

# Qualification Specification

## Level 3 Certificate in Close Protection (QCF)

Qualification Number: 600/1243/2

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# HABC Level 3 Certificate in Close Protection (QCF)

## Introduction

This Qualification Specification document is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your account manager.

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## Qualification Details

The HABC Level 3 Certificate in Close Protection (QCF) has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF).

It is supported by Skills for Security, the Sector Skills Body for the Security sector.

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## Key facts

- **QAN** 600/1243/2
- **Learning Aim Reference** 60012432
- **Guided learning hours (GLH)** 140\*
- **Credit Value** 16
- **Assessment Method** Portfolio of evidence/practical tasks & multiple choice examination

\* The SIA stipulate a minimum of 139 ½ contact hours. Contact hours are classed as time spent with a tutor or trainer, or during the assessment.

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## Qualification Overview

The HABC Level 3 Certificate in Close Protection has been developed to meet the requirements of the Security Industry Authority (SIA). It is based on the relevant SIA Specifications for Learning and Qualifications and provides the learner with the necessary knowledge and understanding for those who wish to apply for an SIA licence and work as a Close Protection operative within the Private Security Industry.

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## Entry Guidance/Restrictions

There are no prerequisites for this qualification, however it is advised that learners have a minimum of Level 2 in literacy or numeracy or equivalent.

This qualification is approved for delivery to the age ranges 18+ due to the requirements of an SIA licence.

HABC advises the maximum number of learners to tutor to be 10:1.

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## Recognition of Prior Learning

If you already have some form of formal close protection training it may mean that you are exempt from all or part of the SIA approved training. Arrangements for exemptions and Accreditation of Prior Learning (APL) are as follows:

Close Protection operatives who have previously received formal close protection training **and** are currently employed in an operational close protection role should present themselves to an approved Training Centre with evidence of the training they have received. Depending on the date and content of the training they have taken and to what extent the training covered the learning objectives of the new Close Protection course for licensing, they will be directed to take either the full 140 hours full Close Protection Course or the 24 hour Refresher Course.

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Learners who have completed formal close protection training from the organisations listed below **and** have remained in an operational close protection role, will be exempt from further training but will be required to take the knowledge test and a practical skills assessment.

- Special Air Service regiment Bodyguard Course
- Royal Military Police Close Protection Course
- Metropolitan Police Royalty Protection/Special Branch Close Protection Course
- Police National Close Protection Courses including Northern Ireland

**Please note:** It is important to ensure that training remains current. Therefore, qualifications allowing exemption from the SIA approved training must be no more than three years old, except where otherwise stated.

It is strongly recommended that Learners who present themselves for assessment only should consider attending a 24 hour Refresher Course. Those who have trained in either a police or military environment may find the terminology and procedures to be different in a civilian context and this would give them the best opportunity of passing the assessment.

All learners must take the knowledge test and practical skills assessment.

Overseas qualifications should refer to the following link to the SIA. <http://www.sia.homeoffice.gov.uk/Pages/training-overseas-qualifications-cp.aspx>

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### Geographical Coverage

The qualification is suitable for learners in England, Wales and Northern Ireland.

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### Special Needs

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

The SIA guidelines on English language competency is outlined in 'Guidance on Delivery', below.

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### Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included at the end of this document.

Learners must successfully complete the assessment the unit to achieve the qualification.

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### How the qualification is assessed

This qualification is assessed in two parts.

Part one is a 60 question, 2 hour multiple-choice examination. Learners must achieve 42 out of 60 to achieve a pass in this section of the assessment.

Part two is assessed by a portfolio of evidence.

This must be Internally Quality Assured by the Centre.

The completed portfolio of evidence must be internally quality assured and retained by the Centre. A Notification of Completion Form must then be sent to HABC to request certification. Receipt of the NOC form will initiate the request for an External Quality Support visit, until Direct Claim Status is awarded.

#### Following the assessment

A list of results will be provided to the Centre Contacts stating whether learners have passed or failed. Certificates for successful learners will be dispatched for distribution by the Centre Contacts.

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## Guidance on Delivery

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

**Communication in English is an integral requirement of the SIA competencies.** This is made explicit in particular competence statements and in relation to the title of the Part, or Session, which deals with “Communication and Conflict Management”.

Learners also need to demonstrate their competence in English in an applied context in relation to other areas of the specifications and competence needs, to be considered holistically, with the aim that the learner should be able to demonstrate these same competencies effectively in the workplace. To not be able to do so could have health and safety implications for the individual, and for others, in the workplace.

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

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

Delivery of the programme can be flexible, however the SIA have stipulated contact hours and GLH (see Key Facts section on page 3) for this qualification. Only learning outcome 14 can be delivered as non-contact time as defined by the SIA. This **must** be adhered to.

Centres delivering the qualification should have access to vehicles to meet the criteria in learning outcome 12.

The SIA ID requirements must also be adhered to.

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## ID Requirements

It is the responsibility of each approved HABC Centre to have systems in place to ensure that the person taking any of the security licence-linked qualifications is indeed the person they are purporting to be.

All Centres are therefore required to ensure that each learner’s photograph and formal identification documents are checked and recorded before they are allowed to sit the examination/assessment.

**The Invigilator must check all photographs supplied by the learners and ensure each is a true representation of the individual about to take the examination. Once satisfied, the Invigilator must print the learner’s name on the reverse of the photograph before sticking to the adhesive film on the Identification Validation Sheet.**

Please see link below for a list of documentation that the SIA will accept as proof of identification:

[http://www.highfieldabc.com/Assets/Files/HABC\\_ID\\_Validation\\_Group\\_AB.pdf](http://www.highfieldabc.com/Assets/Files/HABC_ID_Validation_Group_AB.pdf)

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## Progression

Progression and further learning routes include:

- Foundation degree in Protective Security Management
- Foundation degree in Crowd and Safety Management
- Certificate in Terrorism Studies

<p><b>Nominated Tutor Requirements</b></p>	<p>HABC centres wishing to deliver this qualification must adhere to the SIA requirements set out in the document 'Introduction to Learning Leading Towards Licence-Linked Qualifications' (link in 'Useful Websites' section).</p> <p>All trainers seeking to deliver licence-linked qualifications in England, Wales and Northern Ireland must either have;</p> <p>Achieved the 'Preparing to Teach in the Lifelong Learning Sector' PTLLS award before approval can be granted, or demonstrate that they possess an equivalent qualification acceptable to HABC.</p> <p><b>Qualifications for Trainers of Conflict Management</b></p> <p>The SIA requires all trainers delivering scenario-based conflict management training for licence-linked qualifications to have received relevant training. Trainers are required to hold a qualification at or above NQF/QCF Level 3 in the delivery of conflict management training.</p>
<p><b>Sector Competence</b></p>	<p>Trainers delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.</p> <p>Awarding bodies may require additional information about a trainer's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that than be mapped to the requirements of the private security industry.</p> <p>To ensure that trainers have the right occupational expertise, the SIA and awarding bodies require trainers to have <b>three years frontline operational experience in the last ten</b>, relevant to the area that they are training.</p> <p>It is also a requirement that trainers must demonstrate to awarding bodies that they are keeping their own knowledge (and skills where appropriate) up to date and relevant to industry. This is best demonstrated by evidence of professional development and/or ongoing workplace experience.</p>
<p><b>Internal Quality Assurance</b></p>	<p>The minimum requirements for IQA for this qualification are that Internal Quality Assurers/second tutors must be qualified and have recent occupational competency in the subject area they are quality assuring. Where an Internal Quality Assurance person is also an Assessor of the qualification, their assessment decisions must be internally verified by a different Internal Quality Assurer/Second Tutor.</p>
<p><b>Key Skills</b></p>	<p>Learners undertaking this qualification should be able to work at or above Level 2 Communications, Problem Solving and Working with Others.</p>
<p><b>Useful Websites</b></p>	<p>The SIA:  <a href="http://www.sia.homeoffice.gov.uk/Pages/home.aspx">http://www.sia.homeoffice.gov.uk/Pages/home.aspx</a></p> <p>Skills for Security:  <a href="http://www.skillsforsecurity.org.uk/index.php">http://www.skillsforsecurity.org.uk/index.php</a></p> <p>Home Office:  <a href="http://www.homeoffice.gov.uk/">http://www.homeoffice.gov.uk/</a></p>

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British Security Industry Authority:

<http://www.bsia.co.uk/>

Introduction to Learning Leading Towards Licence-Linked Qualifications:

[http://www.sia.homeoffice.gov.uk/Documents/training/modules/sia\\_specifications\\_intro.pdf](http://www.sia.homeoffice.gov.uk/Documents/training/modules/sia_specifications_intro.pdf)

## Unit 1: Working as a Close Protection Operative

Unit no: Y/600/7565  
 Level: 3  
 Credit: 16  
 GLH: 140

Learning Outcome		Assessment Criterion	
<i>The learner will:</i>		<i>The learner can:</i>	
<b>1</b>	<b>Understand the legislation that is relevant to people working in the close protection industry.</b>	1.1	Identify the differences between civil, common and criminal law
		1.2	State the main aims of the Private Security Industry Act
		1.3	Identify the main functions of the Security Industry Authority and other key bodies within the private security industry
		1.4	Identify aspects of human rights legislation that are relevant to the private security industry
		1.5	State the data protection principles outlined in data protection legislation
		1.6	Describe types of discrimination that can occur in the workplace
		1.7	Identify how equal opportunities legislation applies in the workplace.
<b>2</b>	<b>Understand the roles and responsibilities of the Close Protection Operative</b>	2.1	Explain the purpose of close protection
		2.2	Describe the attributes required of a close protection operative
		2.3	Explain the different roles and responsibilities within a close protection team
		2.4	Explain the difference between a client and a Principal
		2.5	Identify the different types of Principal in the close protection environment
		2.6	Explain the importance of personal security within a close protection environment
		2.7	Explain the need for situational awareness within different working environments
		2.8	Explain the need for close protection training and continuous professional development (CPD).
<b>3</b>	<b>Know the importance of</b>	3.1	Carry out a threat and risk assessment

<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b><i>The learner will:</i></b>		<b><i>The learner can:</i></b>	
	<b>threat assessment and risk management</b>	3.2	Explain the purpose of threat and risk assessments
		3.3	Describe threat and risk assessment techniques
		3.4	Explain the main threats to a Principal within the close protection environment
		3.5	Describe how threat assessment and risk management can vary when a Principal is arriving at or leaving a destination
		3.6	Explain the importance of dynamic assessment, response and contingency plans
		3.7	Describe the threat categories
		3.8	Explain how Close Protection Operatives within the UK gather operational intelligence.
<b>4</b>	<b>Know Surveillance techniques</b>	4.1	Demonstrate surveillance techniques
		4.2	Describe the types of people or organisations who might be carrying out surveillance on your Principal
		4.3	Describe surveillance techniques
		4.4	Identify equipment used to assist in surveillance
		4.5	Explain the limitations and capabilities of a range of equipment used to assist in surveillance.
<b>5</b>	<b>Understand venue security operations</b>	5.1	Produce a plan for venue security
		5.2	Identify venue related security operations
		5.3	Explain the importance of liaison with venue security
		5.4	Identify factors that influence operational plans at various venues
		5.5	Explain the use of communication equipment and other technology used in venue-based close protection operations
		5.6	Describe contingencies used in venue-based close protection operations
		5.7	Describe countermeasures used in venue-based close protection operations.
<b>6</b>	<b>Know how to design and demonstrate operational</b>	6.1	Design and implement an operational plan

<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b><i>The learner will:</i></b>		<b><i>The learner can:</i></b>	
	<b>planning</b>	6.2	Conduct a team briefing
		6.3	Explain the purpose of operational planning
		6.4	Explain how threat and risk assessments affect operational planning
		6.5	Explain the importance of briefing and de-briefing
		6.6	Explain the importance of time and resource management
		6.7	Identify agencies that may need to be contacted in the course of operational planning.
<b>7</b>	<b>Know the importance of interpersonal skills</b>	7.1	Demonstrate effective negotiation skills
		7.2	Describe the interpersonal skills that are required of a Close Protection Operative
		7.3	Explain the importance of effective communication within the close protection environment
		7.4	Explain the need for clear decision making and direction
		7.5	Explain the importance of etiquette and protocol when dealing with Principals.
<b>8</b>	<b>Know the importance of teamwork</b>	8.1	Demonstrate team working skills
		8.2	Describe the attributes and skills of an effective close protection team
		8.3	Explain the importance of personal and team preparation
		8.4	State why Standard Operating Procedures (SOPs) are important for effective teamwork.
<b>9</b>	<b>Know the importance of reconnaissance</b>	9.1	Conduct a reconnaissance
		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.
<b>10</b>	<b>Know how to conduct close protection foot drills</b>	10.1	Demonstrate close protection foot formations

<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b><i>The learner will:</i></b>		<b><i>The learner can:</i></b>	
		10.2	Demonstrate body protection of a Principal
		10.3	Demonstrate foot evacuation of a Principal
		10.4	Describe the individual roles within a close protection team on foot
		10.5	Describe the responsibilities of a 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.
		<b>11</b>	<b>Know the importance of planning and selecting routes</b>
11.2	Produce primary and secondary route plans		
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.		
<b>12</b>	<b>Know vehicle movement tactics and operations</b>	12.1	Carry out embus and debus drills
		12.2	Carry out convoy drills
		12.3	Carry out anti ambush drills
		12.4	Carry out a basic evacuation procedure with a vehicle
		12.5	Explain the safety and security checks to be taken to ensure vehicle security before, during and after journeys
		12.6	Describe the factors involved in choosing a vehicle
		12.7	Explain the need for alternative transport plans
		12.8	Explain protocol for vehicle use
		12.9	Explain how road traffic legislation affects the use of vehicles by close protection operatives
		12.10	Describe the variety of vehicle and driving arrangements which impact on the role of

<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b><i>The learner will:</i></b>		<b><i>The learner can:</i></b>	
			the close protection operative and team.
<b>13</b>	<b>Know the search techniques and procedures for close protection operations</b>	13.1	Demonstrate search techniques
		13.2	Explain the procedures for searching and the implications under UK legislation
		13.3	Explain the legal and access implications if someone refuses to be searched at a point of entry
		13.4	Explain the importance of post search security
		13.5	Describe the technology and support available to assist in a search
		13.6	Describe how to deal with unauthorised/dangerous objects and apply emergency procedures.
<b>14</b>	<b>Know how to apply conflict management techniques while providing close protection</b>	14.1	Demonstrate techniques used to avoid and defuse conflict situations
		14.2	Describe potential conflict situations that could arise in the close protection context
		14.3	Describe the different levels of threat in potential and actual conflict situations
		14.4	Describe human responses to emotional and threatening situations
		14.5	Identify common triggers and inhibitors
		14.6	Explain the basic elements of communication
		14.7	Explain the importance of non-verbal communication in conflict situations
		14.8	Explain the importance of adopting an appropriate initial response in a conflict situation
		14.9	Describe the attitude/behaviour cycle and how to prevent escalation of conflict.
		14.10	Describe ways of avoiding potential conflict situations whilst providing close protection
		14.11	Describe techniques used to defuse potential conflict situations
		14.12	Describe how to manage anger and aggression in conflict situations
		14.13	Describe the effects of stress within a close protection environment

<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b><i>The learner will:</i></b>		<b><i>The learner can:</i></b>	
		14.14	Explain techniques for dealing with conflict

## Unit Content

### LO1: Understand the legislation that is relevant to people working in the close protection industry.

- The differences between civil, common and criminal law
  - Criminal law e.g.
    - To deter and punish
    - Prosecutions brought by the Crown Prosecution Service
    - Fine or imprisonment
    - Proven beyond reasonable doubt
    - Examples:
      - Theft
      - Assault
  - Civil law e.g.
    - To right a wrong
    - Prosecution brought by individuals or organisations
    - Compensation
    - Proven on balance of probabilities
    - Examples:
      - Negligence
      - Breach of contract
- The main aims of the Private Security Industry Act e.g.
  - The introduction of the SIA
  - To regulate the private security industry effectively
  - To raise standards and recognise quality service
- The main functions of the Security Industry Authority and other key bodies within the private security industry e.g.
  - The SIA
    - To regulate the private security industry effectively through licensing
    - Develop training standards for licence linked qualifications
    - To raise standards e.g. through the Approved Contractor Scheme
  - SSC/Bs
    - Develop and maintain National Occupational Standards
  - Other bodies e.g.
    - British Security Industry Association
    - SIA Close Protection forum
- Aspects of human rights legislation that are relevant to the private security industry e.g.
  - Human Rights Act 1998
  - Connection to the European Convention on Human Rights
    - Relevant articles
      - 2 – Right to Life
      - 6 – Right to a Fair Trial
      - 8 – Right to Privacy

- 10 – Freedom of Expression
  - 11 – Freedom of Assembly
  - 14 – Prohibition of discrimination
- The data protection principles outlined in data protection legislation
  - The eight principles of the Data Protection Act 1998.
- Types of discrimination that can occur in the workplace e.g.
  - Race
  - Age
  - Religion
  - Gender
  - Direct or Indirect
- How equal opportunities legislation applies in the workplace e.g.
  - Relevant legislation e.g.
    - Equality Act 2010
    - Sex Discrimination legislation
    - Race Relations legislation
    - Disability Discrimination legislation
  - Equal pay
  - Promotion
  - Reasonable adjustments

**LO2: Understand the roles and responsibilities of the Close Protection Operative**

- The purpose of close protection e.g.
  - Protection of the Principal
  - Protection of Principals life, family, property
- The attributes required of a close protection operative e.g.
  - Professionalism
  - Integrity
  - Communication skills
  - Calm under pressure
  - Discretion
- The different roles and responsibilities within a close protection team e.g.
  - Personal Protection Officer
  - Residential Security Team
  - Driver
  - Medic
- The difference between a client and a Principal e.g.
  - Client – pays for the service
  - Principal – the individual who requires protection
  - Client can be the Principal
- The different types of Principal in the close protection environment e.g.
  - Business people
  - Celebrities
  - Foreign dignitaries
- The importance of personal security within a close protection environment e.g.
  - Compliance with Health and Safety legislation

- Responsible for own personal safety
- Knowledge of fire safety
- The need for situational awareness within different working environments e.g.
  - To be able to respond appropriately and dynamically
  - Changes in weather
- The need for close protection training and continuous professional development (CPD) e.g.
  - Maintaining industry knowledge
  - Keep skills up to date

**LO3: Know the importance of threat assessment and risk management**

- Carry out a threat and risk assessment
- The purpose of threat and risk assessments
  - To identify the level of risk and threat
  - To reduce risk level
  - To assist with planning and preparation
- Threat and risk assessment techniques e.g.
  - Principal threat profiling (7 Ps)
    - People
    - Places
    - Personality
    - Prejudices
    - Personal History
    - Political/Religious views
    - Private lifestyle
  - Balance of protection vs lifestyle
  - Using a systematic approach
  - Review regularly
- The main threats to a Principal within the close protection environment e.g.
  - Unwanted attention
  - Injury risk
  - Public image
  - Loss of sensitive information
- How threat assessment and risk management can vary when a Principal is arriving at or leaving a destination e.g.
  - Different types of location
    - Hotel
    - Airport
    - Venue
- The importance of dynamic assessment, response and contingency plans e.g.
  - Dynamic assessment
  - Response
    - Take action
    - Avoid
    - Seek help
  - Contingency plans
- The threat categories e.g.
  - Imminent
  - Possible
  - Probable

- How Close Protection Operatives within the UK gather operational intelligence e.g.
  - Liaison with police
  - Liaison with embassies
  - Media research
  - Insurance

#### **LO4: Know Surveillance techniques**

- Demonstrate surveillance techniques
- The types of people or organisations who might be carrying out surveillance on your Principal e.g.
  - Criminals
  - Media
  - Extremist groups
  - Fans
- Surveillance techniques e.g.
  - Covert vs overt techniques
  - Detect static surveillance
    - Recognise vehicles, individuals
    - Suspicious Behaviour
  - Detect and disrupt surveillance on foot
    - Vary speed and direction
    - Use of counter surveillance team
  - Detect and disrupt surveillance in a vehicle
    - Changing lanes
    - Varying speed
- Equipment used to assist in surveillance e.g.
  - Binoculars
  - Cameras
  - Recording equipment
  - CCTV
- The limitations and capabilities of a range of equipment used to assist in surveillance e.g.
  - Relevant legislation e.g. Regulatory Powers legislation
  - Recording equipment
  - Transmitting equipment

#### **LO5: Understand venue security operations**

- Produce a plan for venue security
- Venue related security operations e.g.
  - Embus and Debus
  - Medical emergency
  - Evacuation procedures
- The importance of liaison with venue security e.g.
  - The role of the Security Advanced Party
  - Who to share information with
  - Concept of 'layers of protection'
- Factors that influence operational plans at various venues e.g.
  - Size and layout
  - Embus and Debus arrangements
  - Location of safe rooms

- Vulnerable areas
- The use of communication equipment and other technology used in venue-based close protection operations e.g.
  - Use of phonetic alphabet
  - Communicate with venue security e.g. radio
  - Communicate with own team e.g. phones
- Contingencies used in venue-based close protection operations e.g.
  - Contingency i.e. being prepared for all situations
  - Short notice changes
  - Communication back up
- Countermeasures used in venue-based close protection operations e.g.
  - What is a countermeasure i.e. actions to pre-empt situations
  - Use of Security Advance Party
  - Security checks; patrolling; CCTV and alarms; access control; and personal/vehicle searches

#### **LO6: Know how to design and demonstrate operational planning**

- Design and implement an operational plan
- Conduct a team briefing
- The purpose of operational planning e.g.
  - Gather information
  - Assess and manage threats
  - Allocate resources appropriately
- How threat and risk assessments affect operational planning e.g.
  - Threat vs protection required
  - Use of resources appropriately
- The importance of briefing and de-briefing e.g.
  - Who needs to be briefed e.g.
    - The Principal
    - The team
  - Ensure the team understand instructions and role and responsibilities
  - Debriefing e.g.
    - Lessons learned
    - Improvements to be made
- The importance of time and resource management e.g.
  - Utilising correct resources for the operation
  - Taking into account budget
- Agencies that may need to be contacted in the course of operational planning e.g.
  - Police
  - Emergency Services
  - Embassies

#### **LO7: Know the importance of interpersonal skills**

- Demonstrate effective negotiation skills
- Interpersonal skills that are required of a Close Protection Operative e.g.
  - Communication skills
  - Empathy
  - Negotiation skills
  - Problem solving

- Team working
- The importance of effective communication within the close protection environment e.g.
  - Maintaining security
  - Maintaining confidentiality
  - Communication with the Principal, family, colleagues
- The need for clear decision making and direction e.g.
  - When there is a threat or incident
- The importance of etiquette and protocol when dealing with Principals e.g.
  - Maintain professionalism
  - Adapt appropriately to situations

**LO8: Know the importance of teamwork**

- Demonstrate team working skills
- Attributes and skills of an effective close protection team e.g.
  - Balance of skills
  - Communication skills
  - Support across the team
  - Able to deal with disagreements
- The importance of personal and team preparation e.g.
  - Ensuring plans are prepared
  - All documentation is ready e.g. passports
  - Check equipment is working correctly
- Why Standard Operating Procedures (SOPs) are important for effective teamwork e.g.
  - Ensure individual responsibilities are clear
  - Understand the potential implications of errors in SOPs.

**LO9: Know the importance of reconnaissance**

- Conduct a reconnaissance
- The purpose of reconnaissance e.g.
  - Identify any potential dangers and threats
  - Confirm the route and timings
- Factors to be considered when conducting a reconnaissance e.g.
  - Local factors
  - Routes and timings
  - Resources
- The role of the Security Advance Party (SAP) e.g.
  - Route reconnaissance
  - Venue checks
  - Liaison with relevant people
- The difference between covert and overt reconnaissance e.g.
  - Covert reconnaissance
  - Overt reconnaissance
  - When to use covert or overt reconnaissance

**LO10: Know how to conduct close protection foot drills**

- Demonstrate close protection foot formations
- Demonstrate body protection of a Principal

- Demonstrate foot evacuation of a Principal
- Individual roles within a close protection team on foot e.g.
  - Team Leader
  - Personal Escort Section
  - Medic
- The responsibilities of a close protection operative on foot e.g.
  - Deterrent
  - Provide cover
  - Identify and respond to threats
  - Maintain Principal's image
- The need to adopt a flexible approach on foot e.g.
  - Respond to changes in circumstances or threats
  - Correct position or formation
- The range of communication used on foot e.g.
  - With the Principal
  - Within the team
  - Hand signals
  - Verbal commands

#### **LO11: Know the importance of planning and selecting routes**

- Interpret information from maps
- Produce primary and secondary route plans
- The need for route selection and contingency planning e.g.
  - Having a primary and secondary route planned
  - Types of contingencies e.g.
    - Medical emergency
    - Attack
    - Alternative route
    - Loss of communication
- The factors that need to be considered when carrying out route selection e.g.
  - Date, time, to, from, time allowed
  - Risk assessment
  - Traffic conditions
  - Possible contingencies
  - Access to back up
- The range of technological tools used in route planning.
  - Satellite Navigation
  - On-line mapping and route planning

#### **LO12: Know vehicle movement tactics and operations**

- Carry out embus and debus drills
- Carry out convoy drills
- Carry out anti ambush drills
- Carry out a basic evacuation procedure with a vehicle
- The safety and security checks to be taken to ensure vehicle security before, during and after journeys e.g.
  - Roadworthiness of vehicles
  - Potential threats
  - Equipment checks

- The factors involved in choosing a vehicle e.g.
  - Suitable for the operation
  - Preference of the Principal
- The need for alternative transport plans e.g.
  - Mechanical problem with the vehicle
  - Security is compromised
  - Driver illness or injury
- Protocol for vehicle use e.g.
  - Roles of the PPO
  - Seating arrangements
  - Embus/Debus arrangements
  - Orthodox/Unorthodox
- How road traffic legislation affects the use of vehicles by close protection operatives e.g.
  - Adhering to legal limits
  - Relevant documentation
- The variety of vehicle and driving arrangements which impact on the role of the close protection operative and team e.g.
  - Number of cars
  - Vehicle type
  - Lone CPO
  - Preferences of the Principal

### **LO13: Know the search techniques and procedures for close protection operations**

- Demonstrate search techniques
- The procedures for searching and the implications under UK legislation e.g.
  - Systematic approach
  - Vehicles
    - Where to search
  - Premises
    - Types of search e.g. electronic, visual, physical
    - How to search e.g. outside to inside, bottom to top
  - Personal
    - Reasons for search
    - Gaining consent
    - Same-sex search
    - Dealing with refusal to be searched
- The legal and access implications if someone refuses to be searched at a point of entry e.g.
  - Potential assault
  - Entry requirements
- The importance of post search security e.g.
  - Vehicles
    - Use alarm
    - Secure Parking
  - Premises
    - Security guards
    - Seal the room
    - Use alarm
- Technology and support available to assist in a search e.g.
  - Canine search team

- Electronic detection
- Equipment e.g. torch, mirrors
- How to deal with unauthorised/dangerous objects and apply emergency procedures e.g.
  - Types of objects that may be found e.g.
    - Illegal substances
    - Surveillance devices
    - Explosives
  - How to deal with objects found e.g.
    - Reporting procedures
    - Seek assistance
    - Evacuate if appropriate
    - Detain suspect if personal search

**LO14: Know how to apply conflict management techniques while providing close protection**

- Demonstrate techniques used to avoid and defuse conflict situations
- Potential conflict situations that could arise in the close protection context e.g.
  - Verbal
  - Physical
- The different levels of threat in potential and actual conflict situations e.g.
  - Frustration, Anger, Aggression, Violence
- Human responses to emotional and threatening situations e.g.
  - Fight or flight or freeze
  - Fear
  - Anger
  - Aggression
  - Physical effects
    - Shock
    - Adrenaline
- Common triggers and inhibitors e.g.
  - Triggers
    - Feeling threatened
    - Loss of face
    - Disrespect
  - Factors
    - Drink or drugs
    - Medical conditions
  - Inhibitors
    - Fear of prosecution
    - Fear of retaliation
    - Self control
- The basic elements of communication e.g.
  - Sender – receiver model
  - Barriers to communication
    - Physical
    - Attitudes
    - Emotional
    - Language
- The importance of non-verbal communication in conflict situations e.g.
  - Posture

- Position
  - Allowing personal space
  - Non-aggressive body language
- The importance of adopting an appropriate initial response in a conflict situation e.g.
  - To prevent escalation of situation
- The attitude/behaviour cycle and how to prevent escalation of conflict e.g.
  - Attitude influences behaviour
  - Control own behaviour
- Ways of avoiding potential conflict situations whilst providing Close Protection e.g.
  - Planned avoidance
  - Exit strategies
  - Evacuation procedures
- Techniques used to defuse potential conflict situations e.g.
  - Non-verbal communication
  - Positive attitude
  - Empathy
- How to manage anger and aggression in conflict situations e.g.
  - Recognise signs
  - Working with colleagues
  - Handover to colleagues
- The effects of stress within a close protection environment e.g.
  - Symptoms
    - Inability to make decisions
    - Insomnia
    - Loss of appetite
- Techniques for dealing with conflict e.g.
  - Win-win approach
  - Build a rapport

## Conflict Management Scenarios

### Application of Communication Skills and Conflict Management

#### *Overall Aim:*

To develop the knowledge and skills of learners in conflict management, and to facilitate understanding and confidence through their practical application in scenarios.

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

#### *Use of practical scenarios to aid learning*

The training should be further tailored to respond to the specific work place context of the learning group through the inclusion of highly relevant scenarios. For example training being delivered to a group of Close Protection Operatives will incorporate scenarios such as confronting a 'crazed fan' and protecting the Principal.

The scenarios will enhance skills and confidence in the areas covered through giving learners the opportunity to apply the knowledge and skills. Awarding bodies will therefore include relevant practical scenario situations in their training syllabus and assessment processes.

The scenarios will be facilitated by the trainer within the actual work environment, or, as similar an environment as possible at or near the training venue. The purpose of such scenarios is to actively engage the learners in problem solving common problems and to respect and draw upon their own experience and ideas. Through effective use of scenarios learners will be able to relate the training directly to their work.

It is important that trainers ensure the physical and emotional safety of those participating in and/or affected by scenario based training. Scenarios need to be supervised at all times with clear briefings to prevent physical confrontation and other risks.

Consultation has identified common conflict situations and the training must include at least one practical scenario from each of the four following headings and that is appropriate to the role of learners:

- **Enforcement Scenario:** A situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as, access control and identity checks.
- **Defusing Scenario:** A situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.
- **Confronting Scenario:** A situation that requires non aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.
- **High Risk Scenario:** An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

To ensure each scenario has a clear focus it should be carefully selected and aligned to the relevant session learning objectives. Scenarios should include issues relating to employment equality, disability and discrimination