



**Course Specification**  
**Level 2 Award in Security Guarding**  
Qualification Number: 501/1296/X

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**HABC LEVEL 2 AWARD IN SECURITY GUARDING**

**1. Aims and Objectives:**

1.1 The HABC Level 2 Award in Security Guarding has been developed to meet the requirements of the Security Industry Authority (SIA). It is based on the relevant SIA Specifications for Learning and Qualifications and provides the learner with the necessary knowledge and understanding to apply for an SIA licence and work as a security guard within the Private Security Industry.

**2. Potential for Progression:**

2.1 This qualification can enable the learner to progress onto the NVQ in Providing Security Services or undertake further learning in other areas of the Private Security Industry such as CCTV Operations or Door Supervision.

**3. Recommendation of Prior Learning:**

3.1 There are no prerequisites for learners undertaking this qualification.

**4. Key Skills:**

4.1 Learners undertaking this qualification should be able to work at or above Level 1 Communications, Problem Solving and Working with Others.

**5. Guided Learning Hours/Contact Hours:**

5.1 26 Guided Learning Hours are recommended. The SIA stipulates a **minimum** number of contact hours. Contact hours are defined as time spent with a Nominated Tutor during the assessment.

Unit	Unit Title	GLH	SIA minimum contact hours
1	Working in the Private Security Industry	10	5
2	Working as a Security Officer	8	8
3	Conflict Management for the Private Security Industry	8	7 ½

**6. Credit Value:**

6.1 The qualification has a credit value of 3.

Unit	Unit Title	Level	Credit
1	Working in the Private Security Industry	2	1
2	Working as a Security Officer	2	1
3	Conflict Management for the Private Security Industry	2	1

**7. Age Ranges/Geographical Coverage:**

7.1 The qualification is aimed at learners aged 18 or over due to age restrictions on applying for a licence.

7.2 The qualification is suitable for learners in England, Wales or Northern Ireland. Due to the legislative differences in Northern Ireland a separate multiple-choice question paper will be available.

**8. Restrictions on Candidate Entry:**

8.1 The qualification is available for those aged 18 or over due to the age requirements of an SIA licence.

**9. Special Needs:**

9.1 HABC have measures in place for delegates with special needs. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

**10. Qualification Structure:**

Unit	Title	Assessment methodology	Time allowed/No of questions
1	Working in the Private Security Industry	MCQ externally set and assessed.	40 minutes 25 questions
2	Working as a Security Officer	MCQ externally set and assessed	60 minutes 40 questions
3	Conflict Management for the Private Security Industry	MCQ externally set and assessed	40 minutes 25 questions

11. **National Occupational Standards:**

11.1 The qualification is mapped against the Security Loss and Prevention NOS.

12. **Examination Results and Certificates:**

12.1 Following the examination, a list of results will be provided stating whether candidates have passed or failed. Certificates for successful candidates will be dispatched for distribution by Centre Contacts.

13. **Sample Questions:**

13.1 Exemplar questions and scenarios are available in the Members Area of the HABC Website: <http://www.highfieldabc.com/>

14. **Nominated Tutor Requirements:**

14.1 HABC Centres wishing to deliver this qualification must adhere to the SIA requirements set out in the document 'Introduction to Learning Leading Towards Licence-Linked Qualifications'.

14.2 All Nominated Tutors delivering SIA licence-linked qualifications are required to hold the 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) or a recognised equivalent and/or higher level teaching qualification.

14.3 Further information on equivalencies of teaching qualifications can be found at the [Standards Verification UK](#) website.

15. **Sector Competence:**

15.1 Nominated Tutors 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.

15.2 Awarding Organisations may require additional information about a Nominated Tutor'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.

15.3 To ensure that Nominated Tutors have the right occupational expertise, the SIA and Awarding Organisations require Nominated Tutors to have a minimum of three years frontline operational experience in the last 10 years, relevant to the area they are training.

- 15.4 It is also a requirement that Nominated Tutors must demonstrate to Awarding Organisations that they are keeping their own knowledge (and skills where appropriate) up to date and relevant to industry. This is best demonstrated by evidence of professional development and/or ongoing workplace experience.

16. **Guidance on Delivery:**

- 16.1 The SIA, in consultation with Skills for Security, specifies the following:

Communication in English is an integral requirement of the SIA competencies. This is made explicit in particular competence statements and in relation to the title of the Part, or Session, which deals with "Communication and Conflict Management". Candidates also need to demonstrate their competence in English in an applied context in relation to other areas of the specifications and competence needs to be considered holistically, with the aim that the candidate should be able to demonstrate these same competencies effectively in the workplace. To not be able to do so could have health and safety implications for the individual, and for others, in the workplace.

For the above reasons, it would not be appropriate for candidates for whom English is their second language to be provided with a scribe or reader to assist them in their assessment. To do so would also provide an unfair advantage to such candidates.

Centres should be advised to carry out an initial assessment of candidates to identify their particular needs at the earliest stage. In the case of candidates for whom English language communication skills are a weakness (and other particular needs considerations do not apply) it would be appropriate to direct them to undertake additional learning to develop these skills.

- 16.2 The SIA have stipulated contact hours and GLH. This **must** be adhered to.

17. **Useful Websites:**

- 17.1 Information Commissioners office  
[http://www.ico.gov.uk/upload/documents/library/data\\_protection/detailed\\_speci alist\\_guides/ico\\_cctvfinal\\_2301.pdf](http://www.ico.gov.uk/upload/documents/library/data_protection/detailed_speci alist_guides/ico_cctvfinal_2301.pdf)
- 17.2 SIA <http://www.sia.homeoffice.gov.uk/Pages/home.aspx>
- 17.3 Skills for Security <http://www.skillsforsecurity.org.uk/index.php>
- 17.4 Home Office <http://www.homeoffice.gov.uk/>

17.5 British Security Industry Authority <http://www.bsia.co.uk/>

18. **Suggested Reading:**

18.1 J. Dyson & A. Walker (2010) *Security Officers Course Book (England and Wales)*  
Highfield.co.uk Ltd

19. **Unit 1: Working in the Private Security Industry**

Unit No: M/600/5174  
 Level: 2  
 Credit: 1  
 GLH: 10

**About this unit:**

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 those areas of content that are common across different sub-sectors at Level 2: door supervision; security guarding; CCTV operations; vehicle immobilisation; and cash and valuables in transit.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Know the purpose and main features of the private security industry</b>	1.1 Define the main purposes of the private security industry  1.2 Identify different sectors and career opportunities within the private security industry  1.3 State the main aims of the Private Security Industry Act  1.4 Identify the main functions of the Security Industry Authority and other key bodies within the private security industry  1.5 Describe the main qualities required by security industry operatives
<b>2. Understand the legislation that is relevant to people working in the private security industry</b>	2.1 Identify the differences between civil and criminal law  2.2 Identify aspects of human rights legislation that are relevant to the private security industry  2.3 State the data protection principles outlined in data protection legislation  2.4 Describe types of discrimination that can occur in the workplace  2.5 Identify how equal opportunities legislation applies in the workplace
<b>3. Understand relevant aspects of health and safety in the workplace</b>	3.1 Outline the importance of health and safety in the workplace

	<p>3.2 Identify the main responsibilities of employees, employers and the self employed under health and safety legislation</p> <p>3.3 Identify ways of minimising risk to personal safety and security</p> <p>3.4 Identify typical hazards in the workplace</p> <p>3.5 Describe safe methods of manual handling</p> <p>3.6 Identify commonly used safety signs</p> <p>3.7 Describe appropriate reporting procedures for accidents and injuries</p>
<p><b>4. Know how to apply the principles of fire safety</b></p>	<p>4.1 Identify the three components that must be present for fire to exist</p> <p>4.2 Describe how fire can be prevented</p> <p>4.3 Identify fires by their classification</p> <p>4.4 Identify the types and uses of fire extinguishers and fire fighting equipment</p> <p>4.5 State appropriate responses on discovering a fire</p> <p>4.6 Explain the importance of understanding fire evacuation procedures</p>
<p><b>5. Know how to deal with non-fire-related workplace emergencies</b></p>	<p>5.1 Define the term 'emergency' when used in the workplace</p> <p>5.2 Identify types of workplace emergencies</p> <p>5.3 Identify appropriate responses to workplace emergencies</p> <p>5.4 Outline the procedures for dealing with bomb threat warning calls</p> <p>5.5 Identify appropriate responses to situations requiring first aid</p>
<p><b>6. Understand the principles of effective communication and customer care in the private security industry</b></p>	<p>6.1 Describe the elements of the communication process</p> <p>6.2 Identify methods of verbal and non-verbal communication</p>

6.3 Identify common barriers to communication

6.4 State the importance of effective communication in the workplace

6.5 Identify different types of customers and how their needs can vary

6.6 Describe the principles of customer care

### Unit Content:

#### LO1: Know the purpose and main features of the private security industry

- The main purposes of the private security industry e.g.
  - Crime prevention and detection
  - Protection of people and property
  - Part of the extended police family/support to other agencies
  
- The different sectors and career opportunities within the private security industry
  - Licensed Sectors e.g.
    - Security Guarding
    - CCTV (PSS)
    - Door Supervision
    - Cash and Valuables in Transit
    - Close Protection
    - Vehicle Immobilisation
  - Other sectors e.g.
    - Event Security
    - Professional Investigators
    - Dog Handling
    - Key Holding
  - Career opportunities e.g.
    - Supervisory role
    - Management position
    - Consultancy
  
- The main aims of the Private Security Industry Act e.g.
  - The introduction of the SIA
  - To regulate the private security industry effectively
  - To raise standards and recognise quality service
  
- The main functions of the Security Industry Authority and other key bodies within the private security industry e.g.
  - The SIA
    - To regulate the private security industry effectively through licensing
    - Develop training standards for licence linked qualifications
    - To raise standards e.g. through the Approved Contractor Scheme

- SSC/Bs
  - Develop and maintain National Occupational Standards
- Other bodies e.g.
  - British Security Industry Association
- The main qualities required by security industry operatives e.g.
  - Compliance with SIA Code of Conduct
  - Integrity
  - Communication skills
  - Team working skills
  - Reliability

**LO2: Understand the legislation that is relevant to people working in the private security industry.**

- The differences between civil and criminal law
  - Criminal law e.g.
    - To deter and punish
    - Prosecutions brought by the Crown
    - Fine or imprisonment
    - Proven beyond reasonable doubt
    - Examples:
      - Theft
      - Assault
      - Robbery
  - Civil law e.g.
    - To right a wrong
    - Prosecution brought by individuals or organisations
    - Compensation
    - Proven on balance of probabilities
    - Examples:
      - Trespass
      - Negligence
      - Breach of contract
- Aspects of human rights legislation that are relevant to the private security industry
  - Human Rights Act 1998
  - Connection to the European Convention on Human Rights
    - Relevant articles
      - 2 – Right to Life
      - 6 – Right to a Fair Trial
      - 8 – Right to Privacy
      - 10 – Freedom of Expression
      - 11 – Freedom of Assembly
      - 14 – Prohibition of discrimination

- Data protection principles outlined in data protection legislation
  - The eight principles of the Data Protection Act 1998
- Types of discrimination that can occur in the workplace e.g.
  - Race
  - Age
  - Religion
  - Sex
- How equal opportunities legislation applies in the workplace e.g.
  - Relevant legislation e.g.
    - Sex Discrimination legislation
    - Race Relations legislation
    - Disability Discrimination legislation

### **LO3: Understand relevant aspects of health and safety in the workplace**

- The importance of health and safety in the workplace
  - Duty of care
  - Legal compliance
  - Financial e.g. non compliance
  - Protection of employees
  - Protection of the company
- The main responsibilities of employees, employers and the self employed under health and safety legislation
  - Employee e.g.
    - Responsibility for own actions
    - Adhere to legislation and relevant company policies
  - Employer e.g.
    - Provide safe systems of work
    - Provide safety equipment
    - Info, instruct, training and supervision provided where necessary
    - Consultation with employees
  - Self-employed e.g.
    - Ensure own work activities do not put self and others at risk
    - Responsibility for own actions
    - Adhere to legislation and relevant company policies on site
- Ways of minimising risk to personal safety and security e.g.
  - Understanding risk assessment process
  - Following policies
  - Awareness of potential hazards
  - Use appropriate PPE

- Typical hazards in the workplace e.g.
  - Slips, trips and falls
  - Manual handling
  - Fire
  - Electricity
  - Hazardous substances
  - Lone working
  
- Safe methods of manual handling
  - Avoid unnecessary manual handling tasks
  - Assessing remaining tasks take in to account
    - Load
    - Individual capability
    - Task
    - Environment
  
- Commonly used safety signs
  - Types e.g.
    - Mandatory e.g.
      - Hearing protection zones
    - Prohibition e.g.
      - No smoking
    - Warning e.g.
      - Slippery floor
    - Safe conditions e.g.
      - First aid point
  
- Appropriate reporting procedures for accidents and injuries
  - Accident book completed promptly
  - Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) e.g.
    - What must be reported
    - How to report
    - Who to report to

#### **LO4: Know how to apply the principles of fire safety**

- The three components that must be present for fire to exist
  - The fire triangle
    - Heat
    - Fuel
    - Oxygen
  
- How fire can be prevented
  - Physical structure of the building e.g. fire doors
  - Waste management/good housekeeping
  - Monitoring ignition sources

- Classification of fires
  - A – Carbonaceous e.g. paper
  - B – Flammable liquids e.g. petrol
  - C – Flammable gases e.g. methane
  - D – Metals e.g. magnesium
  - F – Cooking oils and fats
  - Electrical
  
- Types and uses of fire extinguishers and fire fighting equipment
  - Types of extinguishers e.g.
    - Water - A
    - Foam - A and B
    - CO<sup>2</sup> - B
    - Dry Powder – A, B and C
    - Wet chemical - F
  - Other equipment e.g.
    - Blankets
    - Sprinkler systems
  
- Appropriate responses on discovering a fire
  - Raise the alarm
  - Call emergency services
  - Evacuate the premises
  
- The importance of understanding fire evacuation procedures
  - Speed of evacuation
  - Assist the emergency services
  - Keep self and others safe
  - Confirm evacuation

#### **LO5: Know how to deal with non-fire-related workplace emergencies**

- What is an 'emergency' in the workplace e.g.
  - An unexpected occurrence
  - A threat to people and property
  - Requires immediate action
  
- Types of workplace emergencies e.g.
  - System failure
  - Serious illness
  - Adverse weather conditions
  - Bomb threat
  
- Appropriate responses to workplace emergencies e.g.
  - Adhere to company policies and procedures
  - Keep calm
  - Prioritisation of incidents
  - Ensure safety to self and others

- Procedures for dealing with bomb threat warning calls e.g.
  - Correction information to take down
  - Who to inform
  - Reporting of incident?
- Appropriate responses to situations requiring first aid
  - Call appointed person
  - Call the emergency services

**LO6: Understand the principles of effective communication and customer care in the private security industry**

- Elements of the communication process e.g.
  - Sender/Receiver model
    - Sender, Encode, Message, Decode, Receiver
    - Removing blocks to communication
- Methods of verbal and non-verbal communication
  - Verbal
    - Speaking
    - Tone
    - Listening
  - Non-verbal
    - Gestures
    - Body language and stance
    - Image
    - Facial expressions
    - Written communication
- Common barriers to communication
  - Physical e.g.
    - Distance
    - Noise
    - Physical barriers
  - Emotional
    - Nervousness
    - Frustration
    - Anger
    - Aggression
  - Other
    - Language barriers
    - Drugs/alcohol
    - Mental illness
- The importance of effective communication in the workplace e.g.
  - Leaving a good impression
  - Getting the job done
  - Reducing conflict

- Different types of customers and how their needs can vary
  - Internal customers
  - External customers
  - Diverse customer needs
  - Different values
  
- The principles of customer care
  - Being professional
  - Being approachable
  - Showing concern
  - Leaving customers satisfied

20. **Unit 2: Working as a Security Officer**

Unit No: L/600/6705  
 Level: 2  
 Credit: 1  
 GLH: 8

**About this unit:**

This unit is intended for people who want to work in the private security industry and who require a Security Industry Authority (SIA) licence to practise. It covers the knowledge and understanding for areas that are relevant to the role of a security officer.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand the role of a security officer within the private security industry.</b>	1.1. Identify the main responsibilities of a security officer. 1.2. Identify the purposes of assignment instructions. 1.3. List items of equipment needed when on duty. 1.4. Explain the term 'confidentiality' within the context of a security officer's responsibilities. 1.5. Identify the purposes of control rooms.
<b>2. Understand the importance of, and reasons for, patrolling.</b>	2.1. Identify the types and purposes of different patrols. 2.2. Identify actions that should be taken before starting a patrol. 2.3. Describe patrolling procedures and techniques. 2.4. State the equipment required for patrolling. 2.5. Explain the importance of vigilance and using local and site knowledge when patrolling.
<b>3. Understand how to control access to and egress from a site.</b>	3.1. Identify the purposes of access and egress control. 3.2. Identify duties of a security officer when using different methods of access and egress control. 3.3. State the powers and identification requirements of statutory agencies.

<p><b>4. Understand basic search procedures.</b></p>	<p>4.1. List the conditions that have to be in place before searching can be carried out.                  4.2. Identify the different types of search.                  4.3. State the correct procedures for carrying out personal and vehicle searches.                  4.4. State actions to be taken in the event of a refusal to be searched.                  4.5. State the information to be recorded in search documentation.                  4.6. State the action to be taken when property is found during a search.</p>
<p><b>5. Understand the purpose and function of different types of technology, security and monitoring systems in the security environment.</b></p>	<p>5.1. Identify the types and main purposes of security and monitoring technology.                  5.2. Identify the main features of security, monitoring and emergency systems.                  5.3. Identify alarm system operator controls and indicators.                  5.4. List actions to be taken in response to alarm activations.                  5.5. State the meaning of the term 'false alarm'.</p>
<p><b>6. Understand the law and its relevance to the role of a security officer.</b></p>	<p>6.1. Identify relevant legislation.                  6.2. State the correct procedure to be used when dealing with a trespasser.                  6.3. Identify arrest procedures.                  6.4. Identify what is meant by the reasonable use of force.                  6.5. List the different types of evidence.                  6.6. State the actions to be taken when preserving evidence.                  6.7. Identify reporting procedures following a crime.</p>
<p><b>7. Understand the importance and purpose of reporting and record keeping.</b></p>	<p>7.1. List the different types of records relevant to the role of a security officer.                  7.2. Identify the do's and don'ts of report writing.</p>

- 7.3. State the importance of an incident report.
- 7.4. Identify the information to be recorded in an incident report.
- 7.5. Identify the do's and don'ts of keeping a notebook.
- 7.6. Identify the content and importance of a hand-over.
- 7.7. Use the NATO phonetic alphabet.

## Unit Content

### **LO1: Understand the role of a security officer within the private security industry.**

- The main responsibilities of a security officer may include:
  - Checking people and vehicles at points of access and egress.
  - Carrying out patrols.
  - Preventing unauthorised access.
  - Preventing damage or theft of property.
  - Responding to and record incidents.
  - Dealing effectively with internal and external customers.
- The purpose of assignment instructions is to:
  - Provide guidelines on what needs to be done and how it should be done specific to the site.
  - Provide emergency contact numbers.
  - Help officers to act within the law, company policies and client instructions.
- Items of equipment needed when on duty. For example:
  - Radios, mobile phones or pagers.
  - Torches.
  - Keys / electronic key fobs / swipe cards.
  - Personal Protective Equipment.
  - Notebooks and pens.
- Confidentiality within the context of a Security Officer's responsibilities.
  - Ensuring that information is accessible only to those authorised to have it access to it. This information could include:-
    - Patrol procedures.
    - Access codes.
    - Personal contact numbers and records.
- The purpose of a control room is to:
  - Manage all security operations.
  - Provide assistance, guidance and emergency support as and when necessary.

**LO2: Understand the importance of, and reasons for, patrolling.**

- The types and purposes of different patrols e.g.
  - Initial
    - Carried out at the beginning of the shift to identify any problems or incidents that require dealing with as soon as the officer comes on duty.
  - Routine
    - Determined by the site Assignment Instructions. Are made either infrequently or set times.
  - Final
    - This is the last patrol of the shift before the Security Officer goes off duty or hands over to the next shift. The final patrol is carried out to ensure that all is as it should be on the site.
  
- Actions that should be taken before starting a patrol, e.g.
  - Check the Assignment Instructions for requirements and frequency of patrols.
  - Know what equipment to take and check that it is working and suitable.
  - Know the geography of the site.
  - Know who to inform that the patrol has started / ended.
  
- Describe patrolling procedures and techniques, for example:
  - Follow the site assignment instructions.
  - Maintain communication with colleagues to confirm your location and that all is well.
  - Vary routes and times when possible to prevent criminals learning the routine of patrol.
  - Use mechanical or electronic clocking devices to record the patrol when available.
  
- The equipment required for patrolling. Examples include:
  - Personal Protective Equipment.
  - Notebook.
  - Torch.
  - Radio or mobile telephone.
  
- The importance of vigilance and using local and site knowledge when patrolling:
  - Identify breaches of site security.
  - Identification of suspicious people, vehicles and packages.
  - Identify actual or potential hazards.
  - Identify crimes that have been committed, or are in the process of being committed.

**LO3: Understand how to control access to and egress from a site.**

- The purpose of access and egress control is to:
  - Control who is on site at any given time.
  - Reduce crime.

- Protect staff and visitors.
- Deal with evacuations and other emergencies.
- The duties of a Security Officer when using different methods of access and egress control, e.g.
  - Manning gates or checkpoints
  - Checking/issuing passes
  - Maintaining visitor logs
  - Challenging people already on site.
  - Refusing entry and removing unauthorised persons from site.
- The powers and identification requirements of statutory agencies e.g.
  - Statutory agencies are organisations that are allowed by law to enter your site once they have shown identification. The most common statutory agencies that a security officer may encounter are:-
    - Police officers.
    - HM Revenue & Customs.
    - Fire officers / inspectors.
    - Health and Safety Executive warranted inspectors.
    - Environmental health practitioners.

#### **LO4: Understand basic search procedures.**

- The conditions that have to be in place before searching can be carried out are:
  - Obtaining permission from the person you wish to search.
  - Following the Assignment Instructions.
- The different types of search are:
  - General – everyone is searched.
  - Random – every fifth person or everyone wearing red etc.
  - Specific – selected individual.
- The correct procedures for carrying out personal and vehicle searches:
  - Personal searches:
    - Get permission.
    - Be professional.
    - Be non-discriminatory
    - Move the individual to a designated search area, if possible.
    - Only search the same sex as yourself.
  - Vehicle searches:
    - Get permission.
    - Move the vehicle to a safe area and ensure vehicle is parked properly prior to search.
    - Ensure lighting is sufficient and you have all necessary equipment.
    - Observe the driver.
- Actions to be taken in the event of a refusal to be searched:

- Accurate details of anyone refusing to be searched should be recorded and reported to the site management in line with the guidance given in the Assignment Instructions.
- The information to be recorded in search documentation, e.g.
  - Day of the week, date, time, location of search.
  - Details of person, driver and/or vehicle searched.
  - Details of officer and any witness.
  - Reason for search.
  - Any items found.
  - Any action taken.
  - Signature(s).
- The action to be taken when property is found during a search e.g.
  - Report to your control room and / senior management for advice.
  - Seizure of item and report to senior management.
  - Seizure and arrest.

**LO5: Understand the purpose and function of different types of technology, security and monitoring systems in the security environment.**

- The types and main purposes of security and monitoring technology
  - Types, e.g.
    - Access control systems – signs, locks, barriers etc.
      - Intruder alarms – detect either movement, light, heat or vibration.
    - Electronic Article Surveillance (EAS) – tags.
    - CCTV systems – to monitor and record site activities.
    - Fire alarms – detect heat and/or smoke.
    - Building maintenance systems – alerts staff to faults with equipment e.g. freezer defrosting.
- The main features of security, monitoring and emergency systems, e.g.
  - Security
    - Intruder alarm.
    - EAS.
    - Access control system.
  - Monitoring
    - CCTV
    - Building maintenance system
  - Emergency
    - Fire alarm.
    - Smoke and heat detectors.
- Alarm system operator controls and indicators, e.g.
  - Control panels:
    - Fire alarm.

- Intruder alarm.
- Indicators
  - Audible alarm.
  - Flashing lights
- Actions to be taken in response to alarm activations, e.g.
  - Identify the type and location of alarm activation.
  - Follow Assignment Instructions.
- The meaning of the term 'false alarm'
  - A false report of an emergency, causing unnecessary panic and/or bringing resources (such as the security and/ or emergency services) to a place where they are not needed.

**LO6: Understand the law and its relevance to the role of a security officer.**

- Relevant legislation to a security officer, e.g.
  - The Private Security Industry Act 2001
  - The Human Rights Act 1988.
  - The Data Protection Act 1998.
  - Equal Opportunities legislation.
  - The Health and Safety at Work Act 1974.
  - Serious Organised Crime and Police Act 2005.
- The correct procedure to be used when dealing with a trespasser:
  - Request them to leave.
  - Explain the reasons for the request.
  - Appeal for them to leave.
  - Confirm that they still refuse to leave peacefully.
  - Take action (eject).
- Arrest procedures:
  - Tell the individual who you are (member of the security team).
  - Inform the individual that they are under arrest, the reason why, and that the police have been called.
  - Observe the individual to ensure their welfare and to ensure they do not dispose of evidence.
  - Record the incident as soon possible.
  - Make a formal police statement, if requested.
- What is meant by 'the reasonable use of force'?
  - Criminal Law Act 1967 S3 states that everyone has the authority to use – 'such force as is reasonable in the circumstances in the prevention of crime or in effecting (or assisting in) the lawful arrest of offenders, suspected offenders or persons unlawfully at large.'

- The different types of evidence:
  - Direct.
  - Circumstantial.
  - Hearsay.
  - Oral.
  - Documentary.
  - Real.
  - Forensic.
  
- The actions to be taken when preserving evidence are:
  - Take control.
  - Call for support.
  - Inform relevant emergency services.
  - Cordon off the area.
  - Restrict access to the scene.
  - Show the police any potential evidence.
  - Record what they have done.
  
- Reporting procedures following a crime:
  - Follow the guidance in the assignment instructions.
  - Complete a notebook with as much information as possible at the time.
  - Complete a formal incident report as soon as possible after the incident.
  - Complete a police statement, if requested.

**LO7: Understand the importance and purpose of reporting and record keeping.**

- The different types of records relevant to the role of a security officer:
  - Incident reports.
  - Personal notebooks.
  - Search registers.
  - Visitor's registers.
  - Duty sheets.
  - Accident book.
  
- The do's and don'ts of report writing:
  - Do write reports that are accurate, brief and clear.
  - Cross mistakes out with a single line and initial.
  - Don't erase words, tear out pages, leave blank spaces, overwrite or write in-between lines.
  
- The importance of an incident report:
  - Potential use as evidence in court.
  - Justifies the actions of the security officer.
  - Accurate record of what happened.
  
- The information to be recorded in an incident report:
  - Day of the week, date and time of the incident.

- How you were alerted to the incident.
  - What you saw.
  - Information about incident
  - Those involved
  - What you were told.
  - What happened.
  - What action you took.
  - What the result was.
  - Details of any witnesses.
  - Any descriptions of people or property.
- The do's and don'ts of keeping a notebook:
    - Do:
      - Be accurate.
      - Be brief.
      - Be clear.
      - Write statements written in direct speech.
    - Don't:
      - Use erasers.
      - Tear pages out.
      - Leave blank pages.
      - Overwrite.
      - Write between the lines.
- The content and importance of a hand-over:
    - People still on site.
    - Secure and insecure areas.
    - Areas of vulnerability.
    - Incidents during last shift.
    - Details of ongoing incidents.
    - Missing or outstanding equipment.
    - Any hazards or dangers on site.
    - Expected visitors/deliveries.
    - Messages to action/pass on.
    - Any particular duties/tasks for the next shift.
    - Handover of necessary equipment/keys.
- The NATO phonetic alphabet:
    - Used for clear communications

21. **Unit 3: Conflict Management for the Private Security Industry**

Unit No: K/600/6310  
 Level: 2  
 Credit: 1  
 GLH: 8

**About this unit:**

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the knowledge and understanding for areas that are relevant to front line roles.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand the principles of conflict management appropriate to their role</b>	1.1 State the importance of positive and constructive communication to avoid conflict 1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence 1.3 Identify factors that can trigger an angry response in others 1.4 Identify factors that can inhibit an angry response in others 1.5 Identify how managing customer expectations can reduce the risk of conflict 1.6 Identify human responses to emotional and threatening situations
<b>2. Understand how to recognise, assess and reduce risk in conflict situations</b>	2.1 Identify the stages of escalation in conflict situations 2.2 Explain how to apply dynamic risk assessment to a conflict situation
<b>3. Understand how to communicate effectively in emotive situations and de-escalate conflict</b>	3.1 State how to use non-verbal communication in emotive situations 3.2 Identify how to overcome communication barriers 3.3 Identify the differences between assertiveness and aggression 3.4 Identify ways of defusing emotive conflict situations

	<p>3.5 Identify appropriate approaches to take when confronting unacceptable behaviour</p> <p>3.6 Identify how to work with colleagues to de-escalate conflict situations</p> <p>3.7 State the importance of positioning and exit routes</p>
<p><b>4. Understand how to develop and use problem solving strategies for resolving conflict</b></p>	<p>4.1 State the importance of viewing the situation from the customer’s perspective</p> <p>4.2 Identify strategies for solving problems</p> <p>4.3 Identify win-win approaches to conflict situations</p>
<p><b>5. Understand good practice to follow after conflict situations</b></p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from conflict situations</p> <p>5.3 Identify the importance of sharing good practice</p> <p>5.4 State the importance of contributing to solutions to reoccurring problems</p>

**Unit Content**

**LO1: Understand the principles of conflict management appropriate to their role**

- The importance of positive and constructive communication to avoid conflict
  - Be proactive in giving information to customers.
  - Listen to the individual, before you respond.
  - Maintain a calm tone and non aggressive body language.
  
- The importance of employer policies, guidance and procedures relating to workplace violence:
  - Legislation – Health and Safety at Work Etc Act 1974.
  - Reduce risk of litigation/employer/employee.
  - Protect company reputation.
  - Provide clear role and responsibility.
  
- Factors that can trigger an angry response in others:
  - Factors, for example:
    - Being drunk or on drugs
    - Emotions – anger, pain, upset etc.

- Possible triggers, for example:
  - Showing disrespect.
  - Threatening/aggressive behaviour.
  - Insulting behaviour.
- Factors that can inhibit an angry response in others:
  - Self control.
  - Calmness.
  - Fear of prosecution.
  - Fear of retaliation.
- How managing customer expectations can reduce the risk of conflict:
  - Clear communication.
  - Managing unrealistic expectations.
  - Explaining procedures.
  - Proactive service delivery.
- Human responses to emotional and threatening situations:
  - Fight or flight.
  - Fear.
  - Shock.

**LO2: Understand how to recognise, assess and reduce risk in conflict situations.**

- The stages of escalation in conflict situations:
  - Frustration
  - Anger
  - Aggression
  - Violence
- How to apply dynamic risk assessment to a conflict situation:
  - Think 'safety first'.
  - Assess the situation.
  - Consider your options.
  - Take action.

**LO3: Understand how to communicate effectively in emotive situations and de-escalate conflict**

- How to use non-verbal communication in emotive situations, for example:
  - Awareness of personal space.
  - Non aggressive body language.
  - Open hand gestures.
- How to overcome communication barriers, for example:
  - Move to a quieter area.

- Speak slowly and calmly.
- Non aggressive body language.
- Be patient.
  
- The difference between assertiveness and aggression, for example:
  - Assertive
    - Firm but fair.
    - Calm.
    - Polite.
  - Aggressive
    - Threatening.
    - Rude.
    - Unsympathetic.
  
- Ways of defusing emotive conflict situations, for example:
  - Positive communication.
  - Empathy.
  
- Appropriate approaches to take when confronting unacceptable behaviour, for example:
  - Assertive.
  - Positive communication.
  - Non aggressive body language.
  - Empathy.
  
- How to work with colleagues to de-escalate conflict situations, for example:
  - Dynamic risk assessment.
  - Positioning.
  - Switching.
  
- The importance of positioning and exit routes, for example:
  - Non-aggressive stance.
  - Maintaining personal space.
  - Ensure an escape route is available for self and aggressor.

**LO4: Understand how to develop and use problem solving strategies for resolving conflict.**

- The importance of viewing the situation from the customer's perspective e.g.
  - Helps to defuse conflict situations.
  - Enables the use of empathy.
  - Builds a rapport.
  
- Strategies for solving problems, for example:
  - Empathy.
  - Rapport.
  - Manage the customer expectations.

- Win-win approaches to conflict situations, for example:
  - Both sides satisfied with outcome
    - Satisfaction of self
    - Customer treated fairly

**LO5: Understand good practice to follow after conflict situations**

- The importance of accessing help and support following an incident:
  - Emotional support
  - Reduces the possibility of post traumatic stress disorder.
- Importance of reflecting on and learning from conflict situations, for example:
  - Making improvements.
  - Sharing good practice.
  - Identifying poor practice.
- The importance of sharing good practice:
  - Sharing expertise.
  - Improved procedures.
  - Improved safety.
- The importance of contributing to solutions to re-occurring problems, for example:
  - Improved customer service.
  - Improved morale and safety.

## 22. Application of Communication Skills and Conflict Management for Security Guarding

### Overall Aim:

- To develop the knowledge and skills of learners in conflict management, and to facilitate understanding and confidence through their practical application in scenarios.
- This Conflict Management Specification 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. These can be defined in the generic core of learning objectives set out below.

### Use of Practical Scenarios to Aid Learning:

- The training should be further tailored to respond to the specific workplace context of the learning group through the inclusion of highly relevant scenarios. For example, training being delivered to a group of retail security officers will incorporate scenarios such as confronting a shoplifter and calming other persons.
- The scenarios will enhance skills and confidence in the areas covered by giving learners the opportunity to apply knowledge and skills. Awarding Organisations will therefore include relevant practical scenario situations in their training syllabuses and assessment processes.
- The scenarios will be facilitated by the Nominated Tutor within the actual work environment, or at as similar an environment as possible at or near the training venue. The purpose of such scenarios is to actively engage the learners in problem solving common problems and to respect and draw upon their own experiences and ideas. Through effective use of scenarios, learners will be able to relate the training directly to their work.
- It is important that Nominated Tutors ensure the physical and emotional safety of those participating in and/or affected by scenario-based training. Scenarios need to be supervised at all times, with clear briefings to prevent physical confrontation and other risks.
- Consultation has identified common conflict situations. Therefore the training must include at least one practical scenario from each of the four following headings which is appropriate to the role of the learners:

**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.

- To ensure each scenario has a clear focus, it should be carefully selected and aligned to the relevant session learning objectives. Scenarios should include issues relating to employment equality, disability and discrimination.
- We recognise that conflict situations may arise in the security industry from interaction with a number of different people, including customers, clients, colleagues, etc. For the purposes of convenience these are described as 'other persons'.