standards:

SFS PCP 1 – Assess threats, vulnerabilities and risks to principals

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals  
SFS 4 – Communicate effectively with others

## Session 3: Surveillance Awareness

### Aim:

- To have a basic understanding of surveillance, anti-surveillance and counter-surveillance methods
- To demonstrate and explain basic surveillance, anti-surveillance and counter surveillance techniques

### Objectives:

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

- Describe the range of unwanted attention e.g. criminals, media, followers, stalkers, fixated persons
- Describe a range of basic surveillance techniques
- Describe a range of anti-surveillance techniques
- Describe a range of counter-surveillance techniques
- Explain the equipment used in surveillance, their capabilities and limitations

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risk to principals

SFS PCP 4 – Establish and maintain secure environments

SFS PCP 6 – Maintain the safety and security of principals whilst on foot

SFS PCP 7 – Maintain the safety and security of principals whilst mobile



## Session 4: Operational Planning

### Aim:

- To explain and demonstrate operational planning

### Objectives:

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

- Explain the purpose of operational planning
- Explain the importance of threat and risk assessment in operational planning
- Design and implement an operational plan
- Explain the importance of time and resource management
- Identify the relevant agencies that may need to be contacted in the course of operational planning

### National Occupational Standards:

SFS PCP 1 – Assess threats, vulnerabilities and risks to principals

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

SFS PCP 3 – Liaise and communicate with principals and others

SFS 4 – Communicate effectively with others

## Session 5: Law and Legislation

### Aim:

- To explain and discuss the legislation which impacts on a close protection operative

### Objectives:

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

- Explain the parts of civil and criminal law that have an impact on the role of a close protection operative, including, but not limited to;
  - Human Rights Act
  - Data Protection Act
  - Health and Safety
  - Criminal Law Act – Use of Force
  - Freedom of Information
  - Trespass in Criminal and Civil Law
  - Equality Act
  - Regulation of Investigatory Powers
- Identify key areas of misuse of drugs legislation which relate to close protection activities
- Misuse of Drugs Regulation 2001 – Explain the classification of drugs, the associated penalties
- Understand legislation appropriate to the role of the close protection operative including, but not limited to:
  - Breach of the Peace
  - Power to Use Force
  - Defending Self and Property
  - Power of Arrest
  - Harassment
  - Road Traffic Act

### National Occupational Standards:

SFS PCP 1 – Assess threats, vulnerabilities and risks to principals

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

SFS PCP 3 – Liaise and communicate with principals and others

SFS PCP 4 – Establish and maintain secure environments

SFS PCP 7 – Maintain the safety and security of principals whilst mobile

SFS PCP 9 – Respond to potential conflict whilst providing close protection

SFS PCP 10 -Use physical intervention to support close protection

## Session 6: Interpersonal Skills

### Aim:

- To explain and demonstrate the importance of interpersonal skills within a close protection environment

### Objectives:

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

- Explain the need for effective interpersonal skills
- Explain the range of interpersonal skills needed within the role of a close protection operative
- Demonstrate effective negotiation skills
- Explain the importance of effective communication with Principals, Clients and others involved in close protection operation
- Explain the need to be assertive
- Explain the importance of etiquette and protocol when dealing with different types of clients in a close protection environment

### National Occupational Standards:

SFS PCP 1 – Assess threats, vulnerabilities and risks to principals

SFS PCP 2 – Plan and prepare to minimise threat and risks to principals

SFS PCP 3 – Liaise and communicate with principals and others

SFS PCP 4 – Establish and maintain secure environments

SFS PCP 6 – Maintain the safety and security of principals whilst on foot

SFS PCP 7 – Maintain the safety and security of principals whilst mobile

SFS PCP 9 – Respond to potential conflict whilst providing close protection

SFS PCP 10 -Use physical intervention to support close protection

SFS 4 – Communicate effectively with others

## Session 7: Close Protection Teamwork and Briefing

### Aim:

- To explain the importance of teamwork within a close protection environment
- To conduct an operational briefing, handover and de-briefing

### Objectives:

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

- Describe the attributes of an effective team
- Explain the importance of knowing and using other team members' abilities and skills
- Explain the importance of personal and team preparation
- Explain the importance of standard operating procedures (SOPs)
- Describe the importance of effective communication within the close protection team
- Explain the structure and purpose of operational briefings and de-briefings using established models e.g. National Decision Making Model
- Conduct a team briefing

### National Occupational Standards:

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

SFS PCP 3 – Liaise and communicate with principals and others

SFS PCP 6 – Maintain the safety and security of principals whilst on foot

SFS PCP 7 – Maintain the safety and security of principals whilst mobile

SFS 4 – Communicate effectively with others

## Session 8: Conduct Reconnaissance

### Aim:

- To explain and demonstrate the purpose of and carry out reconnaissance

### Objectives:

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

- Explain the purpose of reconnaissance
- Describe issues to be considered when conducting a reconnaissance
- Describe the role of a security advance party
- Conduct a reconnaissance
- Describe the different profiles of reconnaissance e.g. covert, overt, and low profile

### National Occupational Standards:

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

## Session 9: Close Protection Foot Drills

### Aim:

- To explain and demonstrate close protection foot drills

### Objectives:

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

- Explain the role of a close protection operative on foot
- Explain and demonstrate a range of communication techniques for use whilst on foot
- Explain the roles within a close protection team whilst on foot
- Explain and demonstrate a flexible approach whilst on foot
- Explain the range of communication techniques to be used whilst on foot
- Demonstrate effective body protection of a Principal
- Demonstrate foot evacuation of protected person(s)

### National Occupational Standards:

SFS PCP 6 – Maintain the safety and security of principals whilst on foot

## Session 10: Route Selection

### Aim:

- To understand the need for and process of route selection

### Objectives:

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

- Explain the need for route selection and planning
- Explain the importance of assessing risks associated with selecting routes and the factors that must be taken into account
- List the considerations when selecting modes of transport
- Demonstrate the ability to read and interpret a range of non-electronic maps e.g. Atlas, A-Z
- Describe the range of technological tools used in route planning
- Explain the advantages and disadvantages associated with the use of technological tools in route planning
- Explain the factors to be considered when planning and timing a route
- Produce a primary and secondary route plan

### National Occupational Standards:

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

## Session 11: Close Protection Journey Management

### Aim:

- To understand the use of transport in close protection procedures and associated tactics
- To establish understanding, explain the use of transport in close protection procedures and associated tactics

### Objectives:

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

- Explain the need for transport security and precautions to be taken
- Describe the risk assessment implications with regards to the use of transport
- Explain the need for alternative transport plans
- Describe the variety of transport and driving arrangements and how this impacts on the role of the close protection operative and team; i.e. chauffeurs, self-drive, people accompanying the Principal
- Demonstrate embus/debus techniques

### National Occupational Standards:

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

SFS PCP 4 – Establish and maintain secure environments

SFS PCP 7 – Maintain the safety and security of principals whilst mobile



## Session 12: Search Procedures

### Aim:

- To explain and demonstrate search procedures within close protection operations

### Objectives:

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

- Explain the procedures for and implications of searching buildings, vehicles and people
- Explain the reason for the search
- Demonstrate basic search techniques for people, places and property
- Explain the law in relation to powers of search and control of access
- Explain and demonstrate the importance of post search security
- Describe the use of technology available to assist in a search
- Describe how to deal with unauthorised/dangerous items

### National Occupational Standards:

SFS PCP 4 – Establish and maintain secure environments

SFS PCP 7 – Maintain the safety and security of principals whilst mobile

## Session 13: Incident Management

### Aim:

- To explain and demonstrate how to deal with a range of incidents within a close protection environment

### Objectives:

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

- Demonstrate how to manage incidents that may arise during close protection operations, including, but not limited to;
  - Vehicle incidents
  - Environment conditions
  - Conflict Management (dealing with conflict within the team, with client and third parties)
  - Managing illness
  - Attack on principal
  - Loss of Property
  - Breach of Security.
- Explain a range of dilemmas that close protection operatives may encounter
- Explain the importance of effective communication within a close protection team is necessary when dealing with incidents and dilemmas
- Explain the personal responsibility of a close protection operative when dealing with incidents and dilemmas

### National Occupational Standards:

SFS PCP 3 – Liaise and communicate with principals and others

SFS PCP 6 – Maintain the safety and security of principals whilst on foot

SFS PCP 7 – Maintain the safety and security of principals whilst mobile

SFS PCP 9 – Respond to potential conflict whilst providing close protection

SFS PCP 10 -Use physical intervention to support close protection

SFS PCP 11 – Respond to medical crises

## Session 14: Venue Security

### Aim:

- To explain venue security operations
- To explain and demonstrate venue security requirements

### Objectives:

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

- Explain the range of venue-related security operations e.g. private and public
- Explain the relationship between mobile and static close protection operations within venues
- Identify common factors that may influence operational plans at venues
- Explain the use and maintenance of communication equipment and other technology that may be used in venue-based close protection
- Describe a range of common contingencies that may be employed in venue-based close protection operations e.g. alarms, safe rooms, evacuation contingencies
- Explain a range of common countermeasures that may be employed in venue-based close protection operations e.g. patrolling, access control
- Demonstrate a room search and the measures required to maintain a secure environment

### National Occupational Standards:

SFS PCP 2 – Plan and prepare to minimise threats, vulnerabilities and risks to principals

SFS PCP 3 – Liaise and communicate with principals and others

SFS PCP 4 – Establish and maintain secure environments

### **SIA Standards of Behaviour for Security Operatives**

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#### **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.

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

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## 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 have as a minimum language skills equivalent to the following:

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- A B1 Common European Framework of Reference for Languages (CEFR)
- an ESOL qualification at (Entry Level 3) 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; and
- 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 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; 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/B 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 England, Wales and Northern Ireland and Appendix B has the details for 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 licenced-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 possess 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 Questions 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 or 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 (England, Wales and Northern Ireland)

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry	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	1	1	1
	<b>Total</b>	<b>23</b>	<b>23 (min 3 days)</b>	<b>3</b>
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	CP Unit 1: Working as a Close Protection Operative	56	56	7
	CP Unit 2: Planning, Preparing and Supporting a Close Protection Operation	76	76	9
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>140</b>	<b>139.5 (min 12 days)</b>	<b>17</b>

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a Cash and Valuables in Transit Operative within the Private Security Industry	CViT: Introduction to the CViT industry	10	10	1
	CViT: Working as a CViT operative within the Private Security Industry	18	18	2
	<b>Total</b>	<b>28</b>	<b>28 (min 4 days)</b>	<b>3</b>
Level 2 Award for Working as a Door Supervisor within the Private Security Industry	DS: Working as a Door Supervisor within the Private Security Industry	12	12	1
	CU: Working within the Private Security Industry	1	1	1
	PI: Physical Intervention Skills within the Private Security Industry	12	12	2
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>33</b>	<b>32.5 (min 4 days, see Section 9 of guidance)</b>	<b>5</b>
Level 2 Award for Working as a Security Officer within the Private Security Industry	SO: Working as a Security Officer within the Private Security Industry	10	10	1
	CU: Working within the Private Security Industry	1	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>19</b>	<b>18.5 (min 3 days)</b>	<b>3</b>

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry	VI: Working as a Vehicle Immobiliser within the Private Security Industry	9	9	1
	CU: Working within the Private Security Industry	1	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>18</b>	<b>17.5 (min 3 days)</b>	<b>3</b>
Level 2 Award for Upskilling a Door Supervisor Working within the Private Security Industry	SA: Safety Awareness for Door Supervisors within the Private Security Industry	1	0.5	1
	PI: Physical Intervention Skills within the Private Security Industry	12	12	2
	<b>Total</b>	<b>13</b>	<b>12.5 (min 2 days)</b>	<b>3</b>

## Exemplar conflict management scenarios

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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 SV during the quality assurance process.**

## Exemplar close protection scenarios

### Pearson BTEC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

Scenario 1- This scenario covers the following internally assessed criteria:

#### Unit 1 – Planning, preparing and supporting a Close Protection Operation

**Learning Outcome 8 – Be able to plan and prepare to carry out a close protection operation.**

**Learning Outcome 9 – Be able to provide close protection of a principal**

8.1	Conduct a team briefing, handover and debrief
8.2	Complete a threat and risk assessment using a decision making model
8.3	Develop an operational plan
8.4	Produce primary and secondary route plans using paper based and technology based resources
8.5	Implement an operational plan
9.1	Use a flexible approach to protection while on foot
9.2	Use a range of communication techniques while on foot
9.3	Carry out body protection of a principal
9.4	Carry out extraction of a principal while on foot
9.5	Carry out embus and debus techniques
9.6	Manage an incident during a close protection operation

#### Unit 2 – Working as a Close Protection operative

**Learning Outcome 7 – Be able to establish and maintain secure environments**

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

## Scenario instructions

### Introduction

You are a close protection operative and have been assigned to move your principal by vehicle and on foot from a hotel location to the principal's office (*location details to be provided separately*) for a business meeting. Once the meeting has been completed, you are to collect the principal by vehicle to go sightseeing in the local area. The principal is booked in for lunch and is then to be taken through the city for a shopping trip before returning to the office.

### Activity 1

Before picking up your principal, you are to conduct necessary vehicle checks and reconnaissance of given locations to be visited, including a venue search (7.3) (location details to be provided separately).

Working as a team, route plans must be drawn up using local maps or via the internet, identifying primary and secondary routes (8.4) to and from the specified venues.

A full venue security plan is needed which will require you to liaise with the venue manager. A threat and risk assessment for the principal is also required (8.2) in order for you to offer appropriate levels of protection; (you will need to find out key information by talking to the principal and your tutor).

All the information needs to be collated into an operational plan (8.3) and given out as a team briefing (8.1).

A team leader will be allocated by your tutor. The team leader will lead the brief, calling on members of the team for input in their allocated duties.

### Activity 2

At the start of the assignment based upon the timings that will be given to you by your client, you must implement the operational plan (8.5). You are required to collect the principal from the hotel and take them to the office by vehicle, which needs to be searched and made secure (7.1 & 7.2)

Appropriate foot techniques must be used to ensure the safety of the principal at all times. Effective and appropriate communication and surveillance techniques (7.4, 9.1 & 9.2) must be maintained throughout this task.

After the meeting has finished, the principal will need to be picked up by vehicle and transported to various sites as planned using appropriate vehicle techniques. When arriving and leaving planned site/location visits, effective debus/embus procedures must be demonstrated (9.5).

### Activity 3

The role you are undertaking requires you be professional at all times, identifying possible risks, ensuring you and the team are deployed in such a way as to prevent or negotiate any potential mishaps/hazards.

You will have to deal with a situation that requires you to defuse a conflict situation with a member of the public (9.6 & 7.5).



Even the best planning can be turned upside down by an over enthusiastic fan or opportunist attacker; to conclude your practical skills, it is necessary for your assessor/tutor to carry out an observation of the team working together in the evacuation of the principal on foot (9.3 & 9.4). This part of the assignment could be conducted at any time/location during the day's activities.

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

**Scenario 2 – This scenario covers the following internally assessed criteria:**

### **Unit 1 – Planning, preparing and supporting a Close Protection Operation**

**Learning Outcome 8 – Be able to plan and prepare to carry out a close protection operation.**

**Learning Outcome 9 – Be able to provide close protection of a principal**

8.1	Conduct a team briefing, handover and debrief
8.2	Complete a threat and risk assessment using a decision making model
8.3	Develop an operational plan
8.4	Produce primary and secondary route plans using paper based and technology based resources
8.5	Implement an operational plan
9.1	Use a flexible approach to protection while on foot
9.2	Use a range of communication techniques while on foot
9.3	Carry out body protection of a principal
9.4	Carry out extraction of a principal while on foot
9.5	Carry out embus and debus techniques
9.6	Manage an incident during a close protection operation

### **Unit 2 – Working as a Close Protection operative**

**Learning Outcome 7 – Be able to establish and maintain secure environments**

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

## Scenario instructions

### Introduction

You are a close protection operative and have been assigned a high profile DJ who is your principal and is required to perform at a busy nightclub as a guest DJ. You are required to move your principal by vehicle and on foot from a hotel location to the nightclub (*location details to be provided separately*). Once the visit has been completed, you are to collect the principal by vehicle to go to a book signing in a busy shopping centre. The principal is booked in for the booking signing at midday until 4pm.

### Activity 1

Before picking up your principal, you are to conduct necessary vehicle checks and reconnaissance of given locations to be visited, including a venue search (7.3) (*location details to be provided separately*).

Working as a team route plans must be drawn up using local maps or via the internet, identifying primary and secondary routes (8.4) to and from the specified venues.

A full venue security plan is required which will require you to liaise with the venue manager as is a threat and risk assessment for the principal (8.2) in order for you to offer appropriate levels of protection (you will need to find out key information by talking to the principal and your tutor).

All the information needs to be collated into an operational plan (8.3) and given out as a team briefing (8.1).

A team leader will be allocated by your tutor. The team leader will lead the brief, calling on members of the team for input in their allocated duties.

### Activity 2

At the start of the assignment based upon the timings that will be given to you by your client, you must implement the operational plan (8.5). You are required to collect the principal from the hotel and take them to the nightclub by vehicle, which needs to be searched and made secure (7.1 & 7.2)

Appropriate foot techniques must be used to ensure the safety of the principal at all times. Effective and appropriate communication and surveillance techniques (7.4, 9.1, & 9.2) must be maintained throughout this task.

After the event has finished, the principal will need to be picked up by vehicle and transported to the hotel and to the shopping centre in the morning as planned using appropriate vehicle techniques. When arriving and leaving planned site/location visits, effective debus/embus procedures must be demonstrated (9.5).

### Activity 3

The role you are undertaking requires you be professional at all times, identifying possible risks, ensuring you and the team are deployed in such a way as to prevent or negotiate any potential mishaps/hazards.

You will have to deal with a situation that requires you to defuse a conflict situation with a member of the public (9.6 & 7.5).

Even the best planning can be turned upside down by an over enthusiastic fan or opportunist attacker; to conclude your practical skills, it is necessary for your assessor/tutor to carry out an observation of the team working together in the evacuation of the principal on foot (9.3 & 9.4).

This part of the assignment could be conducted at any time/location during the day's activities.

**January 2018**

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