

Qualification Specification

QNUK Level 3 Certificate for Close Protection Operatives in the Private Security Industry 610/0725/0

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	SJD Director
Date last updated	01/03/2022
Next review	01/03/2027
Status	Approved
Version	1
Document control number	QS L3SIACP2022

4. Qualification Objective

This qualification is intended for learners who work or want to work as Close Protection Operators in the Private Security Industry and require an SIA Licence to Practice.

5. Sector Support and Industry Recognition

This qualification was originally developed by the Security Industry Authority (SIA) in collaboration with: BIIAB, City & Guilds, HABC, IQ, Laser, NOCN and Pearson.

6. Geographical Coverage of this Qualification

This qualification is registered in England and may be delivered in other countries, check national policy for validity prior to commencement.

7. Benefit for Learners

This qualification is an SIA Licence linked qualification, which provides learners with the necessary underpinning knowledge and skills to achieve a recognised qualification that supports a licence to practice in the Private Security Industry.

8. Progression

Learners could progress to employment as a Close Protection Operative or to higher qualifications in the Security sector.

9. Recognition of Prior Learning

QNUK would welcome requests for recognition of prior learning (RPL) where a learner is able to provide sufficient, reliable and valid evidence. Such as units from SIA Licence linked qualifications achieved after 01/04/2021:

- Application of Conflict Management in the Private Security Industry
- Application of Physical Intervention Skills in the Private Security Industry
- Principles of Terror Threat Awareness in the Private Security Industry

Learners who have completed a Level 2 Door Supervision qualification after 01/04/2021 are also exempt from attending the classroom contact hours for the following unit but must still sit the MCQ examination session for this unit:

- Principles of working as a Door Supervisor for Close Protection Operatives in the private security industry

10. Qualification Information

Qualification Number (QN)	610/0725/0
Learning Aim	61007250
Total Qualification Time (TQT)	235
Guided Learning Hours (GLH)	194
Credit value	24
Level	3
Validity	This qualification is valid as a Licence to Practice qualification at the time of publishing. Please check the SIA website for any updates or additional requirements prior to applying for a licence.
Assessment	Learner workbook consisting of written questions; internally set practical tasks; Multiple choice questions; observations
Achieving the qualification	Learners must achieve the seven mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	Credit	TUT	GLH
Mandatory units					
M/650/2064	Principles of Working as a Close Protection Operative in the Private Security Industry	3	8	75	68
R/650/2065	Working as a Close Protection Operative in the Private Security Industry	3	9	94	70
T/650/2066	Application of Conflict Management in the Private Security Industry	2	1	13	11
Y/650/2067	Principles of Terror Threat Awareness in the Private Security Industry	2	1	3	2
A/650/2068	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	2	1	13	10
D/650/2069	Application of Physical Intervention Skills in the Private Security Industry	2	2	17	13
J/650/2070	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	2	2	20	20

The learning outcomes for this qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

12. Minimum Contact Time (MCT)

The SIA mandates a minimum contact time for each unit if distance learning is used. If distance learning is not used the whole GLH must be met via direct contact with the learner. This time does not include:

- breaks in the delivery of the course
- assessing English language skills
- course registration
- ID checking

Centres are required to retain robust daily registers that include the start/finish times, late arrivals/early leavers and details of any breaks. The registers must clearly identify how the contact time has been met for each learner.

Distance learning is only available for the following unit:

Principles of Terror Threat Awareness in the Private Security Industry

Which will reduce the MCT for this unit to 20 minutes if learners have completed both:

- ACT Awareness
- ACT Security

Learners must be in possession of both certificates completed no longer than 12 months from the start of the course

ACT (Action Counters Terrorism) Awareness e-learning:

<https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

13. Learner Entry Requirements

This qualification is aimed at learners 18 years and over who are able to undertake the responsibilities of a Close Protection Operative.

Due to the nature of the role of a Close Protection Operative, in the course of their work it is likely they will be required to make calls to the emergency services or need to communicate to resolve conflict. It is therefore essential that Close Protection Operatives are able to communicate effectively.

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

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

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5
- Essential Skills Wales Communication Level 1.

It is an SIA requirement that all learners are able to provide evidence that they are operating at Level 1 English (reading, writing, speaking, listening and communicating) as a pre-requisite for attending the course, this evidence can be from a formal (regulated) qualification in English or an initial assessment; Qualifications Network provides a Level 1 English Assessment Tool to support this evidential requirement for learners who do not hold a formal qualification.

For clarity, learners who do not provide or have been assessed to provide evidence of this pre-requisite may not continue to attend this course/qualification.

It should be advised that when applying for an SIA Licence part of the process includes a criminality check (DBS). It is recommended that learners with concerns should use the Criminal Record Indicator available on the SIA website prior to enrolling for this qualification to ascertain if they are likely to achieve licenced status. <https://www.sia.homeoffice.gov.uk>

13.1. First Aid Requirement for SIA Licence

The SIA requires learners to hold a valid First Aid qualification when they apply for their SIA Close Protection Licence. Achievement of this is a pre-requisite requirement for attending the Close Protection course, which must be provided as supporting evidence by centres when submitting the course for moderation to Qualifications Network.

Recognised First Aid qualifications include:

- QNUK Level 3 Award in First Aid at Work (RQF)
- QNUK Level 3 Award for First Responders (RQF)
- QNUK Level 3 Award for the First Person on Scene (International) (RQF)
- QNUK Level 3 Award in First Aid Trauma and Casualty Care - Emergency (FTACC-E) (RQF)
- QNUK Level 3 Award in First Aid Trauma and Casualty Care (FTACC) (RQF)
- QNUK Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF)
- QNUK Level 3 Award in Rescue Trauma and Casualty Care (RTACC) (RQF)

Learners should include a copy of their valid First Aid certificate within their portfolio.

14. Delivery

This qualification is delivered in a face-to-face setting over a minimum eighteen-day period. Learners should complete the qualification within 20 weeks.

14.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

Learners should have sufficient space to demonstrate the require practical scenarios (minimum of 2m² per learner for the physical intervention unit). The assessment room for MCQ examinations must meet QNUK SIA Examination and Invigilation Policy requirements.

14.2. Equipment Requirements

- access to First Aid kit
- access to qualified First Aider
- access to clean drinking water
- access to a telephone in an emergency

The following equipment are as detailed in the QNUK Centre Approval Form – SIA Licence Linked Qualifications

- search equipment/props
- surveillance equipment/props
- paper and technological route planning equipment
- access to a vehicle (to support completion of learning outcome 9 in Unit 2)

14.3. Virtual Learning

The SIA has recognised that there is some learning that can contribute to the achievement of the licence-linked qualifications that can be delivered by Virtual Learning Environments (VLE) meaning a remote video conferencing facility which maintains tutor face to face contact i.e., not eLearning (except for the ACT eLearning which is acceptable for the Principles of Terror Threat Awareness in the Private Security Industry unit)

Unit Title	Notes
Principles of Working as a Close Protection Operative in the Private Security Industry	This unit may be delivered via VLE except: <ul style="list-style-type: none"> • AC12.5 which must be face to face
Working as a Close Protection Operative in the Private Security Industry	This unit may be delivered via VLE except: <ul style="list-style-type: none"> • AC1.3 • AC6.10 • AC6.11 • AC8.1 which must be face to face
Application of Conflict Management in the Private Security Industry	This unit may be delivered via VLE except: <ul style="list-style-type: none"> • AC4.4 • AC4.5 • AC4.6

	which must be face to face
Principles of Terror Threat Awareness in the Private Security Industry	This unit may be delivered entirely via ACT Awareness and ACT Security (both required)
Principles of working as a Door Supervisor for Close Protection Operatives in the private security industry	This unit may be delivered entirely via VLE
Application of Physical Intervention Skills in the Private Security Industry	This unit may be delivered via VLE except: <ul style="list-style-type: none"> • Learning Outcomes 8-13 which must be face to face
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	This unit may be delivered via VLE except: <ul style="list-style-type: none"> • AC2.3 • AC3.2 • AC3.5 • LO4 (all AC) • LO5 (all AC) which must be face to face

14.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:12

14.5. Recommended Resources

Useful websites:

- Security Industry Authority website
<https://www.gov.uk/government/organisations/security-industry-authority>
- ACT (Action Counters Terrorism) Awareness e-learning:
<https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

15. Centre Personnel Requirements

Due to the complexity and variety of units within this qualification, it is envisaged that centres will opt to use multiple trainers with varying approvals or deliver the qualification in partnership with other centres; therefore trainer approvals for this qualification are on a unitary basis with trainers being eligible to deliver some/all of the units.

Please see following page for requirements per unit.

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Unit	Training Qualification	L3 DCM	L3 DPI	L3 DPI (CP)	DS PI Licence	CP PI Licence	ACT Awareness	ACT Security	OC	CPD
Principles of Working as a Close Protection Operative in the Private Security Industry										
Working as a Close Protection Operative in the Private Security Industry										
Application of Conflict Management in the Private Security Industry										
Principles of working as a Door Supervisor for Close Protection Operatives in the private security industry										
Application of Physical Intervention Skills in the Private Security Industry*										
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry *										
Principles of Terror Threat Awareness in the Private Security Industry										

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Training Qualification Any one from list	<ul style="list-style-type: none"> Level 3 Award in Education and Training (or equivalent)
	<ul style="list-style-type: none"> Level 4 Award in Education and Training (QCF/RQF)
	<ul style="list-style-type: none"> Certificate in Education
	<ul style="list-style-type: none"> Post Graduate Certificate in Education
	<ul style="list-style-type: none"> SVQ/NVQ Levels 3 and 4 in Learning and Development
	<ul style="list-style-type: none"> Scottish Training Qualification for Further Education (TQFE)
	<ul style="list-style-type: none"> PTLLS, CTLLS or DTLLS
	<ul style="list-style-type: none"> Master's in Education

L3 DCM	<ul style="list-style-type: none"> Level 3 Award in the Delivery of Conflict Management Training
L3 DPI	<ul style="list-style-type: none"> Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (RQF)
L3 DPI (CP)	<ul style="list-style-type: none"> Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives (RQF)
DS PI Licence	<ul style="list-style-type: none"> An annual agreement from an SIA approved Physical Intervention model to deliver the L2 DS PI unit
CP PI Licence	<ul style="list-style-type: none"> An annual agreement from an SIA approved Physical Intervention model to deliver the L2 CP PI unit
ACT Awareness	<ul style="list-style-type: none"> The NaCTSO / SIA endorsed Action Counters Terrorism (ACT) programme eCertificate no longer than 12 months from date of completion
ACT Security	<ul style="list-style-type: none"> The NaCTSO / SIA endorsed Action Counters Terrorism (ACT) programme eCertificate no longer than 12 months from date of completion
OC	<ul style="list-style-type: none"> Occupational Competence demonstrating a minimum of 2 years of operational experience in the CP sector within the past 5, or CPD to support if outside of 5 years
CPD	<ul style="list-style-type: none"> Continual Professional Development relevant to the sector demonstrating no less than 40 hours in the past 12 months

*	Trainers who hold the Level 3 unit ' Delivering Physical Intervention Training ' from either of the DPI qualifications may deliver this unit if they hold the commensurate Level 2 unit and annual licence to deliver from the PI model
**	Trainers who hold a training qualification which does not contain an assessing unit (eg. 6 credit PTLLS) will be required to achieve an assessment qualification or unit (eg. Understanding the Principles and Practices of Assessment) by 30/09/2022

Sector Competence

The SIA and QNUK require trainers new to the sector (i.e. this is their first role as a trainer in the security sector as identified from their CV) to have three years frontline operational experience in the last five years in the UK, **relevant to the qualifications that they are delivering**. This experience should have been gained in the UK, although it is recognised that some overseas experience may also be relevant, and this will be judged on individual merit by QNUK. Occupational competence outside of the past 5 years is accepted so long as the trainer meets the minimum of three years and has maintained an auditable CPD record.

Verification of Sector Competence

QNUK are committed to ensuring only verified specialist trainers gain approval to deliver our qualifications; therefore, we require all trainers to provide evidence of their sector competence above and beyond just a CV. The following are a list of verification methods acceptable to QNUK:

- membership of the Security Institute (Minimum MSyl)
- a written reference from a previous employer or training organisation
- a telephone reference from a previous employer or training organisation
- a Security sector certifiable award or distinction
- a Security sector degree or higher education certificate
- evidence of holding an SIA licence for a period of at least 1 renewal

Internal Quality Assurance

Internal Quality Assurers (IQA's) should hold an appropriate IQA qualification such as:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
OR be supported by someone who holds an IQA qualification.
- have evidence of relevant/appropriate subject matter competence
- relevant CPD.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

The SIA require that at least one member of centre staff holds a recognised IQA qualification by 30/09/2022

16. Assessment Requirements

16.1. Multiple-Choice Question Paper

Externally set, externally marked

The MCQ paper will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

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Principles of Working as a Close Protection Operative in the Private Security Industry

Language of assessment	English
Duration	80 minutes
Pass mark	70% (37/52)
Grading	Pass/Fail

Application of conflict management in the private security industry

Language of assessment	English
Duration	30 minutes
Pass mark	70% (14/20)
Grading	Pass/Fail

Principles of Terror Threat Awareness in the Private Security Industry

Language of assessment	English
Duration	30 minutes
Pass mark	70% (14/20)
Grading	Pass/Fail

Principles of working as a Door Supervisor for Close Protection Operatives in the private security industry

Language of assessment	English
Duration	30 minutes
Pass mark	70% (14/20)
Grading	Pass/Fail

Application of physical intervention skills in the private security industry

Language of assessment	English
Duration	45 minutes
Pass mark	80% (24/30)
Grading	Pass/Fail

Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

Language of assessment	English
Duration	45 minutes
Pass mark	80% (24/30)
Grading	Pass/Fail

Example MCQs are included at Appendix 3.

16.2. Written Questions

Externally set, internally assessed Learner Workbook

Learners will complete a set of externally set, internally assessed open response questions in a Learner Workbook, available from QNUK, covering assessment criteria in Unit 1 Principles of Working as a Close Protection Operative in the Private Security Industry and Unit 2 Working as a Close Protection Operative in the Private Security Industry

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

16.3. Practical Tasks – Assessor Observations (Obs) and Work Products (WP)

Internally set, internally assessed, externally verified

Learners will be assessed completing several practical assessments as part of the practical learning outcomes across all units (excluding Unit 4 Principles of Terror Threat Awareness in the Private Security Industry and Unit 5 Knowledge of Door Supervision Responsibilities for Close Protection Operatives)

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

17. Moderation/Verification

For clarity Direct Claims Status (DCS) is not available for this qualification.

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

18. Resits

Learners who are unsuccessful may resit the failed unit(s) assessments, however this must be within 3 months of their initial course. Learners who wish to resit failed unit(s) outside of 3 months are required to attend the learning for that unit again prior to assessment.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

This qualification requires learners to perform practical Close Protection tasks, some of which may require a reasonable degree of flexibility and stability in most limbs and joints of the body. It is a mandatory requirement for all learners to demonstrate these activities at the time of the assessment and limited adjustments or considerations can be made to accommodate certain physical limitations. It is recommended that any learner with concerns should consult with their training provider regarding the requirements of the Close Protection tasks used prior to enrolment for this qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them, with the exception of the aforementioned practical activities.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Principles of Working as a Close Protection Operative in the Private Security Industry M/650/2064

Unit Summary

This unit develops the knowledge, understanding and skills required to work as a licensed Close Protection Operative. Learners will understand the basic requirements of close protection, including team roles, personal security and the attributes required such as team working and interpersonal skills. Key requirements in close protection, threat and risk assessment, both in a planned and dynamic context are covered and learners will understand the broad considerations that are relevant to operational planning. Foot drills, vehicle operations and theory and practice of conflict management are also explored.

1. The learner will: Understand the roles and responsibilities of a Close Protection Operative		
Assessment Guidance The learner must:		Types of Evidence
1.1	State the purpose of close protection	MCQ
1.2	State the purpose of close protection training and licensing	MCQ
1.3	Describe the different roles and responsibilities within a close protection team	Workbook
1.4	Explain the required standards, behaviours and ethics that apply to a close protection operative	MCQ
1.5	Identify who is likely to require protective security	MCQ
1.6	State a range of tasks that a close protection operative may undertake for their principal or whilst working alone	MCQ
1.7	Explain the difference between a client and a principal within the role of close protection	MCQ
1.8	Explain how to communicate with the principal and others	MCQ
1.9	Identify the types of equipment likely to be used by the close protection operative	MCQ
1.10	State why continuing professional development (CPD) is necessary for a close protection operative	MCQ
1.11	State the role and responsibilities of protection team members when responding to a threat to your principal	MCQ
1.12	State what actions you are able to take to deal with dealing with incidents	MCQ

2. The learner will: Understand current law and legislation within a close protection context.		
Assessment Guidance The learner must:		Types of Evidence
2.1	State the main aims of the Private Security Industry Act	MCQ
2.2	Identify the main regulatory functions of the Security Industry Authority	MCQ
2.3	State the purpose of SIA licence integration	MCQ
2.4	Identify the parts of civil, criminal and common law that have an impact on the role of a close protection operative	MCQ

3. The learner will: Understand the importance of threat and risk assessment		
Assessment Guidance The learner must:		Types of Evidence
3.1	State the definition of risk to the protected person(s)	MCQ
3.2	State the importance of threat and risk management within a close protection context	MCQ
3.3	Identify threats to a principal within a close protection context	MCQ

4. The learner will: Understand the importance of threat and risk management		
Assessment Guidance The learner must:		Types of Evidence
4.1	Describe the difference between a threat and risk assessment for protected person(s) and venues and why it is necessary to conduct both.	Workbook
4.2	State the importance of profiling the protected person to establish the level of threat and associated risk	MCQ
4.3	Identify the variations in threat assessment and risk management when a principal is arriving and leaving a location	MCQ
4.4	Explain how close protection operatives gather intelligence for operational purposes within the UK	Workbook
4.5	Explain how decision-making models can be used within a threat and risk assessment process	Workbook
4.6	Outline the UK's Threat Level System	MCQ

5. The learner will: Understand personal and professional skills within a close protection environment.		
Assessment Guidance The learner must:		Types of Evidence
5.1	Identify the personal and professional skills required of the close protection operative	MCQ
5.2	Explain effective personal and professional relationships	Workbook
5.3	Explain what being assertive promotes and with whom	Workbook
5.4	Explain the importance of etiquette, dress code and protocol	Workbook

6. The learner will: Understand the importance of teamwork within a close protection environment.		
Assessment Guidance The learner must:		Types of Evidence
6.1	Identify the attributes of an effective team	MCQ
6.2	Explain the importance of personal and team preparation	Workbook
6.3	Explain why details of attacks and use of force must be recorded	Workbook

7. The learner will: Understand surveillance, anti-surveillance and counter-surveillance methods		
Assessment Guidance The learner must:		Types of Evidence
7.1	State the purpose of surveillance	MCQ
7.2	Describe the range of basic surveillance applications	Workbook
7.3	State the purpose of anti-surveillance	MCQ
7.4	Describe a range of basic anti-surveillance applications	Workbook
7.5	State the purpose of counter-surveillance	MCQ
7.6	Describe a range of basic counter-surveillance measures	Workbook
7.7	State the purpose of Technical Surveillance Counter Measures (TSCM)	MCQ
7.8	Identify likely sources of unwanted attention	MCQ
7.9	Describe the equipment used in surveillance, its capabilities and limitations	Workbook

8. The learner will: Understand search procedures within a close protection operation for people, vehicles and buildings/venues		
Assessment Guidance The learner must:		Types of Evidence
8.1	Explain the reasons for a search	Workbook
8.2	Explain the law in relation to control of access and searching	Workbook
8.3	Explain the procedures for, and implications of, searching buildings, vehicles and people	Workbook
8.4	Explain how to deal with unauthorised / dangerous items	Workbook
8.5	Explain the use of a range of resources available to assist in a search	Workbook
8.6	Explain the process for sanitising and securing a location prior to and after use	Workbook
8.7	Identify methods used to secure a vehicle, building or location	MCQ
8.8	Identify the skills required to search people in different environments	MCQ

9. The learner will: Understand close protection foot drills		
Assessment Guidance The learner must:		Types of Evidence
9.1	State the responsibilities of a close protection operative on foot	MCQ
9.2	Identify the team roles within a close protection team whilst on foot	MCQ
9.3	Explain the importance of a flexible approach to protection whilst on foot	Workbook
9.4	Explain the range of communication techniques to be used whilst on foot	Workbook
9.5	Explain the purpose of effective body protection for the protected person	Workbook
9.6	Explain the purpose of foot evacuation of the protected person(s)	Workbook
9.7	Explain the considerations when evacuating a protected person(s) on foot	Workbook
9.8	Explain the need for foot route selection and planning	Workbook

10. The learner will: Understand venue security operations and requirements		
Assessment Guidance The learner must:		Types of Evidence
10.1	Identify a range of venue-related security operations	MCQ
10.2	Identify common factors that may influence security procedures at a venue	MCQ
10.3	Explain the importance of communication within a venue	Workbook
10.4	Explain the use and maintenance of communication equipment and other technology	Workbook
10.5	State the importance of identifying communication black spots within a venue	MCQ
10.6	Identify common countermeasures to employ in venue-based close protection operations	MCQ
10.7	Identify a range of in-house resources available to support venue security and the associated benefits	MCQ
10.8	State common contingencies that may be employed in venue-based close protection operations	MCQ

11. The learner will: Understand the importance of planning, route selection and additional licence considerations		
Assessment Guidance The learner must:		Types of Evidence
11.1	State the purpose of route selection and planning	MCQ
11.2	Explain the importance of assessing risks associated with route selection	Workbook
11.3	State the considerations to be made when selecting modes of transport for primary and secondary routes	MCQ
11.4	Identify a range of technological and non-technological tools for use in route planning	MCQ
11.5	Identify the advantages and disadvantages associated with the use of technological tools in route planning	MCQ
11.6	Identify the advantages and disadvantages associated with the use of non-electronic maps	MCQ
11.7	State the factors to be considered when planning and timing a route	MCQ
11.8	Produce a primary and secondary route plan using paper based and technology based resources.	Workbook
11.9	Explain the legal requirements for driving a principal within London	Workbook

12. The learner will: Understand reconnaissance within a close protection environment		
Assessment Guidance The learner must:		Types of Evidence
12.1	State the purpose of reconnaissance	MCQ
12.2	State the issues to consider when conducting a reconnaissance	MCQ
12.3	Outline the role of a Security Advance Party (SAP)	Workbook
12.4	Explain the difference between discreet and overt reconnaissance	Workbook

12.5	Conduct reconnaissance activity	Workbook
13. The learner will: Understand the importance of operational planning.		
Assessment Guidance The learner must:		Types of Evidence
13.1	State the purpose of operational planning	MCQ
13.2	State the importance of threat and risk assessment in operational planning	MCQ
13.3	State the importance of time and resource management	MCQ
13.4	Identify the relevant agencies that may need to be contacted when planning operations	MCQ

What needs to be learnt?	
1.1	Overall definition – to mitigate risk, protect a principal (family, lifestyle, business, image, property) from injury, harassment, hostile acts including kidnap
1.2	<ul style="list-style-type: none"> • To obtain a frontline licence • To gain essential specialist skills • For Continuing Professional Development (CPD) • To raise standards in the profession • To provide a quality service • To increase public confidence and trust
1.3	<p>Different roles and responsibilities:</p> <ul style="list-style-type: none"> • Team leader – has overall responsibility of the operation, liaises with the client, deals with disputes • Second in command – 2IC – works as a deputy to the team leader and helps the team leader on large operations • Personal Protection Officer – PPO – immediate protection to the principal, direct contact with the principal, authority over all other team members • 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 • Security Driver – SD – vehicle checks, maintenance of vehicle, cleaning of vehicle, driving safely, evasive driving, complying with road traffic legislation • Medic – provides medical treatment to principal and team members, knows principal’s medical history, medical equipment, adequate medical supplies • Residential Security Team – RST – maintains the perimeter of the principal’s residence, monitor CCTV, searching of visitors and guests, building searches, initial contact with visitors • 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
1.4	<p>General standards: honesty; integrity; intelligent; discreet; excellent communicator; calm; modest; trained; well presented; prepared</p> <p>SIA Specification for Learning and Qualifications for Close Protection Officer Annex A:</p> <ul style="list-style-type: none"> • Personal appearance • Professional attitude • General conduct • Respecting organisation values and standards
1.5	Types of clients: corporate; celebrities; dignitaries; private individuals; public sector; international clients
1.6	<ul style="list-style-type: none"> • Lone working tasks: <ul style="list-style-type: none"> ○ Scheduling, planning, liaising, booking ○ Reconnaissance ○ Security surveys • For the principal: <ul style="list-style-type: none"> ○ Driving, escorting, security of minors ○ Reconnaissance ○ Security Advance Party (SAP) ○ Residential Security (RS) ○ Meetings, functions, events, leisure, shopping
1.7	<ul style="list-style-type: none"> • Client pays for the protection service – deals with budgets; payments; invoices; assignment requirements • Principal is who or what requires protecting – individual; family; property; valuables

	<ul style="list-style-type: none"> Client and principal can be the same person
1.8	<p>Communication with principal</p> <ul style="list-style-type: none"> Communication skills required: interpersonal skills; empathy; negotiation skills; problem solving; team working; information gathering Need to communicate with relevant people: colleagues; client; principal; principal's family; principal's staff; venue staff; external agencies; members of the public Maintaining security and confidentiality of information Checking understanding Reporting (clear, accurate, relevant) Need for clear decision making; prompt action; reduces risk
1.9	<p>Types of equipment:</p> <ul style="list-style-type: none"> Radios Global Positioning System (GPS) Satellite Navigation (Satnav) Technical Surveillance Counter Measures (TSCM) Closed Circuit Television (CCTV) <ul style="list-style-type: none"> overt, covert/body cam Infra red; laser sensors Alarms Tracking devices Drones Personal Protective Equipment (PPE)
1.10	Continuing professional development (CPD) is necessary: updating skills, knowledge, competency
1.11	<p>Role and Responsibilities:</p> <ul style="list-style-type: none"> Gathering information, threat/risk assessment, resources, team roles, preparation, contingency planning Management, leadership, teamwork <p>Responding to a threat:</p> <ul style="list-style-type: none"> Communication, response, focus Applying techniques, skills
1.12	<ul style="list-style-type: none"> Staying within the law Ensuring the operation schedule went as planned Not compromising security or safety Ensuring outcomes meet principal and client needs
2.1	To establish the SIA, raise standards, increase public confidence, improve safety, remove criminal elements, raise standards through training and licensing
2.2	<ul style="list-style-type: none"> Monitor effectiveness of the industry: <ul style="list-style-type: none"> o conduct inspections of licensed individuals o impose fines and penalties for breaching any terms set out in the Private Security Industry Act o report to the Home Secretary Manage the approved contractor scheme (ACS) Licence individuals in licensable roles
2.3	Licensing criteria to be met for one licensable activity are considered by the SIA to be sufficient to allow a licensed individual to carry out other licensable activities
2.4	Current relevant legislation, regulations, codes of practice and guidelines relating to using physical intervention within close protection

	<ul style="list-style-type: none"> • Data Protection Act 2018 and the General Data Protection Regulation (GDPR) – Control and access of confidential information • Corporate Manslaughter and Homicide Act 2007, Criminal Law Act 1996, Equality Act 2010 and Freedom of Information Act 2018 • Health and Safety at Work Act 1974 • Human Rights Act 1998 • Misuse of Drugs Act 1971, Regulation of Investigatory Powers Act 2000 and Road Traffic Act 2018 • Criminal Justice & Public Order Act 1994 (specifically Trespass) • Offences against the Person Act 1998 • Criminal Damage Act 1971 <p>Dealing with:</p> <ul style="list-style-type: none"> • Breach of the Peace • Citizen’s Arrest • Use of Force • Defending Self, Others and Property • Harassment. <p>Understand what is meant by ‘reasonable’ and ‘necessary force’</p>
3.1	<ul style="list-style-type: none"> • Definition of risk: the possibility of a threat occurring e.g. harm, loss, danger assessment, management • Probability, likelihood, chance • Classifications of risk: <ul style="list-style-type: none"> ○ Low, Medium, High or ○ Negligible, Moderate, severe
3.2	<ul style="list-style-type: none"> • Types of threat: the 7 Ps of principal threat profiling: <ul style="list-style-type: none"> ○ (people, places, personality, prejudices, personal history, political/religious views, private lifestyle); • direct and indirect threats • Types of risk management: daily, routine, event, route, venue personal, postal, imminent, terroristic (personal, building, facility)
3.3	<ul style="list-style-type: none"> • Unwanted attention • Unintentional injury • Intention to inflict harm e.g. pain, injury, misery Disruption of lifestyle • Embarrassment, threat to public image • Threat may be imminent, terroristic, planned, intrusion, security breach
4.1	<ul style="list-style-type: none"> • Protected person(s): to ensure safety maintained throughout based on the threat and risk assessment conducted for the individual • Venues: need for reconnaissance, searching <p>Why it is necessary:</p> <ul style="list-style-type: none"> • Safety: personal; team; principal; principal’s guests/passengers; vehicle; public • Planning, resource, control, third party, external assistance, intelligence gathering
4.2	<p>Importance:</p> <ul style="list-style-type: none"> • Understand the source of the threat • Provide best protection • Safety, determine the level of risk • Correct team roles • Adequate resources • Clarify assignment requirements

4.3	<ul style="list-style-type: none"> • Arriving: <ul style="list-style-type: none"> ○ exposure to risk ○ layers of protection ○ parking arrangements ○ venue security ○ venue contact ○ embus/debus points ○ disruption to business activities/lifestyle ○ venue compromised ○ entrance compromised • Leaving: <ul style="list-style-type: none"> ○ vehicle access ○ leaving under routine or leaving under an attack ○ unaccounted passengers accompanying the principal ○ exposure to risk ○ early departure ○ late departure
4.4	<ul style="list-style-type: none"> • Sources of intelligence: <ul style="list-style-type: none"> ○ Client ○ Principal ○ Agencies (police, embassies, local authorities) • Profiling <ul style="list-style-type: none"> ○ Known history, open source intelligence e.g. social media, internet websites ○ Cross reference, intelligence updates, news and media, security companies ○ Surveillance, use of Security Advance Party (SAP)
4.5	<ul style="list-style-type: none"> • Decision-making model <ul style="list-style-type: none"> ○ Gather information and intelligence ○ Assess threat and risk ○ Identify options and contingencies ○ Develop strategy ○ Take action ○ Review • Following model <ul style="list-style-type: none"> ○ Provides guidance ○ Aids decision making ○ Helps justify costs and resource allocation ○ Allows for review and evaluation
4.6	<p>UK Threat level</p> <ul style="list-style-type: none"> • Critical: An attack is expected imminently • Severe: An attack is highly likely • Substantial: An attack is a strong possibility • Moderate: An attack is possible, but not likely • Low: An attack is unlikely
5.1	<p>Range of personal and professional skills required of a close protection operative</p> <ul style="list-style-type: none"> • Friendly and courteous • Fair and non-discriminatory • Professionalism • Integrity • Co-operative • Follow organisation procedures • Use moderate language

5.2	<ul style="list-style-type: none"> • Working effectively with principals, clients and others involved in a close protection operation • Skills used every day to communicate and interact with others • Interpersonal skills create effective personal and professional relationships with principals, clients and others involved in a close protection operation • Importance of time and resource management when managing self and others
5.3	<ul style="list-style-type: none"> • Promotes: positive image, confidence, effective management, leadership, taking responsibility • With: principals, clients and others involved in a close protection operation, colleagues
5.4	<p>Importance e.g.</p> <ul style="list-style-type: none"> • Social diversity; • Representation of principal; • Client relationship; • Maintain a low profile; • Avoid job loss; • Embarrassing the principal; • Loss of face
6.1	<ul style="list-style-type: none"> • Communication • Support • Problem-solving • Listening • Feedback • Conflict resolution
6.2	<ul style="list-style-type: none"> • Benefits of knowing and using other team members' abilities and skills when: <ul style="list-style-type: none"> ○ allocating roles and responsibilities ○ carrying out close protection duties • Importance of planning and preparing including contingency planning
6.3	<p>Records to be maintained meeting evidential requirements detailing:</p> <ul style="list-style-type: none"> • Who – the report is for / it was written by • What – happened / action was taken / was the result • When – day/date/time • How – did it happen • Where – place of incident • Other witnesses/people/injuries or property
7.1	<p>Gathering information for a planned or ad hoc operation e.g. on a person, place, object</p>
7.2	<ul style="list-style-type: none"> • 'Four sames' same person, same time of day, same activity in same place, • Covert, • Overt, • Use of equipment, • Foot, • Mobile, • Static
7.3	<p>To detect if surveillance is being carried out on the principal or operation</p>
7.4	<p>Vehicles:</p> <ul style="list-style-type: none"> • Drive three sides of square, • Head to uncrowded areas, • False/no turn signals, • Speed up,

	<ul style="list-style-type: none"> • Slow down, • False starts, • Dummy vehicles, • Roundabouts, <p>Foot:</p> <ul style="list-style-type: none"> • Cornering, • Boxing in, • Change of direction
7.5	<ul style="list-style-type: none"> • Drills used by individuals or a team to evade surveillance • Passive or active detection • Third party detection • Hostile activity
7.6	<ul style="list-style-type: none"> • Monitor from a distance • Use of external companies • Technical surveillance
7.7	<ul style="list-style-type: none"> • Technical Surveillance Countermeasures (TSCM) (electronic bug sweeping) • Detailed physical and technical inspection of environment, vehicles or premises to locate and neutralise covert surveillance devices
7.8	<ul style="list-style-type: none"> • Criminals • Media • Followers • Stalkers • Fixated persons • Protest groups • Hostile reconnaissance
7.9	<ul style="list-style-type: none"> • Equipment: e.g. radios; mobiles; static CCTV; camcorder; optical support; listening devices; tracking devices • Current surveillance equipment: drones, trackers, foot surveillance, open source, cyber and digital footprint. • Technical surveillance counter measures (TSCM), Trace explosive detection (TED) • Capabilities: visual and audio surveillance; recording from ground; aerial surveillance • Limitations: Legislation restrictions, licence requirement, budgets, communication black spots, user training, availability on the day, power/battery, maintenance of equipment
8.1	<ul style="list-style-type: none"> • Secure the environment • Identify illicit objects • Familiarity • Ensure the principal's location is sterile from cameras, listening devices and tracking devices
8.2	<ul style="list-style-type: none"> • Common law • Criminal law act 1967 section 3 (Use of Force) • Breach of peace • Common assault • Same sex searching • Must gain permission no automatic legal right
8.3	<p>Types</p> <ul style="list-style-type: none"> • People, property, premises, vehicles <p>Procedure</p> <ul style="list-style-type: none"> • Explain the search policy • Obtain permission of person being searched prior to the search

	<ul style="list-style-type: none"> • Use effective communication • Follow site policy / assignment instructions • Use appropriate PPE (e.g. protective gloves) • Search with a witness or in view of CCTV in designated search, good lighting • Use self-searching techniques (where appropriate) <p>Implications</p> <ul style="list-style-type: none"> • Implications for people: conflict, aggression, violence, assault • Implications on buildings: disruption to normal activities, large teams required, specialist equipment such as sniffer dogs • Implication on vehicles: need to stay with vehicle after search, require specialist equipment such as dogs, surveillance detectors, manpower
8.4	<ul style="list-style-type: none"> • Items: weapons, drugs, tracking devices, IED, bombs, suspect packages • Dealing with items: e.g., confiscate, secure, report, record, evidence, citizen arrest, refuse entry, clear, cordon, confirm, evacuate the principal/team, emergency services
8.5	<ul style="list-style-type: none"> • Wands • Scanners • X-ray • Thermal • Infra-Red (IR) • Torches • Specialist search teams: <ul style="list-style-type: none"> ○ dog ○ team members; • Search mirrors • Technical surveillance counter measures (TSCM) • Trace explosive detection (TED)
8.6	<ul style="list-style-type: none"> • Physical search, systematic search, technical surveillance counter measures (TSCM) • Sanitise, secure, tamper tape, security seals
8.7	<ul style="list-style-type: none"> • Methods: scanning, sweeping, manpower monitoring; Sanitise, search, secure, guard (SSG); 7-point vehicle search • Post search security: Maintain integrity, sanitise, post security (removal of important documents, removal of personal effects, clearing)
8.8	<ul style="list-style-type: none"> • Skills: e.g., communication; assertiveness; conflict management; observation • Environments: e.g., private, public, secure, controlled
9.1	<ul style="list-style-type: none"> • Protection, move the principal from one location to another without compromising safety on foot • 360° cover, layers of protection, cordons
9.2	<ul style="list-style-type: none"> • Team leader, other positions in formations • Roles – Personal protection Officer (PPO), Personal Escort Section (PES), Security Advance Party (SAP)
9.3	<ul style="list-style-type: none"> • Adapt to change, timings • Exposure, public interaction • Dynamic risk assessment
9.4	<ul style="list-style-type: none"> • Communication techniques: <ul style="list-style-type: none"> ○ Oral, non-verbal ○ Overt, covert • Communication equipment eg radios, phones
9.5	<ul style="list-style-type: none"> • 360° cover, protection, contact and cover, body cover • Limit exposure, reduce risk • Maintain security, extract principal to safety

9.6	<ul style="list-style-type: none"> • Safety • Embarrassment • Schedule • Increase in risk • New threat(s)
9.7	<ul style="list-style-type: none"> • Limit exposure • Separation from team • Decrease in team size • Additional threats • Pre-planned routes • Regroup considerations • Safe haven
9.8	<ul style="list-style-type: none"> • Avoid routine, maximise movement, safe route • Identify choke points, vulnerable points, timings • Safe havens, establish primary and secondary routes • Communication black-spots
10.1	<ul style="list-style-type: none"> • Private and public venues • Access control, access/egress points, embus, debus • In-house security, emergency procedures • Safe haven, access to emergency services, screening/vetting of in-house staff, search procedures, CCTV availability
10.2	<ul style="list-style-type: none"> • Public holidays, public access, other activities • Emergency services, evacuation drills, safe haven • Car parking, embus, debus, venue location, security arrangements • Group size, type of event, guest profile, time, duration, access, limitations, third party intervention
10.3	<ul style="list-style-type: none"> • Maintaining contact with team • In-house security • Identifying threats <p>Undertaking dynamic risk assessment</p>
10.4	<p>Use:</p> <ul style="list-style-type: none"> • Covert/overt use • Team • Client • Venue • Emergency services • External agencies • Regular communications checks • Private frequency • Back-up resources • Personal skills • Communication updates <p>Maintenance:</p> <ul style="list-style-type: none"> • Charged batteries/equipment • Functional checks • Range checks
10.5	<ul style="list-style-type: none"> • Safety of team, principal, personal • Counter surveillance, reactive measures • Planning and coordination
10.6	<ul style="list-style-type: none"> • Patrolling and access control

	<ul style="list-style-type: none"> • CCTV • SAP
10.7	<ul style="list-style-type: none"> • Resources: security personnel; equipment; planning • Benefits of in-house resources: e.g. local knowledge, venue knowledge; teamwork
10.8	<ul style="list-style-type: none"> • Knowledge of alarms, emergency procedures, local protocols • Safe rooms, evacuation contingencies
11.1	<ul style="list-style-type: none"> • Avoid routine • Maximise safe transition • Speed limits • Safe route
11.2	<ul style="list-style-type: none"> • Assessing risk and factors to take into account • Identify choke points, vulnerable points, timings • Safe havens, motorways, establish primary and secondary routes, emergency services, terrain, vehicle use • Communication black-spots
11.3	<ul style="list-style-type: none"> • Factors: threat; timings; route plan; distance; traffic state; road state; published information; means of transport; emergency response; terrain; environmental factors; time of day • Modes: road; sea; air; rail, public transport
11.4	<ul style="list-style-type: none"> • Sat Nav, OS Maps • GPS, compass • Mobiles, radios, internet • Drones
11.5	<ul style="list-style-type: none"> • Technology advantages: accuracy; convenience; speed; predictability; alternative route selection; traffic update • Disadvantages: power; errors; black-spots; updating required
11.6	<ul style="list-style-type: none"> • Non-electronic maps eg Atlas, A-Z • Non-technology advantages: not reliant on connectivity; alternative route selection; speed indicator; accuracy; training tool; currency; logical; familiarity of area • Disadvantages: interpretation; competence of user; poor skills; preparation; up-to-date publication; poor lighting; working in isolation
11.7	<ul style="list-style-type: none"> • Principal preference (self drive, security driver, PPO accompany, chauffeur driven) • Destination, timings, target, terrain, location, vehicle type • Team size, group size • Threat and risk implication, stops, duration, connections
11.8	<ul style="list-style-type: none"> • Paper based: Atlas, A-Z • Technological tools: Satnav, GPS, mobile phone • Distance time; location; terrain; environment; group; vehicle; safe havens; comfort stops
11.9	<ul style="list-style-type: none"> • CP Driver is identified as a Private Hire Vehicle (PHV) operator • PHV includes minicabs, executive cars, limousines and chauffeur services • Transport for London (TfL) require PHV operators to hold a PHV licence • PHV Operators in London are regulated by the direct provisions of the Private Hire Vehicles (London) Act 1998 • Fines of up to £2500 • The only exemptions from licensing are those operating licensed London Hackney Carriages and individuals who supply vehicles solely for weddings and funerals. • Other 'outside London' authorities may also require a PHV licence, but it varies across UK
12.1	<ul style="list-style-type: none"> • Information gathering • Planning • Intelligence • Identify vulnerable points (VP)

	<ul style="list-style-type: none"> • Timings • Route selection • Venue liaison
12.2	<ul style="list-style-type: none"> • Different terrains • Location type • Daily routine • Short notice • Event • Dynamic threat level
12.3	<ul style="list-style-type: none"> • Conduct reconnaissance • Routes • Communication • Search; Secure; Guard (SSG); • Anti-surveillance • Advance/abort confirmations
12.4	<ul style="list-style-type: none"> • Covert: undercover, discreet, un-noticed; deterrent; anti-surveillance • Overt: public view, identifiable, known, in open view
12.5	<ul style="list-style-type: none"> • Planning, preparation • Teamwork, role allocation • Variety of methods: vehicle; foot; internet; open source information; overt; covert • Reporting, consolidation, summarisation, presenting • Complete a site/venue report
13.1	<ul style="list-style-type: none"> • Purpose of operational planning: gathering information, threat/risk assessment, resources, team roles, preparation, contingency planning • Logistics: itinerary, timings, initiation, control room, (fixed and field)
13.2	<ul style="list-style-type: none"> • Types of threat: the seven Ps of principal threat profiling (people, places, personality, prejudices, personal history, political/religious views, private lifestyle); direct and indirect threats • Types of risk assessment: daily, routine, event, route, venue personal, postal, imminent, terroristic (personal, building, facility)
13.3	<ul style="list-style-type: none"> • Time: Prevent disruption to principal's activities; coordination; facilitation; effectiveness; preparedness; manpower; smooth running of operation • Resources: Adequate; relevant; in line with budgets, availability; balance of protection against requirements; ready for the unexpected
13.4	<ul style="list-style-type: none"> • Statutory; non-statutory • Private; public; government agencies; third sector

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	
Skills	3	Strong	
Overall	3		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	68		
Directed study			
Independent study			
Work-based learning			
Non invigilated assessment			
TQT:	75	Credit:	8

Information for tutors

Training providers are not required to deliver the learning outcomes individually and in order. They could consider combining content to support delivery of knowledge and understanding and providing depth of context through development of practical skills. For example, knowledge of surveillance and reconnaissance could be applied in a practical context maintaining secure environments.

Learners should be provided with the SIA Standards of Behaviour of Close Protection Operatives (see Appendix 4) and understand the importance of adopting these standards.

Assessment

This unit is assessed in through an externally set, externally marked MCQ examination, supported by externally set, internally marked workbook including short answer questions, projects and practical observations.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator

www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector

www.skillsforsecurity.org.uk

Unit 2 Working as a Close Protection Operative in the Private Security Industry R/650/2065

Unit Summary

This unit develops the skills, knowledge and understanding required by individuals who wish to work as an SIA Licensed Close Protection Operative. Key requirements in close protection, threat and risk assessment, both in a planned and dynamic context are covered and learners will understand the broad considerations that are relevant to operational planning. Learners will also cover the major aspects of close protection work such as surveillance, venue security operations, reconnaissance, route planning, foot drills and vehicle operations. This unit has emphasis on applying the knowledge from Unit 1 into a practical context.

1. The learner will: Undertake a dynamic risk assessment.		
Assessment Guidance The learner must:		Types of Evidence
1.1	Explain the concept of a dynamic risk assessment	Workbook
1.2	State the need for on-going assessment, response and contingency plans	Workbook
1.3	Carry out a risk assessment	WP
1.4	Explain how to assess the risk involved in using physical skills, particularly in relation to the threat	Workbook

2. The learner will: Demonstrate use of surveillance, anti-surveillance and counter surveillance		
Assessment Guidance The learner must:		Types of Evidence
2.1	Use basic surveillance, anti- surveillance and counter surveillance techniques	Obs
2.2	Identify signs of potential attack to a principal	Obs

3. The learner will: Be able to search people, vehicles and venues		
Assessment Guidance The learner must:		Types of Evidence
3.1	Demonstrate how to deal with unauthorised / dangerous items	Obs
3.2	Carry out methodical and detailed searches on people, places and property	Obs

4. The learner will: Demonstrate close protection foot drills.		
Assessment Guidance The learner must:		Types of Evidence
4.1	Demonstrate effective body protection for the protected person	Obs
4.2	Demonstrate foot evacuation of protected person(s)	Obs
4.3	Demonstrate providing protection when operating on foot	Obs

5. The learner will: Be able to demonstrate venue security skills		
Assessment Guidance The learner must:		Types of Evidence
5.1	Work with in-house security teams	Obs
5.2	Conduct a venue search and identify the measures required to maintain a secure environment post search	Obs

6. The learner will: Be able to manage transport arrangements within a close protection environment.		
Assessment Guidance The learner must:		Types of Evidence
6.1	Explain how to manage mobile security	Workbook
6.2	Identify the need for mobile security	Workbook
6.3	Identify why choosing the correct mode of transport is essential within a security context	Workbook
6.4	Describe the risks associated with all modes of transport	Workbook
6.5	Identify the need for alternative transport plans	Workbook
6.6	State the impact the mode of transport may have on the capabilities of the close protection team	Workbook
6.7	Identify the potential consequences on the close protection team in relation to transport arrangements	Workbook
6.8	State the checks that must be completed when selecting modes of transport	Workbook
6.9	Complete risk-based contingency planning	Obs
6.10	Carry out incident management follow-up	Obs
6.11	Demonstrate embus/debus techniques	Obs

7. The learner will: Be able to prepare and carry out a close protection assignment		
Assessment Guidance The learner must:		Types of Evidence
7.1	Develop an operational plan	WP
7.2	Implement an operational plan	Obs
7.3	Conduct an operational briefing, handover and debriefing	Obs

8. The learner will: Be able to deal with a range of incidents within a close protection environment.		
Assessment Guidance The learner must:		Types of Evidence
8.1	Demonstrate how to deal with a range of incidents within a close protection environment.	Obs
8.2	Explain the personal responsibility of a close protection operative when dealing with an incident	Workbook
8.3	State the importance and role of Standard Operating Procedures (SOPs) within a close protection context	Workbook

What needs to be learnt?	
1.1	<p>Dynamic risk assessment:</p> <ul style="list-style-type: none"> Observing assessing and analysing an environment to identify and minimise risk Identify a threat or risk instantly and make rapid decisions in regard to the safety of the principal
1.2	<ul style="list-style-type: none"> Ongoing assessment of threat and risk Planning, adapting response, contingency planning Options, mitigation, safety measures Situational awareness, evolving/continuous situation Response, preparedness Communication, manpower, backup plan Ready for the unexpected or unplanned Maintain high level of safety
1.3	<ul style="list-style-type: none"> Risk assess people, venues, environment Identify threat, risk, source, intelligence, policy, procedures, legal implications Complete planning, contingency measures, action, review, evaluate
1.4	<ul style="list-style-type: none"> Nature of the threat Techniques employed Setting and location/ environment Availability of help and access to medical attention Threats presented by others Individual factors eg age, size, physical state, medical conditions Vulnerable groups
2.1	<ul style="list-style-type: none"> Covert Foot drills Technology (lawful) Vehicle (if appropriate) Rule of 3 Pinch points, choke points, vulnerable points Crossing, trigger, housing, cornering, boxing Routine, drilling
2.2	<ul style="list-style-type: none"> Situation e.g., domestic, social, business Setting e.g., remote, populated, private, public, using transport, on foot Target e.g., person, property
3.1	<ul style="list-style-type: none"> Items: weapons, drugs, tracking devices, IED, bombs, suspect packages Dealing with items: e.g., confiscate, secure, report, record, evidence, citizen arrest, refuse entry, clear, cordon, confirm, evacuate the principal/team, emergency services
3.2	<ul style="list-style-type: none"> Personal search Vehicle (7-point vehicle search) Buildings (team leader, scribe, rummage pairs, sector, subsector, scan, sweep) Carry out a room search Sweep, scan, rear to near; Sanitise, Search, Secure, Guard (SSG)
4.1	<ul style="list-style-type: none"> Position, flexibility, clear Organised, teamwork, role, responsibility
4.2	<ul style="list-style-type: none"> Attack, suspected attack Unwanted attention Change in threat level, verbal, physical
4.3	<ul style="list-style-type: none"> Provide protection while on foot Adaptability, flexibility

	<ul style="list-style-type: none"> • Observation, positions (PPO, PES, Surveillance) • Security, safety, 360 body cover, escort from debus to embus point, between locations, to and from venues • Use a range of communication techniques • Oral, non-verbal • Overt, covert • Team, principal, client operations, report (relayed in briefing/debrief)
5.1	<ul style="list-style-type: none"> • Liaise with resident security teams at a range of venues eg public venues, private venues, differing levels of access and security • Effective planning and communication
5.2	<ul style="list-style-type: none"> • Conduct a venue search including internal and external areas as appropriate • Alarms, emergency procedures, local protocols • Safe rooms, evacuation contingencies • Measures required to maintain a secure environment post search including records and visual images
6.1	<ul style="list-style-type: none"> • Planning, preparation, contingency plan • Risk assessment of available options
6.2	<ul style="list-style-type: none"> • Relay information • Recommendations • Route change • Update intelligence
6.3	<ul style="list-style-type: none"> • Reliability • Threat • Risk • Size of group • Terrain • Environmental • Destination • Duration • Armoured • Soft skin
6.4	<ul style="list-style-type: none"> • Road: Traffic; diversions; attacks; carjacking; road traffic collisions; separation of convey, being under surveillance • Sea: Piracy; private; commercial; suspect vessels; size of vessel for all crew and passengers; reduced safe rooms; reduced emergency response • Air: Private; commercial; delays; strike actions; departure and arrival delays; baggage delays; threats at destination; airport routines • Rail: Delays; unknown passengers if commercial; number of people using rail system; mostly on foot to and from transport
6.5	<ul style="list-style-type: none"> • Destination, duration • Security measures, safety, timings • Efficiency, predictability, preparedness
6.6	<ul style="list-style-type: none"> • Transport arrangements: chauffeurs, self-drive,-solo CPO; vehicle type; locations accessed <p>Impact:</p> <ul style="list-style-type: none"> • Limitations on ability to control schedule • Proximity of support • Limitations of risk management • Skills and capabilities (self drive)
6.7	<ul style="list-style-type: none"> • Re-evaluation of threat and risk assessment • Team size

	<ul style="list-style-type: none"> Contingency planning Availability of resources
6.8	<ul style="list-style-type: none"> Principal's preferences Security checks Availability <p>Time schedules</p>
6.9	<ul style="list-style-type: none"> Identify potential risks Plan to mitigate identified risks
6.10	<ul style="list-style-type: none"> Maintain integrity Sanitise Post security (removal of important documents, removal of personal effects, clearing)
6.11	<ul style="list-style-type: none"> Embus, debus, arrival, departure Locations, venue, mode of transport Role, responsibility, teamwork Principal/client requirements, protocol, etiquette
7.1	<ul style="list-style-type: none"> Work independently Work in a team Threat assessment Risk assessment Client/principal profile Assets Duration; location; travel; residential
7.2	<ul style="list-style-type: none"> Work independently Work as a team Threat management Risk management Client/principal profile Assets Duration; location; travel; residential
7.3	<p>Operational briefing:</p> <ul style="list-style-type: none"> The Principal, the team members, other relevant people Preparation; communication; understanding; updates; changes; preliminaries; Standard Operating Procedures; Determine – When, who, where, what Clarify roles and responsibilities; question and answers <p>Handover:</p> <ul style="list-style-type: none"> Intelligence update Observations Communication Resource <p>Operational debriefing:</p> <ul style="list-style-type: none"> Review Reflect Implement
8.1	<ul style="list-style-type: none"> Range of incidents <ul style="list-style-type: none"> Life threatening, non-life threatening Not directly related to the principal Foreseeable, non-foreseeable Types of incidents <ul style="list-style-type: none"> Vehicle incidents

	<ul style="list-style-type: none"> ○ Conflict (dealing with conflict within the team, with the protected person and third parties) ○ Managing unexpected illness ○ Attack on protected person or member of the team (verbal and/or physical) ○ Loss of property ○ Breach of security ● Manage a close protection incident: clear, cordon, control, confirm <ul style="list-style-type: none"> ○ Assess situation, communicate information, evaluate options, respond ○ Identify change to threat/risk
8.2	<ul style="list-style-type: none"> ● Preservation of life: safety, self, team, principal; Standard Operating Procedures (SOP); Emergency Operating Procedures (EOP) ● Communication: restoration of normality, reporting, relay information, liaison with third party agencies, direct team
8.3	<ul style="list-style-type: none"> ● Standard Operating Procedures (SOP): set of step-by-step instructions to help operatives to carry out complex routine operations. <ul style="list-style-type: none"> ○ Importance: to achieve efficiency, quality output and uniformity of performance ○ Reducing miscommunication and failure to comply with regulations

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	
Skills	3	Strong	
Overall	3		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	70		
Directed study			
Independent study			
Work-based learning			
Non invigilated assessment			
TQT:	94	Credit:	9

Information for tutors

Training providers are not required to deliver the learning outcomes individually and in order. They could consider combining content to support delivery of knowledge and understanding and providing depth of context through development of practical skills.

Learners should be provided with the SIA Standards of Behaviour of Close Protection Operatives (see Appendix 4) and understand the importance of adopting these standards.

Assessment

This unit is assessed in through an externally set, internally assessed and externally moderated Learner Workbook available from QNUK and practical Close Protection tasks.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator

www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector

www.skillsforsecurity.org.uk

Unit 3 Application of Conflict Management in the Private Security Industry T/650/2066

Unit Summary

This unit is part of the SIA licence to practice qualifications for Door Supervisors, Security Officers and Close Protection Operatives. It includes the principles to support conflict management; however, it should be considered that prevention of conflict in the first instance is preferred. Not all conflict management techniques will work in all situations therefore personal safety must be considered at all times.

1. The learner will: Understand the principles of conflict management appropriate to the role		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify situations that can lead to conflict	MCQ
1.2	State how positive and constructive communication can be used to manage conflict	MCQ
1.3	Recognise why it is important to be familiar with policies and procedures relating to workplace violence	MCQ
1.4	Identify the stages of escalation in conflict situations	MCQ
1.5	Recognise the stages of the attitude and behaviour cycle	MCQ

2. The learner will: Understand how to recognise, assess and reduce risk in conflict situations		
Assessment Guidance The learner must		Types of Evidence
2.1	Recognise the potential risk posed in a conflict situation	MCQ
2.2	Identify factors that can trigger or inhibit a range of responses in self and others	MCQ
2.3	Identify a range of responses to conflict situations	MCQ
2.4	Recognise the stages in de-escalating conflict	MCQ
2.5	State the importance of positioning and exit routes	MCQ

3. The learner will: Understand the use of problem-solving techniques when resolving conflict		
Assessment Guidance The learner must		Types of Evidence
3.1	Recognise how to use empathy to resolve conflict	MCQ
3.2	Identify the benefits of using problem solving techniques	MCQ
3.3	Recognise how win-win approaches work to resolve conflict situations	MCQ

4. The learner will: Be able to communicate to de-escalate conflict		
Assessment Guidance The learner must		Types of Evidence
4.1	Recognise verbal and non-verbal communication techniques	Obs
4.2	Explain how to deal with communication barriers in conflict situations	Obs
4.3	Identify different behaviour types	Obs
4.4	Demonstrate approaches to take when addressing unacceptable behaviour	Obs
4.5	Demonstrate ways to de-escalate conflict situations	Obs
4.6	Demonstrate working with colleagues to de-escalate conflict situations	Obs

What needs to be learnt?	
1.1	<p>Common situations leading to conflict</p> <ul style="list-style-type: none"> • Misunderstandings • Poor communication • Lack of planning • Unrealistic/ unfair expectations • Attitudes • Frustration and stress • Substance and alcohol use
1.2	<ul style="list-style-type: none"> • Importance of positive and constructive communication • Being positive, professional, calm, clear and polite • Using effective communication skills (vital to defuse and avoid conflict)
1.3	<ul style="list-style-type: none"> • Employer policies, guidance and procedures relating to workplace violence • Meeting Health and Safety at Work legislation • Setting an expectation for both staff and customers as to what behaviour is and is not acceptable • Making staff aware of their responsibilities in regard to workplace violence • Ensuring staff are aware of the procedures to follow in the event of a violent situation • Detailed reporting procedures • Helps reduce risk of litigation and harm to self and others
1.4	<p>Stages of conflict escalation</p> <ul style="list-style-type: none"> • Frustration leads to • Anger leads to • Aggression leads to • Violence
1.5	<p>Attitude and behaviour cycle</p> <ul style="list-style-type: none"> • Importance of adopting an appropriate initial response to conflict situations • Link between attitude and behaviour • Positive attitude constructs positive behaviour • Negative attitude constructs negative behaviour • Effective behaviour and communication influencing attitude and behaviour of others
2.1	<p>Risks in potential conflict situations</p> <ul style="list-style-type: none"> • Identifying potential risk to self and others (staff, customers, bystanders) • Dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately) • Possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and assessing potential threats, adapting conflict response to situation) • Minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques
2.2	<p>Factors</p> <ul style="list-style-type: none"> • Actions • Behaviours (self and others) • Situations • Emotions <p>Triggers</p> <ul style="list-style-type: none"> • Perceptions • Conflicting goals • Different personal values • Misunderstandings

	<ul style="list-style-type: none"> • Poor communication <p>Inhibitors</p> <ul style="list-style-type: none"> • Self-control • Personal values • Fear of retaliation • Social or legal consequences • Body worn cameras and any other technology
2.3	<p>Range of responses</p> <ul style="list-style-type: none"> • Feeling insulted • Feeling threatened • Anger • Loss of face • Being ignored • Peer pressure • Feeling patronised • The feeling of not being taken seriously • Alcohol, drugs and medical conditions • Angry response • Fight or flight response <ul style="list-style-type: none"> ○ Fear ○ Adrenaline ○ Shock • Fear of being “blocked in”
2.4	<p>Stages in de-escalating conflict</p> <ul style="list-style-type: none"> • Assess emotional state • Identify trigger factors • Reassure to reduce anxiety • Speak calmly and actively listen • Empathise and check understanding • Problem solving - resolve the issue • Explain what, when, how • Keep informed
2.5	<p>Positioning and exit routes</p> <ul style="list-style-type: none"> • Maintaining personal space • Demonstrating non-aggressive stance • Ensuring an escape route is visible for all parties • Awareness of exit routes
3.1	<p>Empathy</p> <ul style="list-style-type: none"> • Ability to share someone else's feelings or experiences • Imagining being in that person's situation <p>Customer perspective/ resolving conflict</p> <ul style="list-style-type: none"> • What the customer thinks and feels; sees; says: does • Customer pain (fears, frustrations, obstacles) • Potential gain (goals, wants, needs) • Understanding the customer’s point of view
3.2	<p>Problem solving techniques</p> <ul style="list-style-type: none"> • Identify issues • Understand everyone's interests • Identify possible solutions/options • Evaluate options • Select option or options

	<ul style="list-style-type: none"> • Document agreement(s) • Agree on contingencies, monitoring, and evaluation <p>Benefits</p> <ul style="list-style-type: none"> • Managing customer expectations • Building rapport • Building trust • Finding mutual understanding • Demonstrating empathy • Explaining reasons
3.3	<p>Win-win situation</p> <ul style="list-style-type: none"> • Outcome where everyone is satisfied <p>Win-win approaches</p> <ul style="list-style-type: none"> • Active listening • Empathy • Problem solving • Negotiation
4.1	<p>Range of communication techniques</p> <p>Verbal communication</p> <ul style="list-style-type: none"> • Speaking – pitch, tone, clarity, language • Listening <p>Non-verbal communication</p> <ul style="list-style-type: none"> • Stance • Body language • Eye contact • Gestures • Signalling non-aggression through non-verbal communication <p>Personal space awareness</p>
4.2	<p>Barriers</p> <ul style="list-style-type: none"> • Heat, pain, fear, noise, shock, language, mental illness, Culture, fear of authority, attitude, belief substance and/or alcohol use <p>Overcoming communication barriers</p> <ul style="list-style-type: none"> • Speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space, make sure you are non-threatening, explain what you are doing
4.3	<p>Aggressive behaviour</p> <ul style="list-style-type: none"> • Threatening tone • Threatening positioning • Angry gestures • Angry words • Concerns of violence • Staring/ uncomfortable eye contact <p>Assertive behaviour</p> <ul style="list-style-type: none"> • Firm but fair • Calm • Normal positioning • Relaxed body language • Polite/rational speech • Listening • Acknowledging <p>Passive behaviour</p> <ul style="list-style-type: none"> • Hesitant, apologetic speech patterns • Overly seeking approval

	<ul style="list-style-type: none"> • Always agreeing with others • Broken speech pattern • Self-deprecation or self-criticism • Overly quiet speech • Discomfort in groups • Lack of eye contact
4.4	<p>Approaches</p> <ul style="list-style-type: none"> • Non-aggressive body language • Empathy • Be positive and assertive • Actively listen • Problem solving • Follow appropriate organisational policies and procedures
4.5	<p>Conflict de-escalation</p> <ul style="list-style-type: none"> • Manging communication barriers • Using positive communication • Active listening • Non-verbal communication • Verbal communication • Non-aggressive • Empathy • Building rapport/trust • Problem solving • Providing assistance e.g. calling a taxi • Including management in discussions
4.6	<ul style="list-style-type: none"> • Positioning • Switching to or from a colleague

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	11		
Directed study			
Independent study			
Work-based learning			
Non invigilated assessment			
TQT:	13	Credit:	1

Information for tutors

As conflict management is applicable to all of the previous units, training providers may wish to integrate this unit within the first two units to support learning outcomes. However, the contact time, GLH and TQT must still be able to meet the required quantities.

Scenario based training is required for this unit in relation to:

- i. **Refusal Scenario**
- ii. **Rejection Scenario**
- iii. **Incident Scenario**

Particular attention when planning the scenario and role play sessions should be taken to plan and meet the required learning from outcomes within this unit by active participation from the learners and constructive analysis of events post scenario (identifying what went well, what did not go well and why relating to the indicative content).

Scenarios should also include issues relating to equality, diversity and discrimination.

Qualifications Network provide scenarios for assessment within the trainer assessment pack for this qualification.

QNUK Level 3 Certificate for Close Protection Operatives in the Private Security Industry



Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ). The examination lasts for a maximum of 30 minutes and has 20 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Websites

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

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

Unit 4 Principles of Terror Threat Awareness in the Private Security Industry Y/650/2067

Unit Summary

This unit is aligned to current knowledge supported by NaCTSO in line with basic counter terrorism knowledge for security operatives across the industry. The content builds upon the knowledge gained from learner’s original training to ensure a consistent standard for all frontline operatives.

1. The learner will: Understand terror threats and the role of the security operative in the event of a threat		
Assessment Guidance The learner must:		Types of Evidence
1.1	Identify the different threat levels	MCQ
1.2	Recognise the common terror attack methods	MCQ
1.3	Recognise the actions to take in the event of a terror threat	MCQ
1.4	Identify the procedures for dealing with suspicious items	MCQ
1.5	Identify behaviours that could indicate suspicious activity	MCQ
1.6	Identify how to respond to suspicious behaviour	MCQ

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> • The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have. • LOW means an attack is highly unlikely • MODERATE means an attack is possible, but not likely • SUBSTANTIAL means an attack is likely • SEVERE means an attack is highly likely • CRITICAL means an attack is highly likely in the near future • Have an understanding of how UK threat level may impact the response level for the location in which you are working.
1.2	<ul style="list-style-type: none"> • Awareness of attack planning phases. • Most current terrorist attack methodologies: <ul style="list-style-type: none"> • Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc. • Explosive device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED), Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED) • VAAW (Vehicle As A Weapon) also known as vehicle ramming • Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks. • Cyber attacks • Insider threat
1.3	<ul style="list-style-type: none"> • Understand the role security operatives have to play during a terror attack. • Understand what Run, Hide, Tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place • Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority. • Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe. • Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options. <ul style="list-style-type: none"> ○ In both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities. • Report incidents requiring immediate response from the police on 999 • Know what information emergency response require: <ul style="list-style-type: none"> ○ What you have seen and what has happened. ○ Who you saw, what they looked like, what they were wearing. ○ Where did the situation happen and where you are. ○ When did it happen. • Awareness of emergency services response time • Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.

	<ul style="list-style-type: none"> • Know who the public sector counter-terrorism experts are and how to access their information; <ul style="list-style-type: none"> ○ Centre for the protection of national infrastructure (CPNI) ○ National Counter Terrorism Security Office (NaCTSO) • Awareness of current initiatives: <ul style="list-style-type: none"> ○ Run, hide, tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place. ○ ACT - Action Counter Terrorism ○ SCaN - See, Check and notify ○ The pros and cons of evacuation/invacuation: <p>In both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities.</p>
<p>1.4</p>	<p>Hot Principles:</p> <ul style="list-style-type: none"> • Hidden • Obviously suspicious • Typical <p>Four Cs: Confirm, Clear, Communicate and Control</p> <ul style="list-style-type: none"> • Safety distance, including: • Distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m) • How to visually represent safety distance (e.g. Football field) • Difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 m
<p>1.5</p>	<ul style="list-style-type: none"> • Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime. • Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act. • Understand examples of what this might look like, including: <ul style="list-style-type: none"> ○ Individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities ○ Individuals avoiding security staff. ○ Individuals carrying out activities inconsistent with the nature of the building or area. ○ Individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings ○ Parked vehicles with people inside, empty parked vehicles left unattended for long period ○ Multiple sightings of same suspicious person, vehicle, or activity • Understands actions that can deter or disrupt hostile reconnaissance, including: <ul style="list-style-type: none"> ○ Ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals ○ Maintaining organised search procedures • Ensuring emergency exits are secured when not in use to prevent unauthorised entry

1.6	<ul style="list-style-type: none">• Use your customer service skills to disrupt potential hostile reconnaissance.• Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance.• Know where to report suspicious behaviour including:<ul style="list-style-type: none">○ Internal procedure for site○ Confidential (Anti-Terrorist) Hotline: 0800 789 321○ British Transport police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40○ Non-emergency: 101○ ACT online reporting• Life threatening emergency or requiring immediate response: 999
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Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	2		
Directed study			
Independent study			
Work-based learning			
Non invigilated assessment			
TQT:	3	Credit:	1

Information for tutors

This unit can be delivered via learner self-study using the Action Counters Terrorism eLearning, or face to face in a classroom environment. It is important to understand the following requirements if eLearning is accepted as the delivery method:

- i. Learners must complete and present authentic ACT Awareness (blue) certificate
- ii. Learners must complete and present authentic ACT Security (orange) certificate
- iii. It is the centre responsibility to ensure the learner has completed this learning themselves

Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ). The examination lasts for a maximum of 30 minutes and has 20 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator

www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector

www.skillsforsecurity.org.uk

Action Counters Terrorism eLearning

<https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

Unit 5 Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry A/650/2068

Unit Summary

This unit provides safety critical knowledge which supports licence integration, meaning a holder of a Close Protection licence can operate as a Door Supervisor with the same licence. There are also many occasions where a Close Protection Operative is likely to be working within a licenced premises when protecting their principal/s for example, functions, socialising or events, therefore it is important the learner can understand the requirements of the Licencing Act (2003) and the safeguarding responsibilities when in charge of security at, or operating within, licenced premises.

1. The learner will: Understand how to keep vulnerable people safe		
Assessment Guidance The learner must:		Types of Evidence
1.1	Recognise duty of care with regard to vulnerable people	MCQ
1.2	Identify factors that could make someone vulnerable	MCQ
1.3	Identify actions that the security operative should take towards vulnerable individuals	MCQ
1.4	Identify behaviours that may be exhibited by sexual predators	MCQ
1.5	Identify indicators of abuse	MCQ
1.6	State how to deal with allegations of sexual assault	MCQ
1.7	State how to deal with antisocial behaviour	MCQ

2. The learner will: Understand licensing law relevant to the role of a door supervisor		
Assessment Guidance The learner must:		Types of Evidence
2.1	Identify the licensing objectives	MCQ
2.2	State the law in relation to refusing entry and ejecting customers	MCQ
2.3	Identify police powers regarding licensed premises	MCQ
2.4	State the rights and duties of licensees and door supervisors as their representatives	MCQ
2.5	State the role of the designated premises supervisor (DPS) /premises manager (PM)	MCQ
2.6	State the law regarding children and young persons on licensed premises	MCQ
2.7	State conduct that is unlawful under licensing, gaming and sexual offences legislation	MCQ
2.8	Identify acceptable forms of proof of age	MCQ

3. The learner will: Understand queue management and venue capacity responsibilities relevant to a door supervisor		
Assessment Guidance The learner must:		Types of Evidence
3.1	State the responsibilities of a door supervisor when controlling queues	MCQ
3.2	Recognise the benefits of queue control	MCQ
3.3	Identify the importance of following dispersal procedures	MCQ
3.4	State why communication is important throughout the queuing process	MCQ
3.5	State the responsibilities of a door supervisor in relation to crowd capacity regulations	MCQ
3.6	Identify how and when to monitor a queue for potential safety issues	MCQ
3.7	State the factors to consider when ejecting or refusing entry to a person who may be vulnerable	MCQ

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> • Duty of care is: “a moral or legal obligation to ensure the safety or well-being of others” • People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone
1.2	<ul style="list-style-type: none"> • Vulnerable: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill, Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person’s movements, senses or activities that is invisible to the onlooker). • Indicators of child sexual exploitation: children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars
1.3	<ul style="list-style-type: none"> • Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people • Offer to call a relative or friend to give assistance • Offer to call a licensed taxi to take the vulnerable person home • Using ‘safe havens’ or other local initiatives run by organisations such as St John’s Ambulance • Be aware of current safety initiatives e.g. Ask Angela campaign • Reporting indicators of child sexual exploitation: <ul style="list-style-type: none"> ○ Contact the police or call Crimestoppers ○ Report as soon as possible
1.4	<ul style="list-style-type: none"> • Close monitoring of vulnerable people • Buying drinks or gifts for vulnerable people • Suspicious behaviour around certain times and venues • Inappropriate use of technology e.g. upskirting with phones
1.5	<ul style="list-style-type: none"> • Restricting freedom of individuals • Unexplained bruising • Lack of confidence and insecurity • Change in circumstances e.g. cleanliness, appearance
1.6	<ul style="list-style-type: none"> • Follow organisation’s policies and procedures • Notify police • Safeguard victim • Separate victim from assailant • Record and document all information
1.7	<ul style="list-style-type: none"> • Follow your organisation’s policies and procedures • Speak to the person • Explain the situation and the risks of the anti-social behaviour • Explain the consequences if the anti-social behaviour continues • Remain calm • Ensure that your colleagues know about the situation and that you have back-up if needed • Vigilance. • High-profile patrols. • Early intervention. • Positive non-aggressive communication. • Prompt reporting of incidents. • Accurate recording of incidents. • Liaison with police and other appropriate agencies.

2.1	<p>Listed in the Licensing Act 2003 Licensing (Scotland) Act 2005</p> <ul style="list-style-type: none"> • Prevent crime and disorder • Securing Public safety • Preventing public nuisance • Protection of children and young persons from harm • Protecting and improving public health (Scotland only)
2.2	<ul style="list-style-type: none"> • Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives • Anyone refusing to leave the premises when asked becomes a trespasser, and can be lawfully ejected from the premises using only such force as is reasonable and necessary
2.3	<ul style="list-style-type: none"> • Have right of entry / inspection • Have right to search premises • Have powers of closure
2.4	<ul style="list-style-type: none"> • Licence holder is responsible for ensuring that the premises complies with licensing objectives and all other relevant legislation • Licence holder decides on admission policy and other house rules • Door supervisors, acting on behalf of licence holders should promote those policies • Door supervisors and the licence holder should know the differences between personal and premises licences and how to obtain them
2.5	<ul style="list-style-type: none"> • Must only have one DPS / PM for that premises • A DPS / PM has day-to-day ultimate responsibility for the running of the premises • Must be named in the operating schedule (which is completed when applying for a premises licence) • Point of contact for police and local government
2.6	<ul style="list-style-type: none"> • Protection of children from harm is a licensing objective • Selling alcohol to a person under 18 is illegal • Penalties can be imposed on venues • Test purchasing may take place • Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol
2.7	<ul style="list-style-type: none"> • Allowing drunkenness on licensed premises • Serving someone who is drunk • Serving alcohol to someone under the legal age • Unlawful gaming • Contravening the Policing and Crime Act 2009 • Contravention of licence terms, conditions and/or restrictions as described by local authorities • Running establishments without a licence granted by the local authority • Soliciting on licensed premises
2.8	<ul style="list-style-type: none"> • Follow venue policy / assignment instructions • Passports • Photo-card driving licences • Proof-of-age scheme cards • Local Challenge 21 and Challenge 25 schemes
3.1	<ul style="list-style-type: none"> • Access the most up-to-date guidance from gov.uk • Venue management e.g. queues, rules that impact socialising, venue access, PPE • To have a professional appearance and attitude • To ensure that only appropriate people can enter • To ensure that only the appropriate numbers of customers can enter

	<ul style="list-style-type: none"> • To ensure safe entry for customers
3.2	<ul style="list-style-type: none"> • Decreases the potential for conflict outside of the venue • Demonstrates good customer service • Allows assessment of attitude and behaviour of different customers • Allows enforcement of admissions policy • Improves customer safety • Ensures customer enjoyment
3.3	<ul style="list-style-type: none"> • Ensures safe exit of customers • Prevents disorder • Shows good customer service • Assists outside agencies • Help compliance with licensing objectives
3.4	<ul style="list-style-type: none"> • Manages customer expectations • Decreases potential conflict • Provides good customer service • Allows assessment of the customers attitude and sobriety • Builds positive relationships with customers who may then return to the venue
3.5	<ul style="list-style-type: none"> • Monitor the queue at all times • Use of devices to count customers in and out of the premises • Halt entry once capacity is reached • Ensures compliance with: <ul style="list-style-type: none"> ○ Health and safety legislation ○ Fire safety regulations ○ Venues licence • Licensing objectives
3.6	<ul style="list-style-type: none"> • Monitor at all times • Monitor for attitude and welfare issues • Maintain observations throughout the queue • Use of barriers, lines or signs to ensure safe entry
3.7	<ul style="list-style-type: none"> • People being ejected are more vulnerable to specific crimes or attacks which are more common in the night-time economy. • Sobriety • Drug use • Age • Mental capacity • Attitude • Crimes and licensing offences

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TQT and credit		
	Hours	Comments
Guided learning	10	
Directed study		
Independent study		
Work-based learning		
Non invigilated assessment		
TQT:	13	Credit: 1

Information for tutors

Context is important for this unit according to the learner profile and their intended use for their licence to practice. Whereas some will benefit from a Door Supervision viewpoint (pubs/clubs), others will find a corporate event perspective equally as effective.

Licensing objectives should be delivered as the 4 Ps in line with English licensing requirements, however ensure learners are aware of the 5th objective (Public health) for Scottish licenced premises.

Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ). The examination lasts for a maximum of 45 minutes and has 29 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Websites

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

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

Licensing Act 2003 <https://www.legislation.gov.uk/ukpga/2003/17/contents>

Unit 6 Application of Physical Intervention Skills in the Private Security Industry D/650/2069

Unit Summary

This unit covers both the knowledge and the practical skills required to use physical intervention when working in the private security industry. It provides an introduction to best practice including restrictive and non-restrictive interventions, and the implications of their use, the hazards of using physical interventions and how to reduce the risk of harm being caused, and the actions that must be taken after an incident. This unit also provides an opportunity to develop non-aggressive physical intervention skills to protect yourself and others and non-restrictive and restrictive skills that you can employ when standing, holding or escorting individuals.

1. The learner will: Understand physical interventions and the implications of their use		
Assessment Guidance The learner must		Types of Evidence
1.1	State the legal implications of using physical intervention	MCQ
1.2	State the professional implications of using physical intervention	MCQ
1.3	Identify positive alternatives to physical intervention	MCQ
1.4	Identify the differences between defensive physical skills and physical interventions	MCQ

2. The learner will: Understand the risks associated with using physical intervention		
Assessment Guidance The learner must		Types of Evidence
2.1	Identify the risk factors involved with the use of physical intervention	MCQ Q&A
2.2	Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	MCQ Q&A
2.3	State the specific risks associated with positional asphyxia	MCQ Q&A
2.4	State the specific risks associated with prolonged physical interventions	MCQ Q&A

3. The learner will: Understand how to reduce the risks associated with physical intervention		
Assessment Guidance The learner must		Types of Evidence
3.1	State the specific risks of dealing with physical intervention incidents on the ground	MCQ
3.2	Identify how to deal with physical interventions on the ground appropriately	MCQ Q&A
3.3	Identify ways of reducing the risk of harm during physical interventions	MCQ
3.4	State the benefits of dynamic risk assessment in situations where physical intervention is used	MCQ
3.5	State how to manage and monitor a person's safety during physical intervention	MCQ Q&A
3.6	State the responsibilities of all involved during a physical intervention	MCQ
3.7	State the responsibilities immediately following a physical intervention	MCQ

3.8	State why it is important to maintain physical intervention knowledge and skills	MCQ
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4. The learner will: Be able to use physical skills to protect yourself and others		
Assessment Guidance The learner must		Types of Evidence
4.1	Demonstrate stance and positioning skills	Obs
4.2	Demonstrate skills used to evade and protect against blows	Obs
4.3	Demonstrate methods of disengagement from grabs and holds	Obs
4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	Obs
4.5	Communicate professionally throughout the physical intervention	Obs

5. The learner will: Be able to use non-pain compliant standing, holding and escorting techniques.		
Assessment Guidance The learner must		Types of Evidence
5.1	Demonstrate how to physically prompt a person	Obs
5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	Obs
5.3	Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual	Obs
5.4	Demonstrate transitions between disengagement techniques and escorting techniques	Obs
5.5	Demonstrate how to escort an individual on stairways	Obs
5.6	Demonstrate how to disengage safely	Obs
5.7	Demonstrate how to manage risk immediately following disengagement	Obs

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> • Legal authority to use force under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland) • Relevant legislation relating to licensing and criminal law. • Duty of care – considerations concerning use of physical intervention. • Principle of non-pain compliance and application. • Last resort
1.2	<ul style="list-style-type: none"> • Sector-specific legislation • Professional guidance and standards relevant to area of employment (and how standards may vary according to context – e.g. In health and social care, prisons, etc. – but also be based on common principles) • Ethical implications • Financial implications • Last resort
1.3	<ul style="list-style-type: none"> • Primary controls: <ul style="list-style-type: none"> ○ Following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g. Radio for summoning assistance, CCTV, access control) ○ Positive and proactive service delivery. • Secondary controls <ul style="list-style-type: none"> ○ Positive and effective interpersonal communication • Knowledge and skills of conflict management in reducing the need for physical intervention.
1.4	<p>Defensive physical skills – skills used to protect oneself from assault.</p> <ul style="list-style-type: none"> • Physical interventions – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person’s movement.
2.1	<ul style="list-style-type: none"> • Nature of the restraint: <ul style="list-style-type: none"> ○ Method of restraint (risk of falls with restrictive holds) ○ Position held ○ Duration of restraint • Situational factors: <ul style="list-style-type: none"> ○ Setting and location constraints and risks (open and confined spaces) ○ Environmental hazards ○ Staff numbers ○ Availability of help ○ Access to medical attention ○ Threats presented by others ○ Options available. • Individual factors: <ul style="list-style-type: none"> ○ Age ○ Size ○ Weight ○ Physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs)

	<ul style="list-style-type: none"> ○ Mental health (history of violence, prior experience of abuse and trauma) ● Vulnerable groups <ul style="list-style-type: none"> ○ Children and young people ○ Older adults ○ Individuals with mental health issues. ● (staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention.)
2.2	<ul style="list-style-type: none"> ● <i>Acute behavioural disturbance</i> is a term used to cover a combination of physical and psychological factors including: <ul style="list-style-type: none"> ○ High temperature ○ Bizarre behaviour ○ Sustained mental and physical exhaustion and metabolic acidosis. ● <i>Psychosis</i> can result from underlying mental illness and/or be drug induced. Signs include: <ul style="list-style-type: none"> ○ Hallucinations ○ Paranoia ○ Extreme fear as part of delusional beliefs. ● Acute behavioural disturbance and psychosis can result in sudden death – so both should be treated as a medical emergency. Use de-escalation (verbal and non-verbal communication, distraction and calming techniques) as appropriate to the situation.
2.3	<p>Positional (or restraint) asphyxia occurs mostly on ground restraints where a person is held forcefully face down or face up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation.</p> <p>Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:</p> <ul style="list-style-type: none"> ● On the ground or any other surface (e.g. On a bed) face up or face down, using methods that compromise breathing and circulation ● In a seated position (e.g. Being bent forward when seated) using methods that compromise breathing and circulation ● In a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/object. ● Key risk factors include: <ul style="list-style-type: none"> ● <i>Method of restraint</i>: positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso – whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia ● <i>Position</i>: forceful holds in certain positions increase risks of positional asphyxia – these include: <ul style="list-style-type: none"> ○ Face up or face down restraint on the ground or other surface such as a bed ○ Seated or standing positions where breathing and/or circulation are compromised e.g. By being bent forward. ● <i>Duration</i>: the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death.
2.4	<p>The longer the duration of forceful restraint, the greater the exposure to risk and to complications.</p>
3.1	<p>Specific risks:</p> <ul style="list-style-type: none"> ● Restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an

	<p>individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints)</p> <ul style="list-style-type: none"> • Impact with floor and/or objects (during forceful takedowns or falls to the ground) • Injury from glass or debris on the ground • Vulnerable to assault from others.
<p>3.2</p>	<p>Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible.</p> <p>Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground.</p> <p>If a situation goes to the ground:</p> <ul style="list-style-type: none"> • Try to get the individual up, or to a comfortable seated or recovery position as quickly as possible • In the meantime: <ul style="list-style-type: none"> ○ Monitor the individual to ensure they can breathe without difficulty ○ Where there is more than one member of the security team involved, designate a ‘team leader’ to take charge of the team and take responsibility for the safety of the individual ○ The team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity ○ If not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject’s head to fulfil this function ○ De-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency <p>If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training.</p>
<p>3.3</p>	<p>Risk of harm to all parties.</p> <p><i>Types of harm:</i></p> <ul style="list-style-type: none"> • Serious injury or death can result from: <ul style="list-style-type: none"> ○ Strikes and kicks ○ An individual falling or being forced to ground ○ Interventions involving the neck, spine or vital organs ○ Restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia ○ Any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present • Stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma. <p>Staff must respect the dignity of individuals they are managing, however challenging they may find them.</p> <p><i>Reducing the risk of harm:</i></p> <ul style="list-style-type: none"> • Choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective) • Avoid high-risk positions including ground restraints • Avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation

	<ul style="list-style-type: none"> • Maintain ongoing communication between staff and between staff and the subject during and following restraint • Monitor the wellbeing of the subject for adverse reactions • Work as a team and designate a team leader • Follow established procedures (take care not to deviate) • De-escalate at the earliest opportunity to reduce exposure to risk • Immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions.
<p>3.4</p>	<p><i>Dynamic risk assessment</i> – used to:</p> <ul style="list-style-type: none"> • Assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not • Evaluate options available and inform decision whether to intervene, when and how • Identify when assistance is needed • Continuously monitor for changes in risks to all parties during and following an intervention • Inform decision to de-escalate use of force and/or withdraw.
<p>3.5</p>	<p><i>Monitor and manage the subject:</i></p> <ul style="list-style-type: none"> • Observe fully the risk factors (situational and individual) • Ensure that nothing impedes the subject’s ability to breathe or their circulation - checking airway – breathing – circulation (abc) <p><i>Actions to Take:</i></p> <ul style="list-style-type: none"> • If the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the <i>recovery position</i>. • <i>Commencing CPR/defibrillator</i> should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths – they still need CPR at this point • If the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress • Act on ‘red flags’: • Effort with/difficulty in breathing • Blocked airway and/or vomiting • Passivity or reduced consciousness • Non-responsiveness • Signs of head or spinal injury • Facial swelling • Evidence of alcohol or drug overdose • Blueness around lips, face or nails (signs of asphyxia) • High body temperature (profuse sweating/hot skin) • Exhaustion • Confusion, disorientation and incoherence • Hallucinations, delusions, mania, paranoia • Bizarre behaviour • Extreme fear • High resistance and abnormal strength

	<ul style="list-style-type: none"> • Employ de-escalation (calming and/or distraction) techniques • If a medical emergency is suspected – release immediately and call first aider/emergency services <p>Provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration.</p>
3.6	<p>All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention.</p> <p><i>Responsibilities include:</i></p> <ul style="list-style-type: none"> • Duty of care to the subject at all times (during and after restraint) • Duty of care to colleagues • Respecting the dignity of the subject • Providing appropriate care for any person who appears to be injured or at risk • Challenging unnecessary and excessive use of force by colleagues. <p><i>Supporting colleagues:</i></p> <ul style="list-style-type: none"> • Switch roles within the team where appropriate • Monitor staff safety • Monitor the subject and if you have any concerns for their wellbeing inform colleagues • Contain the immediate area and manage bystanders • Monitor the situation and communicate with others e.g. Staff from other agencies.
3.7	<p><i>Responsibilities include:</i></p> <ul style="list-style-type: none"> • Duty of care to the subject at all times (during and after restraint) • Duty of care to colleagues (support services) • Providing appropriate care for any person who appears to be injured or at risk • Briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event • Preserving evidence and securing witnesses testimony • All staff involved must complete a full report individually accounting for their actions
3.8	<p>Maintaining knowledge and skills is important because:</p> <ul style="list-style-type: none"> • Legislation and best practice guidance can change • Proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD)
4.1	<p>Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication. Verbal communication in line with conflict management training to assist the exit or intervention should also be used.</p>
4.2	<p>With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault.</p> <p>Verbal Communication in line with conflict management training should be used.</p>
4.3	<p>A small number of skills relevant to the security role that address the most common types of assault.</p>
4.4	<p>At least two methods that can be adapted to different scenarios.</p> <p>Including an individual and a team method</p>
4.5	<p>Helping to calm the individual, give instructions and check well-being.</p> <p>Use positive verbal and non-verbal communications to:</p> <ul style="list-style-type: none"> • Calm and reassure the individual restrained

	<ul style="list-style-type: none"> • Calm and reassure others present • Check understanding with the person restrained • Check the physical and emotional well-being of the person restrained • Negotiate and manage safe de-escalation with the person restrained and with the staff involved.
5.1	Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. Candidates should continue to apply customer service skills even if the person they are escorting is not responding.
5.2	Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort. One- <i>and</i> two-person holds (in motion, not just static) to be assessed.
5.3	Risks of dealing with a resistant person in different contexts Show one- and multiple-person restraining and escorting techniques in the approved programme. Remind learners of the dangers of prolonged restraint.
5.4	Moving from disengagement or defence/blocks into a restraint/escorting move.
5.5	Escorting an individual on a stairway may be required, either because they are: <ul style="list-style-type: none"> • Intoxicated or ill and require assistance <i>or</i> • Non-compliant and need to be moved. Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are resistant or if you reasonably foresee that they might become resistant during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort. A dynamic risk assessment should be carried out and door supervisors should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs. Demonstrate escorting an individual on a stairway made up of a minimum of three stairs.
5.6	<ul style="list-style-type: none"> • Controlled physical de-escalation i.e. Transition to less restrictive holds and complete release* • Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding • Safe positioning during de-escalation and disengagement *Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.
5.7	Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> • Create space • Positive communication with colleagues and other people present • Safe handover to others, e.g. The police or ambulance personnel, with a briefing including. <ul style="list-style-type: none"> ○ Risk behaviours presented by the person (to themselves and/or others) ○ Method of restraint and its duration • Any concerns you have for their wellbeing.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	13		
Directed study			
Independent study			
Work-based learning			
Non invigilated assessment			
TQT:	17	Credit:	2

Information for tutors

This unit is to be delivered in a Door Supervision context and provides a strong basis for the CP PI unit. Ensure all practical assessments and verbal Q&A are video recorded as per requirements for this unit.

Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ), Practical Observations and verbal Q&A. The examination lasts for a maximum of 45 minutes and has 30 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Websites

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

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

Unit 7 Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry J/650/2070

Unit Summary

This unit covers both the knowledge and the practical skills required to use physical intervention when working as a Close Protection Operative in the private security industry. It introduces best practice including restrictive and non-restrictive interventions, the implications of their use, the hazards of using physical interventions and how to reduce the risk of harm being caused. This unit also provides an opportunity to develop non-aggressive physical intervention skills to protect yourself, others and non-restrictive and restrictive skills that you can employ during day-to-day operations in a close protection operation within a UK environment, along with some recovery options for unforeseen circumstances.

1. The learner will: Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify situations where the principal's personal safety is likely to be compromised	MCQ
1.2	Recognise situations that do not compromise safety but are likely to cause embarrassment or delays to the principal's schedule	MCQ
1.3	Explain the importance of using agreed 'intervention words' and 'non-verbal cues' between the principal and team	MCQ
1.4	Explain the implications of ineffective communication in high-risk situations	MCQ

2. The learner will: Know how to respond to a change in operational conditions from Standard Operating Procedures to Emergency Operational Procedures		
Assessment Guidance The learner must		Types of Evidence
2.1	Describe how to trigger a change of operational conditions	MCQ
2.2	Explain the considerations when responding to heightened threat, risk, or incidents	MCQ

3. The learner will: Know the responsibilities of the close protection team when there is an immediate physical threat to the principal		
Assessment Guidance The learner must		Types of Evidence
3.1	Identify the priorities for each role in the immediate close protection team when a physical threat is realised	MCQ

4. The learner will: Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal		
Assessment Guidance The learner must		Types of Evidence
4.1	Identify the purpose of narrowing the concentric layers of protection for a principal	MCQ
4.2	Explain the considerations of the PES team members within a protective formation	MCQ
4.3	Explain the considerations of the PPO within a protective formation	MCQ

5. The learner will: Understand the implications of common and criminal law when using force on another person		
Assessment Guidance The learner must		Types of Evidence
5.1	Describe the requirements of common law to justify the use of force towards another person	MCQ
5.2	Explain the requirements of criminal law to justify the use of force towards another person	MCQ
5.3	State the importance of only using physical intervention skills as a last resort	MCQ

6. The learner will: Know the positive alternatives to using physical intervention skills in a close protection environment		
Assessment Guidance The learner must		Types of Evidence
6.1	Identify alternative methods of protecting a principal from assault which do not involve physical contact with others	MCQ

7. The learner will: Understand associated threats as a result of an attempted assault or unwarranted attention towards a principal		
Assessment Guidance The learner must		Types of Evidence
7.1	Identify secondary potential threats to the principal and team	MCQ

8. The learner will: Know how to apply physical intervention skills in a justifiable, ethical, and professional manner		
Assessment Guidance The learner must		Types of Evidence
8.1	Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation.	VQ

9. The learner will: Be able to use non-pain compliant soft skills to prevent harm to a principal		
Assessment Guidance The learner must		Types of Evidence
9.1	Demonstrate soft skills to redirect others	Obs
9.2	Demonstrate soft skills to restrict a subject's movements	Obs
9.3	Demonstrate non pain compliant skills to redirect others	Obs
9.4	Demonstrate non pain compliant skills to restrict a subject's movements	Obs

10. The learner will: Be able to use defensive non-pain compliant skills to protect self from assault		
Assessment Guidance The learner must		Types of Evidence
10.1	Demonstrate skills to evade and protect self from blows	Obs
10.2	Demonstrate skills to protect self from choke holds and strangulation	Obs
10.3	Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm	Obs
10.4	Demonstrate methods of disengagement of yourself from grabs and holds	Obs

11. The learner will: Be able to use non-pain complaint methods of protecting the inner cordon		
Assessment Guidance The learner must		Types of Evidence
11.1	Demonstrate methods of preventing subject from penetrating inner cordon	Obs
11.2	Demonstrate methods of applying a restrictive hold	Obs
11.3	Demonstrate method of removing a person	Obs
11.4	Demonstrate a two-person method of removing a person	Obs

12. The learner will: Be able to protect the principal from assault		
Assessment Guidance The learner must		Types of Evidence
12.1	Demonstrate a method of disengaging the principal from unwelcome embraces and holds	Obs
12.2	Demonstrate a method of protecting the principal from blows	Obs

13. The learner will: Be able to communicate effectively to encourage de escalation		
Assessment Guidance The learner must		Types of Evidence
13.1	Demonstrate effective communication with the subject throughout a physical intervention	Obs

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> • Obsessive behaviour from a person they are interacting with (professional or public) • Anomalous behaviour identified with individuals within close proximity to principal. • Potential hostile surveillance and communication identified to be focused on principal • Chaos events (baseline behaviours rapidly changing into fast paced and erratic movements/behaviours) • Identification of a weapon (made, adapted, or intended perceptions, • Identification of a suspicious package • A known/identified threat becoming activated
1.2	<ul style="list-style-type: none"> • Offensive or inappropriate behaviour or conversation from an individual engaging with the principal • Nonresponsive to principal's attempts to close a conversation • Nonreciprocal holds or embraces from individuals engaging with the principal • Unplanned high-pressure media (paparazzi) questioning/photographs (situation and context dependant) • Blocking/disruption of planned routes (foot or vehicle)
1.3	<p>Intervention words – A word or phrase used by either the principal or CPO to trigger a pre-planned action or response to a situation</p> <p>Importance</p> <ul style="list-style-type: none"> • Enables a covert method of communicating without alerting others that an action has been triggered. • Supports the ability to perform a successful task • Empowers the principal to control their environment with a close protection resource • Provides the ability to communicate in situations which typically deny communications with others (mid conversation with a third party, covert tasks)
1.4	<ul style="list-style-type: none"> • Embarrassment for principal or team • Task failure • Serious harm to principal or team members though non-responsive teamwork • Confusion of requirements • Delay in response
2.1	<ul style="list-style-type: none"> • Intervention words • Overtly • Covertly • Radio • Team Leader (TL) activation
2.2	<ul style="list-style-type: none"> • Second in Command (2IC) change of responsibilities • PES and SAP change of responsibilities • Increased readiness of Driver/s and vehicles • Increased readiness of Medics • Preparation of support resources • Change of environment (safe rooms) • Extraction of Principal • Contraction of protective layers/circles • Diversion of SAP • Calling in SAP to support (if required) • Removal of others (except principal) from within protective layers • Possible contact with 3rd parties (emergency services, other CP teams) • Communication with wider CP team (control room, RST)

3.1	<ul style="list-style-type: none"> • PES – Contraction of protective layers/circle, removal of persons from within the layers, neutralising immediate threat, separating threat from principal, clearing extraction route, creating time for PPO to operate • SAP – Reconnaissance and readiness of extraction location or transport, advance or abort commands, potential support to PES and PPO
4.1	<ul style="list-style-type: none"> • To increase the overall body protection of the principal • To reduce response times to the source of the threat • Create a safe area around the principal • To shield the principal and PPO from attacks • Creates a psychological barrier for the potential assailant which may cause them to abort
4.2	<ul style="list-style-type: none"> • To divert or proportionately remove or reduce hostile parties and prevent them achieving close proximity to the principal and PPO • To proportionately and legally remove/restrain hostile parties away from principal and PPO to buy the PPO time to shield, evacuate (or both) the principal. To dynamically assess the situation for additional threats • To assist with the evacuation of the principal or restore normality (whichever appropriate). To assist with the possible detention of an individual's so long as the CP team resilience is not compromised
4.3	<ul style="list-style-type: none"> • To assess the threat and capability of PES to defend the outer layer of protection • To shield the principal and remove the principal from the threat as part of the evacuation process • To make informed decisions based on information received from PES, own or other team members. Restoration of normality • Assessing the situation, neutralising threats who have entered personal space of the principal
5.1	<ul style="list-style-type: none"> • Honestly held belief • Imminent danger • Force reasonable in the circumstances • To avert the danger (no more than is required)
5.2	<ul style="list-style-type: none"> • Reasonable • Proportionate • Necessary • Plan • Accountable
5.3	<ul style="list-style-type: none"> • Negative media (professional and social) • Damage to reputation (Principal and CP team) • Risk of harm to all parties • Accountable to a court of law • Excessive force may result in criminal conviction, loss of licence and fines
6.1	<ul style="list-style-type: none"> • Narrowing the concentric layers of protection to create a psychological deterrent • Effective conflict management communication • Distraction techniques • Early recognition of escalating risk and removal of principal • Effective screening of individuals allowed into proximity of principal where possible • threat avoidance • Effective eye contact with threat • Assertive communication • Ask the threat to desist (low level threat e.g., Prolonged handshake or clinging to principal)
7.1	<ul style="list-style-type: none"> • Additional hostile individuals • Dry run (to analyse CP team responses)

	<ul style="list-style-type: none"> • Chaos trigger to separate and weaken CP team • Distraction technique • Extraction location may be compromised • Negative publicity stunt • Loss of CP team members (injury or incapacitation)
8.1	<p>Context</p> <ul style="list-style-type: none"> • Reasonable, proportionate, necessary, imminent <p>Boundaries</p> <ul style="list-style-type: none"> • Minimum duration required • Minimum force required • Avert the danger • Escalate and deescalate in proportion to threat <p>Medical</p> <ul style="list-style-type: none"> • Potential injuries to operative and individual <p>Ethical</p> <ul style="list-style-type: none"> • Consideration if the individual may be in mental crisis and require post incident support • Consideration if the intervention can be delayed or deferred to another person to apply • Third party (public) view of the intervention - visually aggressive (client & professional reputation)
9.1	<ul style="list-style-type: none"> • Prompts • Passive redirection – allowing the subject to approach and use their own momentum (shoulder turn, elbow turn) • Body positioning (own) to restrict direction of travel • Body positioning (own) to gently displace subjects centre of gravity from a static position • Body positioning (own) to gently displace subjects centre of gravity to adjust direction of travel at slow pace.
9.2	<ul style="list-style-type: none"> • Assessment touch • Subtle limb range restrictions • Limit the movement of arms in a particular direction. • Strategic Positioning • Lowering of cameras or similar devices
9.3	<ul style="list-style-type: none"> • Active redirection <ul style="list-style-type: none"> ○ Applied force to redirect the subject ○ Hip or shoulder turns to actively redirect or move the subject • Displacement of centre of gravity to encourage movement from the subject
9.4	<ul style="list-style-type: none"> • Active limb range restrictions • Close down a potential fighting arc • Restrict subject’s ability to reach or withdraw from pockets, holders, bags, or holsters • Active movement of limbs away from self or principal • Leg positioning to restrict subject’s ability to transition body weight • Leg positioning to restrict subject’s ability to rotate hips
10.1	<p>Demonstrate skills to evade and protect self from blows</p> <ul style="list-style-type: none"> • Proactive or pre-emptive hand positioning to protect disabling strike areas (head, jawline, throat) • Proactive or pre-emptive stance and manoeuvrability • Repositioning of self to transition from proactive or pre-emptive to positive positioning • Blocks to kicks and blows • Closing of fighting arc (body position and subject limb restriction) <p>Protection against head butts and eye strikes</p>

10.2	<ul style="list-style-type: none"> • Protection of windpipe from rear naked choke • Escape or reduction of impact when encountering chokeholds (front and rear) • Escape from strangulation (open space and against immovable object e.g., wall or vehicle)
10.3	<ul style="list-style-type: none"> • Priority of alerting team and direct (non-contact) escape • Body positioning outside of fighting arc (lateral and tight) • Limitation of subject's limb movement to create temporary arc restriction as means of escape • Weapon = Made, Adapted, or Intended item
10.4	<ul style="list-style-type: none"> • Handshake • Lower arm grab (including wrist) front and rear • Clothing grab belt and jacket/coat(rear) • Clothing grab front
11.1	<ul style="list-style-type: none"> • Team block and redirection • 3rd party take off • Assertive commands (fluster) • Arm link
11.2	<ul style="list-style-type: none"> • Standing non-turbulent • Standing turbulent
11.3	Restrictive intervention with transition to movement
11.4	<ul style="list-style-type: none"> • Restrictive intervention with transition to movement – Standing start • Restrictive intervention with transition to movement - From seated start (subject is seated)
12.1	<ul style="list-style-type: none"> • Handshake • Embrace • Holds <ul style="list-style-type: none"> ○ Lower arm ○ Upper arm ○ Head lock (front/rear) ○ Choke (front/rear) ○ Clothing single hand (front/rear) • Clothing double hand (front/rear)
12.2	<ul style="list-style-type: none"> • Principal immediate positional displacement • Body shield positions • Arm wrap, belt hold or of principal • Swift extraction
13.1	<ul style="list-style-type: none"> • Assertive • Professional • Confident • Calm • De escalation

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	20		
Directed study			
Independent study			
Work-based learning			
Non invigilated assessment			
TQT:	20	Credit:	2

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Carry out	Conduct
Complete	Carry out in its entirety; having all necessary appropriate parts actioned
Conduct	Organise and carry out
Describe	Write or speak about the topic or activity giving detailed information
Develop	Identify, build and extend a topic, plan or idea
Explain	Make clear; give reasons for
Identify	Provide brief information about a subject, specific process or activity
Implement	Put into practical effect; carry out
Manage	Conduct, control or direct an activity, take responsibility for outcomes and achievements
Produce	Carry out or do; take an action; follow an instruction
Recognise	Acknowledge the validity, know from before
State	Give the main points in brief
Use	Deploy agreed/approved methods as a means of achieving outcomes

Appendix 3: Specimen Assessment Material

1. Which one of the following behaviours demonstrates an individual is frustrated

- A Loud verbal outburst
- B Invasion of personal space
- C Confused facial expression
- D Relaxed body language

2. In a high-risk conflict situation, an individual is unlikely to

- A Fight
- B Freeze
- C Feint
- D Flight

3. Which one of the following is the most appropriate way to resolving a dispute

- A Identify a win-win situation
- B Ensuring the customer gets what they want
- C Enforcing the venue rules rigidly
- D Allowing the situation to resolve itself

Appendix 4: SIA Standards of Behaviour for Close Protection Operatives

Personal Appearance
<p>A Close Protection Operative should at all times:</p> <ul style="list-style-type: none"> • Wear clothing which is smart, presentable, easily identifies the individual as a Close Protection 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
Professional Attitude and Skills
<p>A Close Protection Operative should:</p> <ul style="list-style-type: none"> • Greet visitors to the licensed 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 Close Protection 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
<p>In carrying out his/her duty, a Close Protection Operative should:</p> <ul style="list-style-type: none"> • 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
<p>A Close Protection Operative should:</p> <ul style="list-style-type: none"> • 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