

Working as a Security Officer within the Private Security Industry



Trident Awards

Trident Awards is the brand used by Laser Learning Awards unique to its work in the security industry sector.

LASER supports its recognised centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.

LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are recognised (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

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1. Qualification Overview

OFQUAL QUALIFICATION NUMBERS

601/4688/6

LASER Level 2 Award for Working as a Security Officer within the Private Security Industry

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

PURPOSE AND AIM OF QUALIFICATIONS

Pre-requisite for those seeking to work as a security officer in the private security industry.

WHO IS IT FOR?

New entrants to the sector without a previous award/qualification conferring full or partial exemption.

ENTRY REQUIREMENTS

Minimum age 16.

Learners must be able to communicate in English (oral and written) and Centres must have procedures in place for establishing the learners' competence in the use of the English language. Learners should as a minimum have English language skills equivalent to:

- 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

UNITS

To achieve the qualification, the learner must achieve all of the following three units:

- Working within the Private Security Industry (K/616/0273)
- Working as a Security Officer within the Private Security Industry (Y/506/7108)
- Conflict Management within the Private Security Industry (Y/506/7125)

ASSESSMENT

Assessment is by multiple choice examination.

DATES

Operational Start Date: 1 January 2015

Qualifications Review Date: 31 December 2019

TO DELIVER

Centres must meet Trident Awards' requirements for Centre Recognition and Qualification Approval. Requirements include those around teaching and learning resources, staffing, course and examination venues and record keeping. In addition, there are requirements around delivery, assessment and quality assurance.

2. About the Qualification

A Level 2 Award for Working as a Security Officer within the Private Security Industry is a pre-requisite for those seeking to work as a security officer in the private security industry (PSI).

Under the terms of the Private Security Industry Act (2001) individuals working in specific sectors of the private security industry must be licensed by the Security Industry Authority (SIA). One criterion for obtaining a licence is the achievement of a licence-linked qualification. The LASER Level 2 Award for Working as a Security Officer within the Private Security Industry provides full coverage of the competences specified by the SIA and therefore meets its requirements for a licence-linked qualification.

A Security Guarding licence is required when manned guarding activity that does not fall under the descriptions of door supervision, close protection, cash and valuables in transit, or public space surveillance (CCTV) is undertaken.

The LASER Level 2 Award for Working as a Security Officer within the Private Security Industry qualification is suitable for any new entrant to the sector without a previous award/qualification conferring full or partial exemption.

Successful learners will:

- Know the main characteristics of the Private Security Industry;
- Understand legislation as it applies to the individual in carrying out a licensable activity;
- Understand the importance of safe working practices to comply with legal requirements;
- Understand fire procedures in the workplace;
- Understand emergencies and the importance of emergency procedures;
- Understand the importance of communication skills and customer care;
- Understand the role of a security officer within the private security industry;
- Understand the law relevant to the role of a security officer;
- Understand the importance of, and reasons for, patrolling;
- Understand access and egress control;
- Understand searching relevant to a security officer;
- Understand the purpose and functions of different types of electronic and physical protection systems;
- Understand reporting and record keeping relevant to a security officer;
- Understand the principles of conflict management appropriate to their role;
- Understand how to recognise, assess and reduce risk in conflict situations;
- Understand how to communicate in emotive situations to de-escalate conflict;
- Understand how to develop and use problem solving strategies for resolving conflict;
- Understand good practice to follow after conflict situations.

The qualification is mapped to relevant National Occupational Standards (NOS) developed by Skills for Security.

Please note that the legal systems and laws of Scotland and Northern Ireland differ from that of England and Wales. If delivering in Scotland or Northern Ireland, both local law and English law must be delivered.

Trident Awards and the SIA advises that operatives and their employers remain responsible for operatives to familiarise themselves with the laws and legal systems relating to the area in which they will be working.

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3. Offering the Qualification

3.1 REQUIREMENTS FOR CENTRES

To offer this qualification through Trident Awards, a Centre must be:

- a Recognised Trident Awards or LASER Awards Centre (with all trainers approved);
- approved to offer the LASER Level 2 Award for Working as a Security Officer within the Private Security Industry qualification, see 3.1.1;
- prepared to allow representatives from the SIA, Ofqual, Trident Awards and if necessary, other authorities, to inspect and/or audit training venues, delivery, and/or assessment, in order to ensure consistent quality of delivery.

3.1.1 THE QUALIFICATION APPROVAL PROCESS

Most Centres will have completed the Qualification Approval Process to allow them to offer the LASER Level 2 Award for Working as a Security Officer within the Private Security Industry qualification as part of their application to become a Recognised Centre. Recognised Trident Awards or LASER Centres can complete forms CR1, CR2 and CR4 at any time to seek approval to offer the LASER Level 2 Award for Working as a Security Officer within the Private Security Industry qualification.

A CR5 form must be completed to gain approval if any part of the qualification is being delivered as distance or flexible learning.

The Qualification Approval Process seeks to establish that Centres have in place:

- experienced and qualified trainers that meet the regulatory bodies' requirements;
- training and examination venues that meet the regulatory bodies' requirements;
- arrangements for establishing learners' competence in the use of the English language (oral and written);
- suitable teaching and learning resources.

3.1.2 TEACHING AND LEARNING RESOURCES

The Centre should have access to an appropriate range of teaching/learning materials, including:

- a course programme;
- tutor briefing notes;
- student hand-outs;
- visual aids.

Distance learning may be used to deliver the following content only:

- nine hours learning for the unit Working within the Private Security Industry (K/616/0273);
- 30 minutes of learning in preparation for the unit Conflict Management within the Private Security Industry (Y/506/7125);

Trident Awards provides a PDF copy of the unit content for each of the units within this qualification free of charge on the secure area of its web site. This represents the basic unit content which must, as a minimum, be taught to learners, but this must be expanded upon by tutors and further/more detailed content delivered.

3.1.3 REQUIREMENTS REGARDING DELIVERY

A Minimum Contact Hours (MCH) value is stipulated by the SIA for each unit. These values are specified in the table below. The SIA defines the minimum contact hours as 'time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time does not include:

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

Each day should not exceed eight hours of learning.

UNIT NUMBER	UNIT NAME	MINIMUM CONTACT HOURS	SIA MAX PERMITTED DISTANCE LEARNING HOURS	SIA TOTAL LEARNING HOURS
K/616/0273	Working within the Private Security Industry	1	9	10
Y/506/7108	Working as a Security Officer within the Private Security Industry	10	None	10
Y/506/7125	Conflict Management within the Private Security Industry	7.5	0.5	8
		18.5	-	28

It is an SIA stipulation that the 18.5 MCH required must be delivered over a minimum of 3 days, with a maximum of 8 hours per day.

Trident Awards recommends the SIA maximum permitted hours of distance learning plus the minimum contact hours as a suitable course length. Distance learning is a delivery option that is available to centres,

it is not compulsory. If distance learning does not form a part of the course delivery Trident Awards recommends that the number of hours of delivery is equal to or greater than the SIA Total Learning Hours.

It is a requirement that centres can demonstrate that they are providing the MCH as required by SIA and that the SIA Total Learning Hours are also met.

3.1.4 STAFFING REQUIREMENTS

All Trainers delivering learning leading to this qualification must either have achieved the Level 3 Award in Education and Training or a teaching or training qualification at SVQ Level 3 (or equivalent), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:

- Level 3 Preparing to Teach in the Lifelong Sector (PTLLS), Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS), or Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- Certificate in Education
- Post Graduate Certificate in Education (PGCE)
- SVQ Levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Professional Graduate Diploma in Education (PGDE).

Trainers must all:

- be fully competent in training/facilitation skills;
- demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training;
- demonstrate that they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector;
- demonstrate evidence of professional development in the sector which should include the equivalent of at least thirty hours every year spent in a combination of training, increasing professional knowledge through other means, or working in the industry.

Trainers new to the sector must:

- have three years' front-line operational experience in the last ten in the UK, relevant to the qualifications that are delivering. Note this experience should have been gained in the UK, and must be a role within the private security industry or a specific role that can be mapped to the requirements of the private security industry.

Additional Criteria for Trainers Delivering Conflict Management Training

All trainers delivering scenario-based conflict management training must:

- have received relevant training;
- hold a qualification at or above Level 3 in The Delivery of Conflict Management Training.

3.1.5 TRAINING VENUES

Training must be undertaken in an environment appropriate and equipped for training and learning, compliant with current Health and Safety requirements.

The course should be conducted at a location that has dedicated training rooms, and the venue must be suitable for scenario based learning. The training rooms must be equipped with suitable visual aid equipment (ideally to be compatible with Microsoft PowerPoint software) and tables, chairs etc. Where facilities for Microsoft PowerPoint are not available, OHP slides or acetates are acceptable options, provided they are of an adequate size for visibility.

3.1.6 EXAMINATION VENUES

Centres must ensure that examinations take place in a suitable assessment environment.

This means that:

- invigilation can only be carried out by an individual that does not have an interest in any of the candidates undertaking the qualification. This means that a trainer may not invigilate learners taking the examination for the subject(s) which the trainer has delivered;
- any room in which an examination is held must provide learners with appropriate conditions for taking the examination. Attention should be given to conditions such as heating, lighting, ventilation and the level of outside noise;
- display material, such as posters, wall charts, information leaflets, which might be helpful to learners must not be visible in the examination room;
- a reliable clock (or other suitable time keeping device, for example, time displayed via a computer screen) must be visible to each learner in the examination room. The clock/display must be large enough for all learners to read clearly;
- the following items must be on display in the examination room:
 - a poster advising learners that all electronic devices must be switched off and placed at the front (or back) of the room;
 - examination notice for learners;
 - centre appeals procedure;
 - emergency/evacuation procedures.
- there must be a sign, clearly visible to others in the building, that an examination is taking place;
- information must be visible to all learners showing the Centre number, Run ID and the start and finish times of the examination;
- seating arrangements must prevent learners from overlooking the work of others to prevent cheating or collusion. In particular, the minimum distance in all directions from centre to centre of learners' chairs must be 1.25 metres;
- all learners must be seated facing the same direction;
- for written examinations, each learner should have a separate desk or table large enough to hold question papers and examination response sheets. Candidates who are not seated at individual desks must be far enough apart (minimum 1.25 metres) so that their work cannot be seen by, and contact cannot be made with, other learners;

- for computer-based examinations, the room layout must be planned to prevent screens being read by other learners; there must be at least 1.5 metres from the centre of each screen to the centre of the next screen; the clock must be displayed on every computer screen in use; a trained administrator must be available during the examination to deal with any technical queries that may arise;
- there must be space for the invigilator to sit.

Centres are required to maintain records of how examination venues meet these criteria, which must be made available to Trident Awards on request. False or misleading statements by Centres in respect of examination venues may result in immediate suspension or withdrawal of Centre Recognition, and examination papers may be declared void.

Trident Awards reserves the right to make spot checks (otherwise known as 'unannounced visits') on examination days.

Only approved rooms can be used, and Trident Awards must be made aware of the exact venue, including room number, in advance. Substitutes may not be used, unless there has been an emergency, such as a fire, in which case Trident Awards must be informed immediately, and before the examination begins.

3.1.7 RECORD KEEPING

Centres must have robust systems in place for the recording of learner training, examinations and achievements. This includes the retention of learner photographs and signatures, for a period of three years, in case of enquiry relating to learner identity.

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3.2 ENTRY REQUIREMENTS FOR LEARNERS

The minimum age for access to the qualification is 16 years, however the minimum age for an SIA licence is 18 years. 16 and 17 year-olds holding this qualification will not be permitted by SIA to apply for a licence.

No specific prior learning, experience and/or qualifications are required for learners undertaking the LASER Level 2 Award for Working as a Security Officer within the Private Security Industry qualification.

However, learners will need to:

- be able to communicate in English (oral and written). Learners should as a minimum have English language skills equivalent to:
 - 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;
- read and/or interpret given tasks;
- produce answers that are clear, logical and understandable if required to;

- organise relevant information clearly and coherently if required to;
- make decisions based on underpinning knowledge.

Trident Awards' approval and quality assurance arrangements for Centres delivering the qualification establish that learners have access to appropriate literacy and/or numeracy support where this is identified as an individual skill's need, ensuring that the knowledge and skills requirement for the qualification can be met.

3.3 RULES OF COMBINATION

To be awarded the LASER Level 2 Award for Working as a Security Officer within the Private Security Industry the learner must achieve all of the following three units, totalling three credits:

UNIT NUMBER	UNIT NAME	LEVEL	CREDIT
K/616/0273	Working within the Private Security Industry	2	1
Y/506/7108	Working as a Security Officer within the Private Security Industry	2	1
Y/506/7125	Conflict Management within the Private Security Industry	2	1

(Unit content is located at the end of this document.)

3.4 EXEMPTIONS

Learners may be able to claim exemption against unit achievement, subject to meeting the requirements stipulated in the exemption policy published on the SIA website. Full details can be obtained at [SIA Website](#)

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4. Assessment

4.1 ASSESSMENT METHODS

All three units in this qualification are assessed through externally set, externally marked multiple choice examination papers.

Learners must also take part in a role play for the following unit - see [Appendix 1](#) for details:

- Conflict Management within the Private Security Industry.

The following table summarises the assessment methodology for each unit.

UNIT	ASSESSMENT METHOD	DURATION	ACHIEVEMENT REQUIRED
Working within the Private Security Industry (K/616/0273)	Externally marked multiple choice examinations. 40 questions.	60 minutes	70%
Working as a Security Officer within the Private Security Industry (Y/506/7108)	Externally marked multiple choice examinations. 40 questions.	60 minutes	70%
Conflict Management within the Private Security Industry (Y/506/7125)	Externally marked multiple choice examinations. 20 questions.	30 minutes	70%

Assessments are externally set by Trident Awards, against the requirements detailed in the assessment criteria for each unit.

Assessment must take place at a venue that meets the requirements of 'examination venue criteria' detailed in Section 3.1.6, using the assessments set by Trident Awards, and must be carried out in accordance with the policy, standards and regulations specified by the SIA in its document 'Introduction to Learning Leading Towards Licence-Linked Qualifications' and Trident Awards assessment requirements (further information can be found on the secure section of the Trident Awards website: www.trident-awards.org.uk).

Completed assessments are submitted by the Centre for external marking by Trident Awards.

Assessment results are issued by Trident Awards to the Recognised Centre.

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4.2 EXAMINATION INVIGILATION

Please see also the Trident Awards Examination Handbook (available from the secure section of the Trident Awards website, www.trident-awards.org.uk).

The requirements within this section 4.2 apply to all units within this qualification.

Who Can Invigilate

Recognised Centres must ensure that invigilation is carried out by a person who has not prepared the learners for the examination. This means that the trainer must not act as the examination invigilator for the subject they have delivered, and must not be present in the examination room.

It is the responsibility of the Centre to:

- ensure that invigilators have read the Trident Awards Centre Handbook and Examination Handbook.
- appoint examination invigilators, who must make sure that the examination is conducted according to regulatory requirements;
- ensure that all invigilators are responsible adults, appropriately trained in their duties.

At least one invigilator must be present for groups of up to 30 candidates. When only one invigilator is present, they must be able to summon help easily, without leaving the examination room and without disturbing learners.

Role of Invigilators

The examination invigilator is the person in the examination room with responsibility for conducting a particular examination session in the presence of learners. Invigilators have a key role in upholding the integrity of the examination process.

The role of the invigilator is to ensure that examinations are conducted in accordance with laid down instructions, in order to:

- ensure that all learners have an equal opportunity to demonstrate their abilities;
- ensure the security of the examination question papers and completed response sheets, before, during and after the examination;
- prevent possible learner malpractice;
- prevent possible administrative failings;
- ensure that the SIA identity requirements are adhered to.

Invigilators must:

- read the Trident Awards Centre Handbook and Examination Handbook prior to invigilating;
- be appropriately trained in their duties;
- give all their attention to conducting the examination properly;
- be able to observe each learner in the examination room at all times;
- be fully conversant with the SIA requirements for confirming learner identity;
- inform the head of the Centre if they are suspicious about the security of examination papers, completed response sheets, or any other issue that threatens the integrity of the examination process. In such cases, the head of the Centre must inform Trident Awards immediately, and send a full written report within five working days of the suspicion arising.

Invigilators must not:

- carry out any other task whilst invigilating (for example do other work, or use an electronic device) in the examination room.

Examination Management

The Examination Handbook (available from the secure section of the Trident Awards website, www.trident-awards.org.uk) provides detailed guidance for Centres on the following areas of examination management:

- keeping examination papers secure;
- starting the examination;
- during the examination;

- summoning help during an examination;
- learners who arrive late;
- leaving the examination room;
- ending the examination;
- completing the documentation and checking identities;
- malpractice;
- emergencies.

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4.3 SPECIAL ARRANGEMENTS FOR LEARNERS WITH PARTICULAR REQUIREMENTS

Please see the Trident Awards 'Access to Fair Assessment Policy and Procedure', which can be found [here](#).

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5. Quality Assurance

All Centres wishing to deliver this qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance regulations.

Trident Awards will provide guidance and give support to Centres delivering the qualification.

Trident Awards' standard quality assurance arrangements and requirements will apply and include the following:

- internal quality assurance of assessment decisions and processes, where appropriate;
- external quality review and assurance.

5.1 AUDIT OF CENTRE RECOGNITION

The Trident Awards Quality Reviewer will review the Centre against the conditions for recognition and will sample a range of Recognised Centres to ensure continuing compliance with the regulatory requirements for the delivery and assessment of the qualification.

5.2 INTERNAL QUALITY ASSURANCE

Each Centre must have in place an effective internal quality assurance system to ensure assessment practices are regularly reviewed and evaluated to confirm learner achievement. These will be monitored and reported on by the Trident Awards Quality Reviewer.

5.3 EXTERNAL QUALITY ASSURANCE

Quality Reviewers are appointed by Trident Awards and are conversant with the subject area and the assessment requirements for the qualification.

The role of the Quality Reviewer includes the following:

- audit of the Centre Recognition process;
- sampling of Centres and their delivery and assessment facilities and practice;
- monitoring internal quality systems and the sampling of assessment outcomes and recording;
- ensuring that assessment processes operate satisfactorily;
- promoting best practice.

Key responsibilities of the Quality Reviewer:

- ensuring compliance with the qualification specification and assessment requirements;
- ensuring recognised Centre procedures are followed;
- assessing the quality of the learner experience;
- scrutinising internal monitoring activity;
- reporting to Trident Awards on the outcomes of external scrutiny in relation to the operation of the marking scheme and the maintenance of standards;
- verifying achievement for unit and qualification certification.

Trident Awards will monitor and report on the operation of the licence-linked examination administrative and assessment processes and marking procedures (where appropriate) through a process of verification. This will include sampling a selection of training courses leading to the qualification, to ensure that trainer authenticity, assessment and marking procedures and completion of paperwork conform to agreed standards. A report will be produced by the Quality Reviewer and any discrepancies recorded and scrutinised as part of the quality review process by Trident Awards.

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6. Progression Opportunities

The LASER Level 2 Award for Working as a Security Officer within the Private Security Industry is a pre-requisite for employment within the private security industry and enables progression to employment as a security officer once an SIA licence has been issued. It may also promote employment in other sectors, or offer opportunities for further training or study.

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7. Unit Content

UNIT TITLE: Working within the Private Security Industry

OFQUAL UNIT CODE	TRIDENT UNIT CODE	GLH	UNIT CREDIT VALUE	UNIT LEVEL
K/616/0273	WJF948	1	1	Level 2

6 LEARNING OUTCOMES THE LEARNER WILL...

ASSESSMENT CRITERIA THE LEARNER CAN...

1. Know the main characteristics of the Private Security Industry.	1.1 Identify the key purposes of the private security industry. 1.2 State the functions of the Security Industry Authority (SIA). 1.3 Identify standards of behaviour required of a security operative. 1.4 Identify different sectors within the private security industry. 1.5 Identify the benefits of linking with crime reduction initiatives.
2. Understand legislation as it applies to the individual in carrying out a licensable activity.	2.1 Identify the differences between Civil and Criminal Law. 2.2 State the main aims of the Private Security Industry Act 2001. 2.3 Identify key legislation relating to promoting equality and diversity in the workplace.
3. Understand the importance of safe working practices to comply with legal requirements.	3.1 State the importance of health and safety in the work environment. 3.2 State the meaning of 'duty of care'. 3.3 Identify the responsibilities of employees, employers and the self-employed under Health and Safety at work legislation. 3.4 Identify methods for safe manual handling. 3.5 Recognise 'risks' in relation to Health and Safety at work. 3.6 State how to minimise risk to personal safety and security. 3.7 Identify typical workplace hazards. 3.8 Identify safety signs and signals. 3.9 State reporting procedures for Health and Safety accidents and incidents. 3.10 Identify who to contact in first aid situations.
4. Understand fire procedures in the workplace.	4.1 Identify basic fire safety measures. 4.2 Identify the elements that must be present for fire to exist. 4.3 Identify classifications of fire. 4.4 Identify basic fire fighting equipment. 4.5 State the different types of fire extinguishers and their uses. 4.6 State the actions to be taken upon discovering a fire. 4.7 State the importance of understanding fire control panels. 4.8 State the importance of understanding fire evacuation procedures. 4.9 Identify the role and responsibilities of a fire marshal.
5. Understand emergencies and the importance of emergency procedures	5.1 Identify responses to different types of emergencies 5.2 State how to make emergency calls. 5.3 Identify actions to be taken in the event of personal injury. 5.4 Identify factors which may indicate individuals could be vulnerable and at risk of harm. 5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm. 5.6 Identify how to report indicators of child sexual exploitation. 5.7 Identify behaviours that could indicate suspicious or terrorist activity. 5.8 Identify actions to be taken in the event of a security threat. 5.9 State the importance of a business continuity plan.



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| 6. Understand the importance of communication skills and customer care. | 6.1 State the basic elements of communication.
6.2 Identify the different types of communication.
6.3 State the importance of communication in delivering customer care.
6.4 Identify different types of customers and how their needs can vary.
6.5 State the principles of customer care.
6.6 Identify best practice in relation to telephone communications.
6.7 Identify best practice in relation to radio communications.
6.8 Recognise the call signs of the NATO phonetic alphabet. |
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ASSESSMENT GUIDANCE:

This unit must be assessed according to the SIA's Introduction to Learning Leading Towards Licence-linked Qualifications.

UNIT TITLE: Working as a Security Officer within the Private Security Industry

OFQUAL UNIT CODE	TRIDENT UNIT CODE	GLH	UNIT CREDIT VALUE	UNIT LEVEL
Y/506/7108	WJD863	10	1	Level 2

7 LEARNING OUTCOMES
 THE LEARNER WILL...

ASSESSMENT CRITERIA
 THE LEARNER CAN...

- | | |
|---|--|
| 1. Understand the role of a security officer within the private security industry.. | 1.1 Identify the duties and responsibilities of a security officer.
1.2 State the purposes of assignment instructions.
1.3 Identify the purposes of control rooms.
1.4 Identify items of equipment needed by a security officer when on duty.
1.5 State the meaning of the term "confidentiality" within the context of a security officer's responsibility. |
| 2. Understand the law relevant to the role of a security officer. | 2.1 Identify common crimes that a security officer may encounter.
2.2 Identify different types of trespass.
2.3 State actions to take when dealing with trespassers.
2.4 State a security officer's power of arrest.
2.5 State arrest procedures to be followed by a security officer.
2.6 Identify different types of evidence.
2.7 State how to preserve evidence after an incident.
2.8 State crime reporting procedures.
2.9 State the law relating to the use of force. |
| 3. Understand the importance of, and reasons for, patrolling. | 3.1 State the purpose of patrolling.
3.2 State the importance of different types of patrols.
3.3 Identify actions to take before starting a patrol.
3.4 State patrolling procedures and techniques.
3.5 State the importance of local and site knowledge.
3.6 State the importance of check calls.
3.7 Identify common incidents encountered when on patrol.
3.8 State actions to take when incidents are encountered on patrol. |
| 4. Understand access and egress control. | 4.1 State the purpose of access and egress control.
4.2 Identify different methods of access and egress control.
4.3 State typical access and egress control duties of a security officer.
4.4 State the powers of entry of authorised persons. |



5. Understand searching relevant to a security officer.	5.1 Identify a security officer’s right to search. 5.2 Identify the different types of search. 5.3 Recognise hazards when conducting a search. 5.4 State the precautions to take when carrying out a search. 5.5 State how to search people and their property. 5.6 State how to search vehicles. 5.7 Identify actions to take in the event of a search refusal. 5.8 Identify search documentation that a security officer is required to complete. 5.9 Identify actions to take if a prohibited or restricted item is found during a search. 5.10 Identify additional considerations to take when searching individuals.
6. Understand the purpose and functions of different types of electronic and physical protection systems.	6.1 State the types and purposes of electronic and physical protection systems. 6.2 State the features and functions of electronic and physical protection systems. 6.3 Identify how electronic and physical protection systems assist a security officer. 6.4 State actions to take in response to different types of alarm activations. 6.5 State the meaning of the term “false alarm”. 6.6 Identify potential threats to electronic and physical protection systems.
7. Understand reporting and record keeping relevant to a security officer.	7.1 Identify different types of reports. 7.2 State basic report writing techniques. 7.3 State the purpose of notebooks. 7.4 Identify information that should be included in notebooks. 7.5 State the purpose of incident reports. 7.6 Identify information to include in incident reports. 7.7 State the importance of hand-over reports and briefings. 7.8 Identify information that should be included in hand-over reports and briefings.

ASSESSMENT GUIDANCE:

This unit is to be assessed according to the SIA’s Introduction to Learning Leading Towards Licence linked Qualifications - Requirements for Awarding Bodies and Training Providers.

UNIT TITLE: Conflict Management within the Private Security Industry

OFQUAL UNIT CODE	TRIDENT UNIT CODE	GLH	UNIT CREDIT VALUE	UNIT LEVEL
Y/506/7125	WJD864	8	1	Level 2

5 LEARNING OUTCOMES THE LEARNER WILL...	ASSESSMENT CRITERIA THE LEARNER CAN...
1. Understand the principles of conflict management appropriate to their role.	1.1 State the importance of positive and constructive communication to avoid conflict. 1.2 State the importance of employer policies, guidance and procedures relating to workplace violence. 1.3 Identify factors that can trigger an angry response in others. 1.4 Identify factors that can inhibit an angry response in others. 1.5 Identify human responses to emotional and threatening situations.
2. Understand how to recognise, assess and reduce risk in conflict situations.	2.1 State how managing customer expectations can reduce the risk of conflict. 2.2 Identify the stages of escalation in conflict situations. 2.3 State how the application of dynamic risk assessment can reduce the risk of conflict. 2.4 State the importance of positioning and exit routes.



3. Understand how to communicate in emotive situations to de-escalate conflict.	3.1 State how to use non-verbal communication in emotive situations. 3.2 State how to overcome communication barriers. 3.3 Identify the differences between assertiveness and aggression. 3.4 Identify ways of defusing emotive conflict situations. 3.5 Identify approaches to take when addressing unacceptable behaviour. 3.6 State how to work with colleagues to de-escalate conflict situations.
4. Understand how to develop and use problem solving strategies for resolving conflict.	4.1 State the importance of viewing the situation from the customer's perspective. 4.2 Identify strategies for solving problems. 4.3 Identify win-win approaches to conflict situations.
5. Understand good practice to follow after conflict situations.	5.1 State the importance of accessing help and support following an incident. 5.2 State the importance of reflecting on and learning from conflict situations. 5.3 State the benefits of sharing good practice. 5.4 State why security operatives should contribute to solutions to recurring problems.

ASSESSMENT GUIDANCE:

This unit must be assessed according to the SIA's Introduction to Learning Leading Towards Licence-linked Qualifications - Requirements for Awarding Bodies and Training Providers.

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Appendix 1: Role Play

CONFLICT MANAGEMENT WITHIN THE PRIVATE SECURITY INDUSTRY UNIT

To accompany the delivery of the Conflict Management within the Private Security Industry unit, all learners must have the opportunity to perform a practical demonstration of managing a conflict situation.

The role play activity will be monitored by Trident Awards quality staff to ensure that it has taken place.

Trident Awards will supply instructions as to how to record the delivery of this requirement.

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

Learners should have the opportunity to participate in each of the scenarios described below:

- **Refusing entry to a customer**
Learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.
- **Ejecting a customer from the venue**
Learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.
- **Incidents inside the venue**
Learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict.

Sample scenarios can be obtained from the [SIA Website](#)

Each participant in the role play should be given a brief beforehand.

Centres must retain a copy of the role play scenarios for quality assurance purposes.