

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Certificate in Close Protection (QCF)

For first teaching February 2010

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Qualification titles covered by this specification

Edexcel BTEC Level 3 Certificate in Close Protection (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF).

The QCF Qualifications Accreditation Number (QAN) is used by centres if they wish to seek public funding, should it be available.

Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on the learners' final certification documentation.

The title and QAN for the qualification in this publication are:

Edexcel BTEC Level 3 Certificate in Close Protection (QCF) 500/8062/3

This qualification title will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Level 1-3 Specialist Qualifications?

BTEC QCF Level 1-3 Specialist Qualifications are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications also provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

On successful completion of a BTEC Specialist Qualification, learners can progress to or within employment and/or continue their study in the same, or related, vocational area.

Edexcel BTEC Level 3 Certificate in Close Protection (QCF)

The Edexcel BTEC Level 3 Certificate in Close Protection (QCF) is designed for people who want to work as a close protection officer and therefore require a licence to practise. The qualification is endorsed by the Security Industry Authority (SIA) and learners who have completed it successfully can then apply to the SIA for a licence.

Further information about who requires a licence is available from the SIA.

National Occupational Standards (NOS)

Edexcel BTEC qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 3 Certificate in Close Protection (QCF) relates to the NOS for Providing Close Protection.

BTEC Specialist qualifications at Levels 1-3

QCF level

3

2

1

Credit value

Edexcel BTEC Level 3 Award...	Edexcel BTEC Level 3 Certificate...	Edexcel BTEC Level 3 Diploma...
Edexcel BTEC Level 2 Award...	Edexcel BTEC Level 2 Certificate...	Edexcel BTEC Level 2 Diploma...
Edexcel BTEC Level 1 Award...	Edexcel BTEC Level 1 Certificate...	Edexcel BTEC Level 1 Diploma...
1 to 12	13 to 36	37 and above

Rules of combination

The Edexcel BTEC Level 3 Certificate in Close Protection (QCF) is a 140 guided learning hour (GLH) qualification that consists of one mandatory unit, providing for a total of 16 credits.

Edexcel BTEC Level 3 Certificate in Close Protection (QCF)			
Unit	Mandatory unit	Credit	Level
1	Working as a Close Protection Operative	16	3

Assessment

The assessment for the Edexcel BTEC Level 3 Certificate in Close Protection (QCF) is criterion referenced, based on the achievement of specified assessment criteria.

The overall grading is a pass, based upon the successful completion of the minimum credit.

Learners must pass one mandatory unit to achieve the Edexcel BTEC Level 3 Certificate in Close Protection (QCF).

Most of the assessment criteria are assessed by means of a multiple-choice test that is set and marked by Edexcel and which will be administered by the centre.

The remaining assessment criteria are assessed internally by means of practical tasks.

Learners must achieve a pass in **both** parts of the assessment to achieve a pass for the unit as a whole.

Further information about test procedures and internal assessment is given within the *Assessment* section of the unit and in the *BTEC Security Qualifications Centre Management Handbook*, which centres will be able to access after being granted approval to offer this qualification.

Quality assurance

Information about quality assurance is given in the *BTEC Security Qualifications Centre Management Handbook*.

Approval

Where a centre already has approval for a programme that is being replaced by a new programme, the centre will be given ‘accelerated approval’ for the new programme. Other centres wishing to offer a programme in a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered any BTEC qualifications will first need to apply for, and be granted, centre approval.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC qualifications. However, this qualification has been developed in conjunction with the SIA, which has placed certain restrictions on how training may be delivered, specifically the relationship between guided learning hours (GLH) and contact time. Tutors may adopt a flexible approach to delivery using weekends and/or a combination of evening sessions so long as they do not reduce the prescribed contact hours or GLH.

Guided learning hours and contact time

Guided learning hours are defined as the time that needs to be allocated to direct teaching and other classroom activities together with other structured learning time (eg distance learning and pre-course reading exercises set by the centre) and assessment activities. It excludes activities that are not directed by the tutor, eg background reading and revision done outside of class time.

‘Contact time’ refers to time spent where learners are in direct contact with a tutor, for example direct teaching, class discussions and supervised practice activities. It also includes all formal assessment time.

Therefore, typical activities that are included in GLH but which are not defined as contact time would include:

- structured pre-course reading
- distance learning
- e-learning.

These can be called ‘non-contact’ activities.

The table below indicates the GLH and required contact time. Centres should regard this not as a requirement to use non-contact activities, but rather as giving them the opportunity to do so if they choose. Some centres might choose to continue delivering the entire course as contact time, as before. The SIA requires that any non-contact activities are restricted to learning outcome 14.

Unit		GLH	Minimum contact time
1	Working as a Close Protection Operative	140	139.5

Resources

Edexcel BTEC qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments must understand and comply with SIA requirements. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in the *Essential resources* section of the unit.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC qualifications and the mode of delivery. Specifications give a balance between practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to learners within the centre during their programme of study and any specific support that might be necessary to allow learners to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Restrictions on learner entry

The Edexcel BTEC Level 3 Certificate in Close Protection (QCF) is accredited on the QCF for learners aged 18 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Information about learners who have difficulty with English is given in the *BTEC Security Qualifications Centre Management Handbook*.

Further information is also given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002), concerning learners with particular requirements.

Accreditation of Prior Learning

The Security Industry Authority (the SIA) recognises relevant previous training and experience, which may provide exemptions from training or assessment. Depending on learners' prior experience and training, they may be required to take:

- (a) the practical assessment and multiple-choice test only
- (b) a 24-hour refresher course plus the practical assessment and multiple-choice test
- (c) the full length training course plus the practical assessment and multiple-choice test.

It is the responsibility of the approved centre to use the latest version of the Joint Awarding Body guidance and documentation on APL available on the SIA website. They must ensure that evidence presented by a learner claiming exemption is recorded in line with the procedure outlined in this document and on the prescribed forms.

Unit format

All units in the Edexcel BTEC qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what learners are expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the assessment criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to each assessment criterion are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

Learners should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept, each corresponding to an assessment criterion. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- Where it appears, 'eg' is a list of examples, used for indicative amplification or clarification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Unit 1: Working as a Close Protection Operative

Unit code: Y/600/7565

QCF Level: 3

Credit value: 16

Guided learning hours: 140

Unit aim and purpose

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the knowledge, understanding and skills that are relevant to the role of a close protection operative.

Unit introduction

This unit comprises the knowledge, understanding and skills required to become a licensed close protection operative. It will be assessed partly by a written test and partly by practical assessment.

The unit presents the legislative framework within which the close protection industry operates. It then covers the basic requirements of close protection, such as team roles, personal security, and the attributes required, including the importance of team working and interpersonal skills. Threat and risk assessment is a key requirement in close protection, both in a planned and dynamic context, and so learners will discover how this is carried out as well as about the broad considerations that are relevant to operational planning. They will also learn about the major aspects of close protection work, including surveillance, venue security operations, reconnaissance, route planning, foot drills and vehicle operations. Finally, they will learn about the theory and practice of conflict management.

Learning outcomes and assessment criteria

In order to pass this unit, the learner must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the legislation that is relevant to people working in the close protection industry</p>	<p><i>Assessed by external test</i></p> <p>1.1 Identify the differences between civil, common and criminal law</p> <p>1.2 State the main aims of the Private Security Industry Act</p> <p>1.3 Identify the main functions of the Security Industry Authority and other key bodies within the private security industry</p> <p>1.4 Identify aspects of human rights legislation that are relevant to the private security industry</p> <p>1.5 State the data protection principles outlined in data protection legislation</p> <p>1.6 Describe types of discrimination that can occur in the workplace</p> <p>1.7 Identify how equal opportunities legislation applies in the workplace</p>
<p>2 Understand the roles and responsibilities of the close protection operative</p>	<p><i>Assessed by external test</i></p> <p>2.1 Explain the purpose of close protection</p> <p>2.2 Describe the attributes required of a close protection operative</p> <p>2.3 Explain the different roles and responsibilities within a close protection team</p> <p>2.4 Explain the difference between a client and a principal</p> <p>2.5 Identify the different types of principal in the close protection environment</p> <p>2.6 Explain the importance of personal security within a close protection environment</p> <p>2.7 Explain the need for situational awareness within different working environments</p> <p>2.8 Explain the need for close protection training and continuous professional development</p>

Learning outcomes	Assessment criteria
<p>3 Know the importance of threat assessment and risk management</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>3.1 Carry out a threat and risk assessment</p> <p><i>Assessed by external test</i></p> <p>3.2 Explain the purpose of threat and risk assessments</p> <p>3.3 Describe threat and risk assessment techniques</p> <p>3.4 Explain the main threats to a principal within the close protection environment</p> <p>3.5 Describe how threat assessment and risk management can vary when a principal is arriving at or leaving a destination</p> <p>3.6 Explain the importance of dynamic assessment, response and contingency plans</p> <p>3.7 Describe the threat categories</p> <p>3.8 Explain how close protection operatives within the UK gather operational intelligence</p>
<p>4 Know surveillance techniques</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>4.1 Demonstrate surveillance techniques</p> <p><i>Assessed by external test</i></p> <p>4.2 Describe the types of people or organisations who might be carrying out surveillance on your principal</p> <p>4.3 Describe surveillance techniques</p> <p>4.4 Identify equipment used to assist in surveillance</p> <p>4.5 Explain the limitations and capabilities of a range of equipment used to assist in surveillance</p>
<p>5 Understand venue security operations</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>5.1 Produce a plan for venue security</p> <p><i>Assessed by external test</i></p> <p>5.2 Identify venue related security operations</p> <p>5.3 Explain the importance of liaison with venue security</p> <p>5.4 Identify factors that influence operational plans at various venues</p> <p>5.5 Explain the use of communication equipment and other technology used in venue-based close protection operations</p> <p>5.6 Describe contingencies used in venue-based close protection operations</p> <p>5.7 Describe countermeasures used in venue-based close protection operations</p>

Learning outcomes	Assessment criteria
<p>6 Know how to design and demonstrate operational planning</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>6.1 Design and implement an operational plan</p> <p>6.2 Conduct a team briefing</p> <p><i>Assessed by external test</i></p> <p>6.3 Explain the purpose of operational planning</p> <p>6.4 Explain how threat and risk assessments affect operational planning</p> <p>6.5 Explain the importance of briefing and de-briefing</p> <p>6.6 Explain the importance of time and resource management</p> <p>6.7 Identify agencies that may need to be contacted in the course of operational planning</p>
<p>7 Know the importance of interpersonal skills</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>7.1 Demonstrate effective negotiation skills</p> <p><i>Assessed by external test</i></p> <p>7.2 Describe the interpersonal skills that are required of a close protection operative</p> <p>7.3 Explain the importance of effective communication within the close protection environment</p> <p>7.4 Explain the need for clear decision making and direction</p> <p>7.5 Explain the importance of etiquette and protocol when dealing with principals</p>
<p>8 Know the importance of teamwork</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>8.1 Demonstrate team-working skills</p> <p><i>Assessed by external test</i></p> <p>8.2 Describe the attributes and skills of an effective close protection team</p> <p>8.3 Explain the importance of personal and team preparation</p> <p>8.4 State why standard operating procedures (SOPs) are important for effective teamwork</p>

Learning outcomes	Assessment criteria
9 Know the importance of reconnaissance	<p><i>Assessed by internally marked portfolio</i></p> 9.1 Conduct a reconnaissance
10 Know how to conduct close protection foot drills	<p><i>Assessed by internally marked portfolio</i></p> 10.1 Demonstrate close protection foot formations 10.2 Demonstrate body protection of a principal 10.3 Demonstrate foot evacuation of a principal
11 Know the importance of planning and selecting routes	<p><i>Assessed by internally marked portfolio</i></p> 11.1 Interpret information from maps 11.2 Produce primary and secondary route plans
	<p><i>Assessed by external test</i></p> 9.2 Explain the purpose of reconnaissance 9.3 Describe factors to be considered when conducting a reconnaissance 9.4 Describe the role of the security advance party (SAP) 9.5 Explain the difference between covert and overt reconnaissance
	<p><i>Assessed by external test</i></p> 10.4 Describe the individual roles within a close protection team on foot 10.5 Describe the responsibilities of close protection operatives on foot 10.6 Explain the need to adopt a flexible approach on foot 10.7 Identify the range of communication used on foot
	<p><i>Assessed by external test</i></p> 11.3 Explain the need for route selection and contingency planning 11.4 Explain the factors that need to be considered when carrying out route selection 11.5 Describe the range of technological tools used in route planning

Learning outcomes	Assessment criteria
<p>12 Know vehicle movement tactics and operations</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>12.1 Carry out embus and debus drills</p> <p>12.2 Carry out convoy drills</p> <p>12.3 Carry out anti-ambush drills</p> <p>12.4 Carry out a basic evacuation procedure with a vehicle</p> <p><i>Assessed by external test</i></p> <p>12.5 Explain the safety and security checks to be taken to ensure vehicle security before, during and after journeys</p> <p>12.6 Describe the factors involved in choosing a vehicle</p> <p>12.7 Explain the need for alternative transport plans</p> <p>12.8 Explain protocol for vehicle use</p> <p>12.9 Explain how road traffic legislation affects the use of vehicles by close protection operatives</p> <p>12.10 Describe the variety of vehicle and driving arrangements which impact on the role of the close protection operative and team</p>
<p>13 Know the search techniques and procedures for close protection operations</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>13.1 Demonstrate search techniques</p> <p><i>Assessed by external test</i></p> <p>13.2 Explain the procedures for searching and the implications under UK legislation</p> <p>13.3 Explain the legal and access implications if someone refuses to be searched at a point of entry</p> <p>13.4 Explain the importance of post-search security</p> <p>13.5 Describe the technology and support available to assist in a search</p> <p>13.6 Describe how to deal with unauthorised/ dangerous objects and apply emergency procedures</p>

Learning outcomes	Assessment criteria
<p>14 Know how to apply conflict management techniques while providing close protection</p>	<p><i>Assessed by internally marked portfolio</i></p> <p>14.1 Demonstrate techniques used to avoid and defuse conflict situations</p> <p><i>Assessed by external test</i></p> <p>14.2 Describe potential conflict situations that could arise in the close protection context</p> <p>14.3 Describe the different levels of threat in potential and actual conflict situations</p> <p>14.4 Describe human responses to emotional and threatening situations</p> <p>14.5 Identify common triggers and inhibitors</p> <p>14.6 Explain the basic elements of communication</p> <p>14.7 Explain the importance of non-verbal communication in conflict situations</p> <p>14.8 Explain the importance of adopting an appropriate initial response in a conflict situation</p> <p>14.9 Describe the attitude/behaviour cycle and how to prevent escalation of conflict</p> <p>14.10 Describe ways of avoiding potential conflict situations whilst providing close protection</p> <p>14.11 Describe techniques used to defuse potential conflict situations</p> <p>14.12 Describe how to manage anger and aggression in conflict situations</p> <p>14.13 Describe the effects of stress within a close protection environment</p> <p>14.14 Explain techniques for dealing with conflict</p>

Unit content

1 Understand the legislation that is relevant to people working in the close protection industry

1.1 Differences between civil, common and criminal law: common law (legal precedent and role of judges); purposes of civil and criminal law (to right a personal wrong/to deter and punish); who brings cases in civil and criminal law (individuals/the state); civil and criminal remedy (compensation for loss and damage/fines and imprisonment); Serious Organised Crime and Police Act 2005 (powers of arrest, the concept of ‘indictable’ offences); Misuse of Drugs Act 1971 and subsequent amendments (offences, classification of controlled substances); legal definitions of other offences (trespass, aggravated trespass, theft, burglary, criminal damage, types of assault); reasonable use of force as defined under Criminal Law Act 1967

1.2 Aims of Private Security Industry Act 2001: to raise standards; to increase public confidence and safety; to remove criminal elements; to establish the SIA and licensing

1.3 Functions of the SIA and other key bodies: the SIA (to regulate the industry through licensing, to raise standards through the Approved Contractor Scheme); role of Skills for Security (identifying sector training needs, setting and raising standards); role of assessing bodies for SIA Approved Contractor Scheme

1.4 Relevance of human rights legislation: who it applies to; connection with European Convention on Human Rights

1.5 Data protection principles: the eight principles outlined in the Data Protection Act

1.6 Discrimination in the workplace: main categories (race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, age); direct and indirect discrimination; differences between prejudice, victimisation and harassment

1.7 Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal; the employer’s duty to make reasonable adjustments for disabled people

2 Understand the roles and responsibilities of the close protection operative

2.1 Purpose of close protection: protection of principal’s life, family, property, lifestyle, business and image

2.2 Attributes required of a close protection operative: honesty; integrity; professionalism; discretion; flexibility; calmness under pressure; team-working skills; assertiveness; communication skills; IT literacy

2.3 Different roles and responsibilities within a close protection team: responsibilities of close protection operative, team leader, personal protection officer, driver, medic, security advance party, residential security team, personal escort section, support teams (counter-surveillance, office security, quick reaction team)

2.4 Difference between a client and principal: definitions of ‘client’ and ‘principal’; occasions when a client and principal are the same person

2.5 Different types of principal: business people; famous people and their families; foreign dignitaries and their families

2.6 Importance of personal security within a close protection environment: importance of taking responsibility for own safety and security; vigilance as the basis of personal security; use of personal attack alarms; responsibilities of employer and employees to comply with health and safety legislation; consequences of failure to comply with health and safety legislation (prosecution, business closure, lost productivity, business disruption, staff shortages, long-term effects on employee health); fire safety (fire classifications, use of fire fighting equipment, how to prevent fire)

2.7 Situational awareness within different working environments: the need to remain alert and respond dynamically to changing situations; common situational factors that affect threat (physical surroundings, time of day, weather, current affairs)

2.8 Close protection training and continuous professional development: the need to keep up to date with changes in the law, technology and threats; the concept of 'skill fade'; the need to enhance own employability

3 Know the importance of threat assessment and risk management

3.1 Carrying out a threat and risk assessment: threat profiling of principals; other relevant considerations in a threat and risk assessment eg interests at risk, health of principal, current security arrangements, principal's programme and itinerary, nature/extent/type/probability of threats

3.2 Purpose of threat and risk assessments: to identify threats and assess levels of risk; to facilitate risk reduction measures; value as an aid to planning and preparation

3.3 Threat and risk assessment techniques: the seven Ps of principal threat profiling (people, places, personality, prejudices, personal history, political/religious views, private lifestyle); differences between direct and indirect threats; the need to balance protection against lifestyle requirements; the importance of a systematic approach to threat and risk assessment; the need for regular review and updating

3.4 Main threats to a principal: unintentional injury; intentional injury or attack; unwanted attention and disruption of lifestyle; threats to public image; gathering of information eg commercially sensitive information

3.5 How threat assessment and risk management can vary when arriving at or leaving a location: threat assessment and risk management for different locations (hotels, restaurants, airports, leisure and entertainment venues)

3.6 Importance of dynamic assessment, response and contingency plans: importance of dynamic assessment of persons, places and objects; options available in threatening situations (take action, avoid, seek help); importance of having generic and specific orders that cover response and contingency plans

3.7 Threat categories: high, medium, low; categories 1, 2 and 3

3.8 How close protection operatives within the UK gather intelligence: liaison with police, local authorities, security companies and embassies; reconnaissance; news media; internet research

4 Know surveillance techniques

4.1 Demonstrating surveillance techniques: techniques for detecting and disrupting surveillance

4.2 People or organisations that might be carrying out surveillance: known criminals; media; stalkers; private security companies; organised groups eg protest groups, political extremists

4.3 Surveillance techniques: the difference between covert and overt techniques; actions that can be taken to detect static surveillance (recognising surveillance vehicles, awareness of areas that provide natural surveillance cover, awareness of behaviour that is out of place); actions that can be taken to detect and disrupt surveillance on foot (variation in speed and direction, taking routes through uncrowded areas, looking for multiple sightings of individuals, use of counter-surveillance team following at a distance); actions that can be taken to detect and disrupt surveillance by car (changing lanes, variation in speed and direction, roundabout manoeuvres, three sides of a square, false turns)

4.4 Equipment used to assist in surveillance: visual surveillance equipment (binoculars, night viewing aids, cameras, residential CCTV); telephone recording equipment; devices for tracking movements

4.5 Limitations and capabilities of surveillance equipment: Regulation of Investigatory Powers Act 2000; Interception of Communications Act 1985; legitimate uses of surveillance equipment (non-intrusive surveillance, surveillance on private property, recording of conversations with consent); legal limitations placed on use of surveillance equipment (interception of private communications, CCTV use in public space, transmitting devices including bugs)

5 Understand venue security operations

5.1 Producing a plan for venue security: typical contents of venue security plans (layout and facilities, vulnerabilities, routes in/out and up/down, safe rooms, communications, surroundings, parking, existing security arrangements)

5.2 Venue-related security operations: venue type access; embus and debus; in-house security; emergency procedures (medical, evacuation, attack)

5.3 Importance of liaison with venue security: the roles of venue security; the role of the security advance party; the need-to-know principle of information sharing; the concepts of 'layers of protection' and of inner and outer cordons

5.4 Factors that influence operational plans at venues: venue size and type; layout and facilities; vulnerabilities; location of safe rooms; embus and debus arrangements; parking arrangements; existing venue security arrangements

5.5 Use of communication equipment and other technology: communications with venue security (radios, phones); communications with team inside and outside venue (radios, phones, satellite communication equipment); radio communications protocols (call signs, pro-words, phonetic alphabet); intruder detection systems

5.6 Contingencies used in venue-based close protection operations: definition of 'contingencies' as situations that you need to be prepared for; emergency procedures (medical, evacuation, attack); fast ball procedures; procedures for when security is compromised; communications back up

5.7 Countermeasures used in venue-based close protection operations: definition of 'countermeasures' as actions taken to pre-empt security problems; security advance party; security checks; patrolling; CCTV and alarms; access control; personal and vehicle searches

6 Know how to design and demonstrate operational planning

6.1 Designing and implementing an operational plan: typical contents of operational instructions (preliminaries, ground, situation, mission, execution, service support, command and signals)

6.2 Conducting a team briefing: ways of organising and structuring information; visual aids that can be used; methods for checking understanding eg questioning techniques

6.3 Purpose of operational planning: gathering information; assessing and managing threats and risks; identifying and sourcing necessary resources (human, physical); establishing team roles and responsibilities at each stage of an assignment; allowing advance preparations to be made; contingency planning

6.4 How threat and risk assessments affect operational planning: links between threat assessment and protection level required (type and number of close protection operatives, equipment and resources, nature and extent of planning and preparation)

6.5 Importance of briefing and de-briefing: who needs to be briefed (team, principal, client/principal's staff); function of giving warning instructions in advance of formal instructions; importance of briefing (ensuring understanding of the operational instructions, procedures and individual responsibilities); value of team de-briefing (lessons learned, remedying deficiencies for future, providing positive feedback where appropriate)

6.6 Importance of time and resource management: importance of identifying and sourcing resources that are suitable for operational requirements within time constraints; the need to balance desired resources with what is available taking into account budgetary constraints, personal capabilities, local factors and principal's lifestyle

6.7 Agencies that may need to be contacted in the course of operational planning: police; embassies; commercial security companies; emergency services

7 Know the importance of interpersonal skills

7.1 Demonstrating effective negotiation skills: how to use influencing skills in negotiations eg finding common ground, stating expectations, making proposals, giving reasons, offering alternatives, applying pressure, offering incentives, compromising

7.2 Interpersonal skills required of a close protection operative: listening skills; ability to communicate clearly; assertiveness; negotiation and problem solving skills; empathy; teamworking

7.3 Importance of communication within a close protection environment: relevant people who you may communicate with (colleagues, client, principal, principal's family, principal's staff, venue staff, external agencies, members of the public); different methods of communication (oral, in writing, through a third person); importance of choosing language and medium appropriate for message and recipient; how and why to maintain security and confidentiality of information

7.4 Clear decision making and direction: the need to respond decisively when security is threatened; the need to communicate assertively with principals and team in threatening situations

7.5 Importance of etiquette and protocol when dealing with principals: the need to adapt dress, appearance, speech and behaviour to the principal and surroundings; why protocol and etiquette are important (to prevent drawing attention to self, to avoid embarrassing principal, to maintain professional image)

8 Know the importance of teamwork

8.1 Demonstrating teamworking skills: communicating effectively; showing a positive attitude; being willing to participate; supporting other team members; dealing appropriately with any disagreements

8.2 Attributes and skills of an effective close protection team: balance of skills across the team; ability to work together; ability to take direction from team leader; team working skills (communication skills, positive attitude, willingness to participate, being supportive, dealing with disagreements)

8.3 Importance of personal and team preparation: typical preparation that may be required (plan, equipment, visas, passports, medical bags)

8.4 Importance of standard operating procedures for effective teamwork: value of SOPs for operational efficiency and risk management; importance of SOPs in clarifying individual responsibilities; repercussions if SOPs not clear or are not followed

9 Know the importance of reconnaissance

9.1 Conducting a reconnaissance: types of reconnaissance (routes, locations); factors that will affect whether covert or overt; how and why to record accurate information

9.2 Purpose of reconnaissance: to confirm travel routes, timings and location arrangements; to identify and evaluate threats and situations that could compromise security; to gain co-operation of relevant persons eg hotel, restaurant staff; to contribute to operational planning

9.3 Factors to consider when conducting reconnaissance: time available (pre-planned versus ad-hoc); resources available (human, physical); route and timings; surveillance awareness; local factors (political, criminal, terrorist activity, communications, emergency support, travel related, location related); how information can be recorded (written, photographic, audio, video)

9.4 Role of the security advance party: route reconnaissance and selection; route monitoring; venue monitoring (surroundings, checking of security arrangements, searches); liaison with local staff and agencies; communication with team leader; roles after principal arrives at venue

9.5 Difference between covert and overt reconnaissance: definitions of 'covert' and 'overt' in a reconnaissance context; advantages and disadvantages of covert and overt reconnaissance; when to be covert and when to be overt

10 Know how to conduct close protection foot drills

10.1 Demonstrating close protection foot formations: low profile protection; lowering or raising the profile of foot protection; standard team formations (box, diamond and vee)

10.2 Demonstrating body protection of a principal: key aspects of body protection (speed, placing barrier between principal and attacker); positioning and movement with attacks from front, behind and sides

10.3 Demonstrating foot evacuation of a principal: how to evacuate on foot while maintaining body protection

10.4 Individual roles within a close protection team on foot: positioning and role of personal protection officer and personal escort in standard foot formations; arcs of responsibility; inner and outer zones of protection; medical responsibilities

10.5 Responsibilities of close protection operatives on foot: deterring attack and unwanted attention; acting as cordon; providing body cover; identifying threats; responding to threats; maintaining the principal's image; not impeding the principal

10.6 Need to adopt a flexible approach: adapting approach according to whether assignment is high or low profile; responding to changing circumstances (threats, crowd density, local conditions, changes of plans); how positions switch when changing direction; how to provide protection as lone protection officer

10.7 Communication used on foot: communication with principal; communication with team; hand signals and verbal commands

11 Know the importance of planning and selecting routes

11.1 Interpreting information from maps: symbols and road types; estimating distances and timings from maps

11.2 Producing primary and secondary route plans: producing route plans that conform to operational requirements; factors that need to be taken into account; what a route plan should include (route information, distances, timings, contingencies)

11.3 Need for route selection and contingency planning: the need for primary and secondary routes; different types of contingencies (medical emergency, attack, alternative routes, loss of communications)

11.4 Factors that need to be considered when carrying out route selection: operational requirements (date, time, from, to, time allowed); principal profile and threat/risk assessment; typical traffic conditions and traffic choke points; speed limits; possible abnormal traffic conditions eg road closures, road works, holidays, one-off events; potential ambush/attack areas; communication black spots; refuelling/rest stops; access to emergency support (back up, safe havens, emergency services)

11.5 Technological tools used in route planning: web-based mapping and route information; route planning software; satellite navigation devices

12 Know vehicle movement tactics and operations

12.1 Demonstrating embus and debus drills: orthodox and unorthodox embus and debus; factors that effect embus and debus eg crowds, proximity to venue entrance/exit, team and vehicle numbers

12.2 Demonstrating convoy drills: positioning of vehicles in a two-car convoy; key requirements in terms of anticipation, signals and distance

12.3 Demonstrating anti-ambush drills: how to respond to ambushes (no stopping, how to protect the principal); maintaining distance as means of preventing being blocked in; general security (windows, doors)

12.4 Demonstrating evacuation procedures with a vehicle: how to evacuate from a vehicle while providing body cover

12.5 Safety and security checks to ensure vehicle security before, during and after journeys: checks to confirm general roadworthiness; checks of emergency equipment (fire extinguishers, medical kits); checks for potential security threats (tracking devices, IEDs, signs of interference or disturbance); checks while in transit (doors, windows, seat belts)

12.6 Factors involved in choosing a vehicle: level of protection required; suitability for terrain; principal's preferences; capabilities and limitations of available vehicles (run-flat tyres, armour, alarms, performance, comfort)

12.7 Need for alternative transport plans: back up vehicles in case of compromised security or mechanical problems; back up drivers in case of illness or injury

12.8 Protocol for vehicle use: standard seating arrangements; role of personal protection officer and driver while in transit; orthodox/unorthodox embus and debus; parking

12.9 How road traffic legislation impacts on role of close protection officer and team: vehicle roadworthiness; driver/car documentation; driver actions and behaviour; rules of the road

12.10 Vehicle and driving arrangements which impact on the role of the close protection operative and team: number of cars being used; self-drive by principal; chauffeurs; solo close protection officers; people accompanying the principal; vehicle type; seating arrangements (principal's preferences, non-standard arrangements)

13 Know the search techniques and procedures for close protection operations

13.1 Demonstrating search techniques: vehicle searches; premises searches; personal searches

13.2 Procedures for searching: importance of systematic approaches in any type of search; areas of a car that need to be searched; types of premises search (visual, physical, electronic); standard procedures for premises and vehicle searches (from outside to inside, from bottom to top); procedures for personal searches (giving reasons for search, securing consent, presence of witnesses, same sex searches, use of suitable search area, showing politeness and courtesy, dealing appropriately with refusal to be searched)

13.3 Legal and access implications if someone refuses to be searched at a point of entry: the possibility of assault if personal searches are conducted without consent; searches as condition of entry

13.4 Importance of post-search security: how to maintain post-search vehicle security (sterile and secure parking, seals, alarms); how to maintain post-search premises security (security guards, seals, tapes, locks, alarm systems)

13.5 Technology and support available to assist in a search: search equipment (mirrors, torch, wands); specialist support (sniffer dogs, electronic surveillance detection)

13.6 How to deal with unauthorised/dangerous objects and apply emergency procedures: range of unauthorised/dangerous objects that could be found during vehicle, premises or personal searches (illegal substances, alcohol, weapons, stolen property, banned items, surveillance devices, explosive devices); options available if objects found during premises or vehicle searches (report to an appropriate person, seek assistance, evacuation); options available if objects found during personal searches (seek assistance, apprehend suspects, retain and secure items as evidence, report to an appropriate person, record details)

14 Know how to apply conflict management techniques

14.1 Demonstrating techniques to avoid and defuse conflict situations: use of non-verbal communication to signal non-aggression; maintaining self control; being positive and assertive; empathy and active listening

14.2 Potential conflict situations that could arise in a close protection context: verbal conflict eg members of the public, from media, within team; physical conflict eg unarmed attack, attacks with weapons

14.3 Different levels of threat posed in conflict situations: sources of threat during dynamic assessment (person, object, place); how threat levels can escalate in a confrontation (frustration → anger → aggression → violence); reactionary gap

14.4 Human responses to emotional and threatening situations: common responses (fear, anger, aggression); the fight, flight or freeze response; physical effects of adrenalin on the body; how to recognise symptoms of shock

14.5 Common triggers and inhibitors: common triggers (feeling threatened, loss of face, frustration, physical discomfort); factors that can increase likelihood of triggering an angry response (drink, drugs, personality, medical conditions); common inhibitors (self control, fear of confrontations or retaliation, legal consequences, peer pressure, previous experience)

14.6 Basic elements of communication: sender/receiver model of communication; barriers to communication (physical, attitudinal, emotional, linguistic)

14.7 Importance of non-verbal communication in conflict situations: how to signal non-aggression through non-verbal communication (posture, positioning, movements, hand gestures, voice pitch); proxemic zones (public, social, personal, intimate)

14.8 Importance of adopting an appropriate initial response: appropriate positive and assertive response as a way of preventing escalation; being proactive

14.9 Attitude/behaviour cycle and how to prevent escalation: how attitude influences behaviour; preventing escalation by exercising control over own behaviour

14.10 Ways of avoiding potential conflict situations whilst providing close protection: planned avoidance of potential flashpoints; ways of avoiding situations where conflict could develop (exit strategies, evacuation)

14.11 Techniques used to defuse potential conflict situations: use of non-verbal communication to signal non-aggression; maintaining self control; being positive and assertive; empathy and active listening

14.12 How to manage anger and aggression in conflict situations: how to recognise signs of anger and aggression in another person (non-verbal signals, language, personal space, use of actual and potential weapons); working with a colleague to manage anger and aggression in others (positioning in a confrontation when more than one staff member is present, the value in a confrontation of handing over to or taking control from a colleague)

14.13 Effects of stress within a close protection environment: common symptoms of stress (loss of appetite, insomnia, impaired concentration, tiredness, irritability, inability to make decisions)

14.14 Techniques for dealing with conflict: problem-solving approaches to resolve situations once anger has been defused (looking for win-win approaches, building rapport, finding common ground)

Essential guidance for tutors

Delivery

It is not necessary to teach each learning outcome individually and in sequence. There are numerous opportunities to combine *Unit content* that relates to different learning outcomes together for delivery purposes, in particular: threat assessment and operational planning within learning outcomes 3 and 6; interpersonal skills and teamwork in learning outcomes 7 and 8; venue security, reconnaissance and searching in learning outcomes 5, 9 and 13; and reconnaissance and route planning in learning outcomes 5, 9 and 11.

There are also connections between the *Unit content* of specific assessment criteria in different outcomes. For example, surveillance equipment (assessment criterion 4.4) can be linked to the detection of surveillance devices in assessment criterion 13.6. Similarly, security advance parties are dealt with in assessment criteria 5.3 and 9.4, while search technology is covered in assessment criteria 5.5 and 13.5. Individual attributes (assessment criterion 2.2) can be linked to team attributes (assessment criterion 8.2). The different types of evacuation with a principal can be taught together: foot evacuation (assessment criterion 10.3) and evacuation from a vehicle (assessment criterion 12.4). Both of these can be linked to conflict situations (assessment criterion 14.2). Vehicle security checks (assessment criterion 12.5) has links to the need for post search security (13.4).

Learning outcome 14 covers conflict management. Tutors should use scenarios and role plays to reinforce learning. Example scenarios are given in *Annexe D*.

Centres should note that, while physical intervention skills are sometimes required by close protection operatives, such skills go beyond the scope of this qualification. The Unit Content for assessment criteria 10.1 and 12.4 should be interpreted as how the personal protection officer can shield and protect the principal. Moreover, the emphasis of learning outcome 14 is on using non-physical strategies and responses to avoid and reduce the risk of conflict. Although assessment criterion 14.2 covers physical attacks as a possible situation that may be faced, this is about raising awareness of the range of possible situations and learners are not required to know or demonstrate the appropriate physical responses. Any training on physical responses offered by the centre should be considered as additional to the qualification and learners should be made aware of this.

The *Unit content* section of the unit specifies the underpinning knowledge, understanding and skills required for learners to be able to meet the assessment criteria. In some cases there is overlap between the knowledge and understanding that underpin the internally-assessed and externally-assessed assessment criteria. This does not mean that the same knowledge needs to be taught twice, but rather that it will be assessed in two different ways.

For those assessment criteria that are to be externally assessed, it is recommended that centres take account of the test weightings (see below) when deciding what emphasis to place on the teaching.

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

Assessment

This unit will be assessed by means of:

- a written test, set and marked by Edexcel
- practical tasks, assessed internally

Learners must pass both parts of the assessment to pass the unit.

Written test

This unit will be assessed using a multiple-choice test set and marked by Edexcel. There are 60 items and learners must achieve a score of 42 (70%) to pass.

The questions will be based on individual assessment criteria listed on pages 12–17 and their associated *Unit Content* on pages 18–25. Not every assessment criterion will be assessed in every test.

Further information about the test procedure, quality assurance and test weightings is contained with the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Internal assessment

The internal practical assessment will be set and marked by the centre. Centres should aim to reduce the assessment and administrative burden by looking for ways in which a single piece of evidence (for example an observation record) can evidence multiple assessment criteria.

It is recommended that as much as possible of the practical assessment is based on a single assignment taken towards the end of the course; this will make the assessment more meaningful than would be the case if it was a series of unconnected and de-contextualised tasks.

Group work is allowed, but where this occurs, individual contributions must be clearly shown on the work to enable external verification to take place. This can be indicated by the learners themselves or through the tutors' annotations.

If responsibilities are divided between different learners in the final assignment, then this may not be sufficient to evidence all of the assessment criteria for each learner. If this is the case, then for some learners additional evidence may need to be drawn from work carried out earlier in the course.

For the assessment criteria that are to be assessed practically, suggested forms of evidence and supplementary guidance are given in the table below. However, this is not intended to be prescriptive and so other forms of evidence may be suitable.

Assessment criterion	Suggested evidence	Additional information and guidance
3.1 Carry out a threat and risk assessment	Threat assessment within operational instructions	Evidence must include a principal threat profile. It can include any other relevant operational considerations, for example transport, venue.
4.1 Demonstrate surveillance techniques	Observation record signed by assessor and surveillance report	Evidence must as a minimum relate to the detection and disruption of surveillance on foot. Evidence relating to vehicles could also be included.
5.1 Produce a plan for venue security	Venue security plan, presented with operational instructions	Evidence should ideally include schematics and photos.
6.1 Design and implement an operational plan	Operational instructions	The operational instructions can use different headings from those given in the <i>Unit Content</i> , but should cover the same types of information.
6.2 Conduct a team briefing	Observation record signed by assessor	Supporting evidence may come from additional briefing materials created by the learner.
7.1 Demonstrate effective negotiation skills	Observation record signed by assessor	Evidence can include negotiation with any relevant person for example a colleague, principal's staff, member of public.
8.1 Demonstrate team working skills	Observation record signed by assessor	Evidence can relate to team skills demonstrated during any part of the assessment.

Assessment criterion	Suggested evidence	Additional information and guidance
9.1 Conduct a reconnaissance	Reconnaissance report, presented with operational instructions	Evidence must relate to both route and location reconnaissance. Supporting evidence may come from third party witness statements.
10.1 Demonstrate close protection foot formations	Observation record signed by assessor	Evidence must relate to both low profile protection and at least one standard team formation.
10.2 Demonstrate body protection of a principal	Observation record signed by assessor	None.
10.3 Demonstrate foot evacuation of a principal	Observation record signed by assessor	None.
11.1 Interpret information from maps	Route plan within operational instructions	Evidence for this criterion can be inferred from primary and secondary route plans for 11.2.
11.2 Produce primary and secondary route plans	Route plan within operational instructions	None.
12.1 Carry out embus and debus drills	Observation record signed by assessor	Evidence must include both orthodox embus and orthodox debus.
12.2 Carry out convoy drills	Observation record signed by assessor	There must be evidence of learners performing the role of team leader or principal protection officer. This evidence should include the learner's ability to control the vehicle through their instructions to the driver.
12.3 Carry out anti-ambush drills	Observation record signed by assessor	There must be evidence of learners performing the role of team leader or principal protection officer. This evidence should relate to the learner's ability to control the vehicle through instructions given to the driver.
12.4 Carry out a basic evacuation procedure with a vehicle	Observation record signed by assessor	None.

Assessment criterion	Suggested evidence	Additional information and guidance
13.1 Demonstrate search techniques	Observation record signed by assessor	Evidence must include personal, vehicle and premises searches.
14.1 Demonstrate techniques used to avoid and defuse conflict situations	Observation record signed by assessor	Evidence can include conflict situations (verbal, not physical) involving any relevant person or people.

Essential resources

Centres will need access to vehicles in order to carry out convoy drills in learning outcome 12.

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

In particular it should be noted that the SIA requires that trainers wishing to deliver learning outcome 14 must hold a recognised qualification in conflict management training that is on the NQF or the QCF at Level 3.

Indicative resource materials

Textbooks

Brown J – *The Bodyguard's Bible* (Bible Publications, 2007) ISBN 0955475230

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
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Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linneydirect.com

Related information and publications include:

- *BTEC Security Qualifications Centre Management Handbook*, available from the Edexcel website: www.edexcel.com/quals/tests/sia/
- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

National occupational standards can be downloaded from: www.ukstandards.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

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- is active – ideas are developed and applied
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- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A – sector qualification framework

Below is the Edexcel BTEC qualification framework for the sector Security, Parking and Public Services

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist qualifications	NVQ/occupational
7				
6				
5				
4				
3		BTEC Nationals in Public Services	BTEC Certificate in Close Protection	
2		BTEC Firsts in Public Services	BTEC Award in Community Safety for Accredited Persons BTEC Award in CCTV Operations (Public Space Surveillance) BTEC Award in Disengagement and Physical Intervention Skills BTEC Award in Door Supervision BTEC Award in Security Guarding BTEC Award in Vehicle Immobilisation	NVQ in Providing Security Services NVQ in Controlling Parking Areas

Annexe B – wider curriculum mapping

Study of Edexcel BTEC qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C – mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Certificate in Close Protection (QCF) against the underpinning knowledge of the National Occupational Standards for Close Protection.

KEY

indicates partial coverage of the NOS unit

a blank space indicates no coverage of the underpinning knowledge

Units of NOS for Close Protection	BTEC Certificate
PCP1 Assess level of threats, vulnerabilities and risks to principals	#
PCP2 Plan and prepare to minimise threats, vulnerabilities and risks to principals	#
PCP3 Liaise and communicate with principals and others	#
PCP4 Establish and maintain secure environments	#
PCP6 Maintain the safety and security of principals whilst on foot	#
PCP5 Maintain protection whilst driving	#
PCP9 Respond to potential conflict situations whilst providing close protection	#
PCP10 Use physical intervention to support close protection	#
PCP11 Respond to trauma and medical crises	
PCP12 Maintain personal security awareness	#
SLP2 Communicate effectively and efficiently in the workplace	#
SAS8 Use IT to support own role	
Unit 3 Promote a healthy and safe culture in the workplace	#
Unit 5 Give a positive image of yourself	#
Unit 7 Develop your personal networks	
Unit 10 Provide leadership for your team	#
Unit 12 Manage your own resources	#
Unit 14 Promote equality and value diversity	#

Annexe D – conflict management scenarios

Below are categories of scenarios which should be used as the basis for role plays, case studies and discussions. The SIA requires that trainers use at least one scenario from each section below.

Enforcement scenarios

A situation that requires the learner to demonstrate positive communication skills when dealing with people on routine matters, such as access control and identity checks.

Defusing scenarios

A situation that requires the learner to demonstrate effective communication skills in calming an emotive situation, such as an angry customer.

Confronting scenarios

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

High risk scenarios

An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

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