

Providing Close Protection
National Occupational Standards



Final Approved Suite of National Occupational Standards

for

Providing Close Protection

October 2011

Key purpose

To establish and maintain a safe working environment in which a principal can live and work whilst continually minimising risk

Overview

These Standards define the competencies required to carry out the functions carried out by Close Protection Officers.

The NOS are intended as a high level strategic overview of the competencies required to fulfil the tasks required in the workplace. The NOS are not designed to describe specific roles; role definitions are normally based on a number of the functions and therefore a number of the standards.

There is no expectation, therefore, that a job role would encompass all the performance requirements across every standard, rather that specific jobs utilise appropriate standards.

The standards have been devised based on best practice for the definition of NOS. Each comprises a number of performance criteria which an individual should demonstrate to be competent in the sector. Each standard also has underpinning knowledge and understanding, although in the NOS there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement; the latter underpin the whole of the standard.

It should be noted that the approach to working may differ across the four nations of the UK. The NOS have been written to enable any differences to be accommodated and to enable different terminology to be applied as appropriate. However, regardless of the national context, at the heart of work is maintaining a safe working environment in which a principal can live and work whilst continually minimising risk.

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Overview

This NOS sets out the skills, knowledge and understanding for you to determine potential threats, vulnerabilities and the level of risk to the principals security and safety.

This NOS covers the following activities:

1. Assess information to determine potential threats, vulnerabilities and risks to principals
2. Determine the level of potential threats, vulnerabilities and risks to principals

SFS PCP 1

Assess threats, vulnerabilities and risks to principals

Performance criteria

Assess information to determine potential threats, vulnerabilities and risks to principals

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 collate sufficient information, which you are legally permitted to have, to determine potential threats, vulnerabilities and risks
- P3 take account of the principal's relevant personal and professional profiles to determine potential threats, vulnerabilities and risks
- P4 take account of previous threats to the principal, either direct or indirect, to help determine the potential vulnerabilities and risks
- P5 take account of legal and contractual requirements relevant to assessing threats, vulnerabilities and risks to the principal
- P6 organise relevant factors about potential threats, vulnerabilities and risks in a manner that helps decision-making
- P7 record information and factors relevant to potential threats, vulnerabilities and risks accurately and legibly

Determine the level of potential threats, vulnerabilities and risks to principals

You must be able to:

- P8 evaluate factors that could influence threats, vulnerabilities and risks correctly and sufficiently to determine the level and nature of potential threats, vulnerabilities and risks
- P9 liaise with other relevant agencies and organisations, as required, to determine potential threats, vulnerabilities and risks
- P10 confirm details of the principal's itinerary that could influence level and nature of threats, vulnerabilities and risks to principals
- P11 identify and record details of other persons with whom the principal will have contact who could pose a direct or indirect threat
- P12 take account of current security arrangements relevant to level and nature of potential threats, vulnerabilities and risks
- P13 categorise the level and nature of threats, vulnerabilities and risk in accordance with recognised criteria
- P14 record details of levels and nature of potential threats, vulnerabilities and risks to the principal accurately and legibly
- P15 use logical and systematic analysis of information to evaluate threats to the security of your principal

SFS PCP 1

Assess threats, vulnerabilities and risks to principals

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to close protection
- K2 current standard operating procedures relevant to collecting and protecting personal and professional information about principals

Assess information to determine potential threats, vulnerabilities and risks to principals

You need to know and understand:

- K3 what personal and professional details of principals could influence potential threats, vulnerabilities and risks, how to collect it and the protocol involved
- K4 from where and how to collect sufficient information to determine levels of threats, vulnerabilities and risks to principals, without compromising the safety or security of principals
- K5 how to evaluate and assess potential threats, vulnerabilities and risks
- K6 how to handle and store information and factors about potential threats, vulnerabilities and risks to principals

Determine the level of potential threats, vulnerabilities and risks to principals

You need to know and understand:

- K7 your principals' profiles and how these influence threats, vulnerabilities and risks
- K8 the reasons why your principals are at risk
- K9 the sources and nature of potential threats, vulnerabilities and risks to your principals
- K10 the individuals or organisations who pose threats, their modus operandi and their current capabilities
- K11 vulnerable areas in principals' programmes and itineraries
- K12 how to take account of the relevant factors that could impact on the level and nature of potential threats, vulnerabilities and risks to principals
- K13 the arrangements for controlling access to premises, including access control systems, invitation and ticket arrangements
- K14 how to categorise and record details of levels and nature of potential threats, vulnerabilities and risks to principals accurately and legibly
- K15 how and why it is important to use systematic analysis methods when identifying and evaluating threats to your principal

Confidentiality of information

You need to know and understand:

- K16 how and why you should maintain the security and confidentiality of information

SFS PCP 1

Assess threats, vulnerabilities and risks to principals

Glossary

In these National Occupational Standards;

risk: is defined as the level of vulnerability to the threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 1

Assess threats, vulnerabilities and risks to principals

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SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals



Overview

This NOS sets out the skills, knowledge and understanding for you to be able to assess and take account of what protection requirements are needed to protect the principal and so be able to identify the necessary resources and information required.

This NOS covers the following activities:

1. Determine the resources required to protect principals from potential threats, vulnerabilities and risks
2. Set up and secure static protection
3. Carry out reconnaissance and planning to determine travel arrangements for your principal during vehicle movements
4. Plan for travel by other modes of transport
5. Carry out reconnaissance of travel routes and venues
6. Determine protection requirements for public appearances and venues

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

Performance criteria

Determine the resources required to protect principals from potential threats, vulnerabilities and risks

You must be able to:

- P1 make sure that costs of resources are within agreed operational budgets
- P2 maintain the security and confidentiality of information relevant to threats to your principal
- P3 assess correctly the protection requirements to manage risks to the principal
- P4 balance the level of proposed protection with the lifestyle requirements of the principal
- P5 take account of sufficient relevant characteristics of locations and means of transport to identify potential threats, vulnerabilities and risks
- P6 identify sufficient and suitable resources to meet protection requirements, based on agreed threat, vulnerabilities and risk assessment
- P7 identify and confirm equipment and information needed to meet operational requirements
- P8 confirm that communications systems and arrangements to be used are sufficient to meet the level of security to manage risk, vulnerabilities and threat to the principal
- P9 where appropriate, consider identifying supporting agencies and integrating them into operations to protect the principal
- P10 make sure that arrangements and options selected are within operational resources, and your organisation's capabilities and policies

Set up and secure static protection

You must be able to:

- P11 review and evaluate current protection measures at typical locations used by the principal, to identify potential areas of weakness in protection and security
- P12 recommend improvements in protection measures where necessary to provide required level of protection
- P13 set up secure control and communications facilities promptly
- P14 liaise with the principal and their representatives at regular intervals as required to instil and maintain protection measures
- P15 confirm the routine and nature of regular callers to prevent protection measures being compromised
- P16 confirm effective access control systems are established and monitored as required to maintain safety and security of principals and premises
- P17 set up reporting procedures that provide current, accurate and reliable information to other authorised people who need it
- P18 confirm that safe rooms provide the required level of protection for your principals
- P19 select, equip and secure a suitable location for an operations centre

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

Carry out reconnaissance and planning to determine travel arrangements for your principal during vehicle movements

- You must be able to:*
- P20 maintain the security and confidentiality of information pertaining to and relevant to the journeys
 - P21 confirm sufficient details of journeys to select the most suitable primary and alternative routes that maintain required level of protection to the principal
 - P22 identify and take account of potential sources of risk in your route selection to minimise risks
 - P23 identify and take account of other factors that could affect the safety and security of the principal whilst in transit on selected routes
 - P24 identify and record sufficient details of primary, alternative and link routes to maintain required level of protection to the principal
 - P25 specify types of vehicle that are appropriate to providing the required level of protection to your principals
 - P26 specify communication equipment and procedures that are appropriate to providing the required level of protection to your principals
 - P27 prepare viable plans to deal with contingencies that could pose a threat or risk to the principal
 - P28 select travel routes and arrangements that minimise risks and meet the principal's travel requirements
 - P29 record details of selected routes and travel arrangements, using agreed notation and formats

Plan for travel by other modes of transport

- You must be able to:*
- P30 confirm sufficient details of journeys to identify the options for using other modes of transport for the principal
 - P31 identify and take account of potential sources of risk in your selection to minimise risks
 - P32 confirm and take account of travel formalities where appropriate, to minimise inconvenience to the principal whilst maintaining the required level of protection
 - P33 select the most suitable means of transport on which you can provide the required level of protection to the principal
 - P34 identify and take account of other factors that could affect the safety and security of the principal whilst in transit on selected modes of transport
 - P35 select travel routes and arrangements that provide the required level of protection and meet the principal's travel requirements and preferences
 - P36 record details of selected routes and travel arrangements, using agreed notation and formats

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

Carry out reconnaissance of travel routes and venues

You must be able to:

- P37 carry out effective reconnaissance to confirm travel routes and arrangements, and to identify potential threats and situations that could compromise the safety and security of the principal
- P38 arrange and carry out reconnaissance based on operational instructions and information
- P39 confirm that the performance of communication networks and equipment meets operational requirements
- P40 evaluate the security and safety arrangements at accommodation where required
- P41 identify and record accurate details of local factors that could influence the level and type of protection required
- P42 collect and record accurate and relevant information about travel safety that could not be confirmed, or was not available before reconnaissance
- P43 evaluate threats vulnerabilities and risk, based on your reconnaissance, and record sufficient accurate details for a reassessment of the protection strategy
- P44 record full and accurate reconnaissance findings in order to anticipate and avoid foreseeable situations that could compromise the protection of the principal

Determine protection requirements for public appearances and venues

You must be able to:

- P45 confirm sufficient details of public appearances to determine protection requirements
- P46 obtain sufficient information on local procedures and contingency plans to deal effectively with emergencies
- P47 liaise with the principal, hosts, organisers and stakeholders to discuss and agree arrangements that provide the level of protection required for the principal, as well as allowing them to carry out the purpose of their visit
- P48 confirm details of primary and secondary routes in and out of locations to expedite safe entry and exit of the principal
- P49 confirm locations of suitable debus and embus areas that minimise risks and inconvenience to the principal
- P50 identify the vulnerable areas and vantage points within locations in order to provide the most effective protection to the principal
- P51 confirm holding rooms and safe areas are available for use in emergency situations
- P52 carry out security checks on venue staff and other relevant people in line with standard operating procedures
- P53 confirm that search plans are agreed where necessary to secure venues

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to close protection
- K2 current legislation, regulations and local procedures relating to access control
- K3 the principles and accepted practices of close protection risk assessments and vulnerability analysis

Determine the resources required to protect principals from potential threats, vulnerabilities and risks

You need to know and understand:

- K4 levels and types of protection available and suitable to meet potential threats, vulnerabilities and risks to principals
- K5 how to optimise resource requirements, protection requirements and operational costs with principals' lifestyle requirements
- K6 the different threats, vulnerabilities and risks associated with different types of locations
- K7 potential threats, vulnerabilities and risks associated with different means of transport, and the suitability of transport used by principals
- K8 requirements for safe rooms and safe transport
- K9 communication systems used in close protection operations and relevant regulations covering their use
- K10 the capabilities, limitations and typical costs of the range of resources available to protect principals
- K11 which supporting agencies should be involved in operations and how to contact them
- K12 how to take into account the relevant factors of making a threat and risk assessment
- K13 the operational resources available to you, and how to use them effectively and efficiently

Set up and secure static protection

You need to know and understand:

- K14 how to evaluate protection measures at different types of location against the level of protection required for your principals
- K15 the protocol involved when working with your principals, their staff and family
- K16 how to discuss and confirm ongoing protection arrangements with your principals and their representatives
- K17 how to operate relevant access and alarm systems
- K18 how to operate the communications systems you use in close protection
- K19 how to organise and present information required by other authorised people
- K20 the requirements for, and different types of, safe rooms

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

- K21 the procedures you should carry out to confirm the safety and security of safe rooms
- K22 why you should select a suitable location for an operations centre
- K23 the importance of operational documentation

Carry out reconnaissance and planning to determine travel arrangements for your principal during vehicle movements

You need to know and understand:

- K24 how and from where to gather sufficient details of planned journeys
- K25 potential threats to your principals, from whom, and their modus operandi
- K26 how to obtain and interpret maps (street, scaled, contour, route planning, topographical) and similar information about the areas through which your principals are to travel
- K27 how to collect local information about travel and security conditions in the areas through which your principals are to travel, particularly using reliable sources
- K28 the capabilities and limitations of the types of vehicles available to you, and how to select the most suitable for use on planned journeys
- K29 the capabilities and limitations of the types of communications equipment available to you, and how to select the most suitable for use on planned journeys
- K30 how to identify and record details of potential sources and locations of threat to your principals whilst travelling
- K31 how to prepare details of selected routes and travel arrangements using agreed formats, such as maps, diagrams, notes, verbal instructions
- K32 how to contact the agencies and emergency services to be called in the event of change to routes or schedules, or in emergencies

Plan for travel by other modes of transport

You need to know and understand:

- K33 how and from where to gather sufficient details of planned journeys
- K34 the protocol involved in your principals travelling by other modes of transport
- K35 how to obtain and interpret travel information about the areas through which your principals are to travel
- K36 how to identify and plan for interconnections in other modes of travel when necessary
- K37 potential threats to your principals, from whom, and their modus operandi
- K38 how to collect local information about travel and security conditions in the areas through which your principals are to travel, particularly using reliable sources
- K39 the levels of threat involved, and protection possible in the types of other modes of transport available to you, and how to select the most suitable for use on planned journeys
- K40 the capabilities and limitations of the types of communications equipment available to you, and how to select the most suitable for use on planned

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

journeys

- K41 how to identify and record details of potential sources and locations of threat to your principals whilst travelling by other modes of transport
- K42 how to prepare details of selected routes and travel arrangements and points of contact using agreed formats, such as timetables and schedules, notes, verbal instructions
- K43 how to contact the agencies and emergency services to be called in the event of change to routes or schedules, or in emergencies

Carry out reconnaissance of travel routes and venues

You need to know and understand:

- K44 why it is important to carry out thorough and effective reconnaissance in order to anticipate and avoid foreseeable risks to your principals
- K45 why it is important to make sure the information you collect on reconnaissance is current, accurate and reliable
- K46 why it is important to follow operational procedures, instructions and information when carrying out reconnaissance
- K47 how to identify potential risks to your principals, particularly in relation to accommodation, public transport, and appearances in public
- K48 how to acquire information about local conditions and factors that could affect the protection strategy, without arousing unnecessary attention to your principals
- K49 how to gain the co-operation of relevant stakeholders whilst not compromising the protection strategy
- K50 how to make judgements about the potential for situations that could occur that could compromise the protection of your principals, arising from any findings of your reconnaissance activities
- K51 how to record full and accurate reconnaissance findings, and why this is important

Determine protection requirements for public appearances and venues

You need to know and understand:

- K52 the threats, vulnerabilities and risks involved in public appearances by your principals
- K53 how to balance protection arrangements with the purpose of your principals' public visit
- K54 how to identify secure and safe points of access, exit, debussing and embussing for your principals
- K55 how to identify vulnerable areas and vantage points in different locations
- K56 how to discuss and agree appropriate security measures with hosts, organisers and stakeholders particularly in relation to admission arrangements, access and exit points, safe areas, searches, evacuation and general emergency procedures

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

Confidentiality of information

You need to know and understand:

K57 how and why you should maintain the security and confidentiality of information

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

Glossary

In these National Occupational Standards;

risk: is defined as the level of vulnerability to the threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 2

Plan and prepare to minimise threats, vulnerabilities and risks to principals

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Overview

This NOS sets out the skills, knowledge and understanding for you to deal with information and be able to communicate with the relevant persons involved with the safety and security of the principal.

This NOS covers the following activities:

1. Confirm and maintain contact with principals and relevant people
2. Provide information to principals and other relevant people
3. Agree protection arrangements with principals and other relevant people
4. Observe protocol during close protection operations
5. Liaise and communicate with media representatives

Note

5 is not intended to require close protection officers to generate media statements, or act as 'press officers' for principals. Its intention is to specify the competence required if and when a close protection officer has to deal with media representatives.

SFS PCP 3

Liaise and communicate with principals and others

Performance criteria

Confirm and maintain contact with principals and relevant people

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 confirm liaison with relevant persons is effectively established and maintained, and relevant contact details are recorded accurately and securely
- P3 observe and follow accepted protocol when communicating with the principal and other relevant persons
- P4 identify, confirm and utilise where possible new contacts likely to be of benefit to close protection operations
- P5 liaise with others to develop and maintain effective working relationships
- P6 monitor and regularly evaluate the effectiveness of current liaison methods and arrangements
- P7 respond promptly and effectively to changes in situations that could impact on the reliability of contact arrangements
- P8 contribute to the improvement of methods of liaison and contact with relevant persons

Provide information to principals and other relevant people

You must be able to:

- P9 locate and assess the reliability of information to meet the requirements of the principal or other relevant people
- P10 present relevant information in the most suitable format to aid understanding and decision making by the principal or other relevant persons
- P11 present information in a manner appropriate to the principal or other relevant persons
- P12 respond to queries fully and accurately to provide information required by the principal or other relevant persons
- P13 support your protection strategies and recommendations with rationale and evidence
- P14 confirm the clarity of understanding by the principal or other relevant people

Agree protection arrangements with principals and other relevant people

You must be able to:

- P15 propose strategy and options that are based on and take account of identified level and type of threat to the principal
- P16 communicate appropriately your proposed strategy to the principal and others that deals with the existing threat
- P17 propose protection arrangements that balance the lifestyle requirements of the principal with the level of protection required
- P18 be assertive in your dealings with the principal and others where safety or security of any person could be compromised

SFS PCP 3

Liaise and communicate with principals and others

- P19 make sure that arrangements and options selected are within operational resources, and your organisation's capabilities and policies and how to justify further budget
- P20 make sure that protection plans allow for flexibility to meet changing situations
- P21 provide protection plans in a format and level of detail most suitable to aid understanding and decision making by the principal and other relevant persons

Observe protocol during close protection operations

You must be able to:

- P22 agree and use methods of communicating with the principal and other relevant persons that are mutually acceptable, and effective in maintaining the required level of protection
- P23 use the preferred spoken and written language of the principal when communicating with the principal where appropriate or use an approved interpreter
- P24 make sure that your behaviour and form of address to the principal and other relevant persons are appropriate to the status and wishes of the principal
- P25 respond promptly and appropriately to the actions or expressed intentions of the principal, where their safety or security could be compromised
- P26 maintain standards of your appearance and behaviour that are expected by the principal, other relevant persons and your organisation
- P27 adopt the appropriate standard of dress and appearance that are suitable for the occasions when you are providing close protection
- P28 avoid unnecessary embarrassment or anxiety to the principal through your actions, or situations that you could have prevented
- P29 respect the diversity of the principal and other relevant persons when you are providing close protection

Liaise and communicate with media representatives

You must be able to:

- P30 recognise and respond appropriately to potential intrusion or threats to the principal's privacy, security or safety by media representatives
- P31 use communication methods that are agreed by the principal or their representatives
- P32 make sure that information given to media representatives is authorised and protects the principal from avoidable harassment or anxiety, and maintains their safety and security
- P33 prevent information being given to media representatives that could compromise the safety, security or privacy of the principal
- P34 deal with media representatives in ways that protect and enhance the public image of the principal

SFS PCP 3

Liaise and communicate with principals and others

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to close protection
- K2 the operational and legal constraints within which you should work
- K3 the procedures for maintaining communications

Confirm and maintain contact with principals and relevant people

You need to know and understand:

- K4 how to identify and confirm the suitability and reliability of new contacts
- K5 how to recognise reduction in effectiveness of contact, and what you can do in response

Provide information to principals and other relevant people

You need to know and understand:

- K6 how to present information in the most effective way
- K7 how to obtain information from appropriate sources

Agree protection arrangements with principals and other relevant people

You need to know and understand:

- K8 how to carry out dynamic risk assessments, to determine appropriate strategies to protect your principals and others when appropriate
- K9 the lifestyle requirements of your principals and how to determine effective protection strategies that balance these needs
- K10 the interpersonal and communication skills required to reach agreements with your principals and others, particularly when you need to be assertive
- K11 the operational resources available to you, and how to use them effectively and efficiently
- K12 the possible changing situations that could require changes in planned arrangements, and how these changes would be implemented

Observe protocol during close protection operations

You need to know and understand:

- K13 the required protocol that you must observe with different principals and other relevant people, and why protocol is important in close protection work
- K14 the acceptable methods and means of communicating with principals and others that are effective in maintaining protection as well as respectful of your principals and their lifestyles
- K15 how to observe protocol when you might have to intervene to deal with actions or expressed intentions of your principals that could compromise their safety or security
- K16 the requirements of dress, appearance and behaviour to suit the different situations or occasions when you are providing close protection

SFS PCP 3

Liaise and communicate with principals and others

- K17 local factors relating to protocol that could influence close protection operations
- K18 the status of people indicated by badges, insignia or other symbols of status and the protocol to be observed
- K19 how to address your principals and other relevant persons
- K20 relevant information where possible about your principals and other key persons where protocol must be observed

Liaise and communicate with media representatives

You need to know and understand:

- K21 how to communicate and deal with media representatives with consideration for your principal and others
- K22 how to recognise and respond to tactics used by media representatives to gain access to principals or information about them
- K23 the accepted protocol and methods for communicating and dealing with media representatives

Confidentiality of information

You need to know and understand:

- K24 how, when and why you should maintain the security and confidentiality of information
- K25 the 'need to know' principle and when to apply it
- K26 what information you are allowed to legally obtain, store or pass to third persons

Communication skills

You need to know and understand:

- K27 the different methods of communication to use with your principals and other relevant persons
- K28 the interpersonal and communication skills required to liaise with other people, including the relevant protocol to be observed

SFS PCP 3

Liaise and communicate with principals and others

Glossary

In these National Occupational Standards;

risk: is defined as the level of vulnerability to the threat

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SFS PCP 3

Liase and communicate with principals and others

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SFS PCP 4

Establish and maintain secure environments



Overview

This NOS sets out the skills, knowledge and understanding for you to carry out effective basic searches of premises, people and vehicles and be able to identify devices that could pose a threat or risk to your principal.

This NOS covers the following activities:

1. Search and secure premises
2. Confirm the safety and security of means of transport
3. Search people and their property for prohibited items
4. Respond to finding prohibited items

SFS PCP 4

Establish and maintain secure environments

Performance criteria

Search and secure premises

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 take appropriate action to take account of safety and security factors prior to carrying out searches of premises
- P3 confirm that search equipment is working properly prior to carrying out searches
- P4 use search methods, patterns and procedures that are suitable to identify potential threats, vulnerabilities and risks at premises used by the principal
- P5 make sure that appropriate persons are informed and obtain prior authority to search where necessary
- P6 identify all vulnerable areas of premises and take action that is appropriate to deal with the potential threat or risk
- P7 take appropriate action to deal safely and effectively with all devices discovered during searches
- P8 be aware of when you should get assistance from search specialists and take appropriate action
- P9 confirm that security measures are capable of providing the level of protection required for the principal
- P10 record the results of searches and notify appropriate persons of the outcome of searches as required
- P11 maintain the safety and security of premises on completion of searches as required

Confirm the safety and security of means of transport

You must be able to:

- P12 confirm the security and safety of areas in which to search road vehicles
- P13 confirm that road vehicles and ancillary equipment meet their operational safety and security requirements
- P14 carry out external and internal inspections of road vehicles following standard operating procedures and using appropriate equipment
- P15 get advice and guidance from others as necessary to carry out searches of air and sea craft
- P16 identify all suspicious indications of actual or potential breaches to safety or security
- P17 take appropriate action to deal safely and effectively with all devices discovered during searches
- P18 be aware of when you should get assistance from search specialists and take appropriate action
- P19 record the results of searches and notify appropriate persons of the outcome of searches as required
- P20 maintain the safety and security of road vehicles, air or seacraft on

SFS PCP 4

Establish and maintain secure environments

completion of searches as required

Search people and their property for prohibited items

You must be able to:

- P21 carry out searches of people at frequencies and in patterns that are in line with your instructions
- P22 give clear reasons for the search to individuals that have been selected to be searched
- P23 make sure you have consent to search, before you search individuals
- P24 carry out searches in suitable locations, in the presence of suitable witnesses
- P25 be polite, professional and courteous while you carry out searches of individuals
- P26 maintain your own health, safety and welfare while carrying out searches of people
- P27 take prompt and appropriate action, in line with your instructions, when you find prohibited items during a search
- P28 take appropriate and permitted action when a person refuses to give consent to a search
- P29 record and report the details of searches in line with your instructions and within required timescales

Respond to finding prohibited items

You must be able to:

- P30 identify correctly prohibited items found during searches
- P31 ask suspected persons to explain the possession of prohibited items politely and courteously
- P32 deal appropriately with prohibited items found during a search as potential evidence, following your instructions and approved procedures
- P33 deal appropriately with people who are in possession of prohibited items, following your instructions and approved procedures
- P34 record and report the relevant details relating to the prohibited items to the appropriate person
- P35 complete required reports and documentation relevant to the prohibited items, legibly, accurately and within required timescales
- P36 maintain the health, safety and welfare of yourself and others, while responding to finding prohibited items

SFS PCP 4

Establish and maintain secure environments

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to close protection
- K2 current standard operating procedures for searching and securing premises, including how to maintain the health and safety of yourself and others
- K3 current standard operating procedures for searching and securing road vehicles, including how to maintain the health and safety of yourself and others
- K4 typical operational safety and security requirements of road vehicles used in close protection operations
- K5 the procedures and instructions you should follow when searching people or their property, including:
 - K5.1 why it is good practice to have witnesses during searches
 - K5.2 searching males and females
 - K5.3 different types of search including entry to and exit from premises
 - K5.4 the implications of carrying out searches incorrectly
- K6 the procedures and instructions you should follow when finding prohibited items

Search equipment

You need to know and understand:

- K7 what equipment is appropriate for the types of searches that you carry out, how to confirm it is working properly and how to use it effectively
- K8 the capabilities and limitations of the search equipment and methods that you use, and when and how to call for assistance from search specialists

Search and secure premises

You need to know and understand:

- K9 factors which affect personal safety and what precautions you should take
- K10 factors that could compromise security or protection arrangements and what action you should take to counter these factors
- K11 the different types of search methods, patterns and procedures for securing premises used by your principals
- K12 how to carry out the most effective and efficient searches of premises used by your principals
- K13 how to recognise devices that could pose a threat (either actual or potential) to your principals
- K14 what authorised action you can take when you identify potential vulnerable points in safety or security, or discovering surveillance or explosive devices, or other threats to your principals

SFS PCP 4

Establish and maintain secure environments

- K15 how to determine whether premises security measures are sufficient to provide the level of protection required, and what to do if they are not
- K16 how to report either actual or potential breaches of safety or security of premises, and to whom
- K17 why it is important to maintain the safety and security of premises after you have made them secure, and how to do this

Confirm the safety and security of means of transport

You need to know and understand:

- K18 what authorised action you can take to make sure road vehicles meet operational safety and security requirements
- K19 typical indications of tamper or interference with road vehicles
- K20 how to get advice or guidance when searching air or seacraft
- K21 how to identify devices that could pose a threat (either actual or potential) to your principals, and what authorised action you can take
- K22 how to report either actual or potential breaches of safety or security of transport, and to whom
- K23 why it is important to maintain the safety and security of road vehicles, air or seacraft after you have made them secure, and how to do this

Search people and their property for prohibited items

You need to know and understand:

- K24 why consent must be obtained prior to search
- K25 interpersonal skills and how to use them during searches of people and their property
- K26 the possible reactions to the request to submit to a search and how to deal with them
- K27 the range of prohibited items that you should look for during searches
- K28 what you should do when you find prohibited items, and to whom this should be reported

Respond to finding prohibited items

You need to know and understand:

- K29 the action you can take when you find prohibited items during a search, therefore the limits of your responsibility and authority
- K30 interpersonal skills and how to use them during searches of people and their property, particularly when you find prohibited items
- K31 the possible reactions of suspects to finding prohibited items and how to deal with them
- K32 how to retain prohibited items safely so that they may be used as evidence if required
- K33 to whom you should report finding prohibited items

Confidentiality of information

You need to know and understand:

- K34 how and why you should maintain the security and confidentiality of information

SFS PCP 4

Establish and maintain secure environments

Glossary

In these National Occupational Standards;

prohibited items: unauthorised items specified by venue, legislation or the principal

risk: is defined as the level of vulnerability to the threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 4

Establish and maintain secure environments

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SFS PCP 6

Maintain the safety and security of principals whilst on foot



Overview

This NOS sets out the skills, knowledge and understanding for you to maintain effective communications with the principal and other members of your team whilst providing foot escort and respond to incidents affecting the safety or security of your principal.

This NOS covers the following activities:

1. Maintain close protection escort on foot
2. Respond to incidents affecting the safety or security of your principal

SFS PCP 6

Maintain the safety and security of principals whilst on foot

Performance criteria

Maintain close protection escort on foot

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 balance operational requirements in line with the wishes of the principal
- P3 maintain effective communications with the principal and other members of your team whilst escorting the principal on foot
- P4 use appropriate and lawful personal protection equipment to maintain your own safety
- P5 follow standing operating procedures for foot escort formations and protection procedures to avoid or minimise risks and threats to the principal whilst on foot
- P6 negotiate hazards in a way that maintains the safety and security of the principal
- P7 maintain situational awareness to assess risks posed to the principal
- P8 recognise when the principal is subject to surveillance or other unauthorised observation, and take appropriate action
- P9 give clear and concise instructions to the principal and team members where appropriate, following standard operating procedures

Respond to incidents affecting the safety or security of your principal

You must be able to:

- P10 prioritise and take responsive action to deal with potential risks to the principal
- P11 give clear and concise instructions to the principal and team members where appropriate
- P12 act within the primary responsibilities of your role in the protection team
- P13 maintain the health, safety and welfare of the principal, yourself and colleagues while taking responsive action to deal with threats to the principal
- P14 take account of any medical condition of the principal that could influence what responsive action is taken
- P15 minimise the threat of harm or injury to others who are not directly involved in incidents
- P16 use only that force which is reasonable in the circumstances to defend yourself, principal and others
- P17 be aware of and prepared for secondary or subsequent incidents that could compromise the safety or security of the principal

SFS PCP 6

Maintain the safety and security of principals whilst on foot

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to close protection
- K2 the role and responsibilities of protection team members
- K3 the capabilities and limitations of personal protection equipment available to you
- K4 the standard operating procedures or practices for negotiating hazards and how to follow them

Maintain close protection escort on foot

You need to know and understand:

- K5 the typical behaviour of your principals when walking under close protection and how this influences your operational methods
- K6 the signals and commands that are used on foot escort duties and how to follow them
- K7 the sources and nature of potential threats to your principals when walking and how to identify them
- K8 foot escort formations and how to use them effectively in close protection
- K9 how to identify surveillance techniques and how to respond to them
- K10 the actions that you are permitted to take to respond to potential or actual threats to your principals
- K11 the need for clear and concise instructions when providing close protection on foot
- K12 how to recognise signs of potential attack on your principal

Respond to incidents affecting the safety or security of your principal

You need to know and understand:

- K13 how to encourage your principals to follow commands or instructions, whilst respecting their position or status
- K14 how to respond to signs of potential attack on your principals
- K15 what action you are authorised to take to deal with incidents that could compromise the safety and security of your principal, yourself and others
- K16 how to use only that force which is reasonable in the circumstances to defend yourself, principal and others
- K17 how to recognise actual and potential weapons

Confidentiality of information

You need to know and understand:

- K18 how and why you should maintain the security and confidentiality of information

SFS PCP 6

Maintain the safety and security of principals whilst on foot

Glossary

In these National Occupational Standards;

risk: is defined as the level of vulnerability to the threat

situational awareness: refers to the changing circumstances within an environment that may pose a threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 6

Maintain the safety and security of principals whilst on foot

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Key words	Safety; security; principal; escort; foot; incidents; respond; close protection; risk; threat

SFS PCP 7

Maintain the safety and security of principals whilst mobile



Overview

This NOS sets out the skills, knowledge and understanding for you to maintain the safety and security of a principal whilst mobile.

This NOS covers the following activities:

1. Maintain close protection whilst mobile
2. Confirm vehicle security
3. Principles of embus and debus techniques
4. Carry out route selection and planning
5. Respond to incidents affecting security and well being of principals whilst mobile

Note

This unit is not intended to apply to drivers of close protection vehicles, but is relevant to close protection officers who have the responsibility for the safety and security of the principal whilst being driven from place to place.

SFS PCP 7

Maintain the safety and security of principals whilst mobile

Performance criteria

Maintain close protection whilst mobile

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 confirm details of travel arrangements are accurate and understood by the principal and other relevant people as necessary
- P3 confirm details of travel formalities are understood by the principal and other relevant people as necessary
- P4 confirm roles of the protection team are understood by team members as necessary, including what to do in response to security or safety incidents
- P5 liaise as necessary with other relevant persons to maintain the travel security, safety and privacy of the principal
- P6 maintain sufficient visual contact with the principal as necessary and where possible to maintain their security and safety
- P7 maintain the security of the principals baggage during travel as required
- P8 continually monitor and assess your environment that could pose risks to the principal and be prepared to take appropriate action to respond to these risks
- P9 recognise when the principal is subject to surveillance or other unauthorised observation, and take appropriate action
- P10 give clear and concise instructions to the principal and team members where appropriate, following standard operating procedures

Confirm vehicle security

You must be able to:

- P11 confirm the security and safety of areas in which to search road vehicles
- P12 confirm that road vehicles and ancillary equipment meet their operational safety and security requirements
- P13 carry out external and internal inspections of road vehicles following standard operating procedures and using appropriate equipment
- P14 get advice and guidance from others as necessary to carry out searches of air- and seacraft
- P15 identify all suspicious indications of actual or potential breaches to safety or security
- P16 take appropriate action to deal safely and effectively with all devices discovered during searches
- P17 be aware of when you should get assistance from search specialists and take appropriate action
- P18 record the results of searches and notify appropriate persons of the outcome of searches as required
- P19 maintain the safety and security of road vehicles, air- and seacraft on completion of searches as required

SFS PCP 7

Maintain the safety and security of principals whilst mobile

Principles of embus and debus techniques

You must be able to:

- P20 ensure vehicles and team members are positioned ready for embus and debus to provide optimum safety and security for the principal, following standard operating procedures
- P21 embus and debus vehicles taking account of principals' preferences and habits
- P22 continually monitor and assess your environment that could pose risks to the principal and be prepared to take appropriate action to respond to these risks whilst embussing and debussing
- P23 be sure you have the current details of destinations, routes, vehicle parking, vehicle seating arrangements, and arrangements for dealing with emergencies
- P24 liaise with vehicle drivers to ensure they are given full instructions as necessary to reach required destinations within required timescale and following planned routes
- P25 ensure drivers are informed of the position and manoeuvres required to maintain position in convoys where necessary
- P26 maintain effective communications with other team members as required during embussing and debussing operations
- P27 confirm that vehicles and ancillary equipment meet their operational safety and security requirements

Carry out route selection and planning

You must be able to:

- P28 carry out a reconnaissance of suitable routes identifying areas that could compromise the safety and security of the principal whilst in transit
- P29 identify realistic journey times
- P30 identify suitable points for embussing and debussing identifying areas that could compromise the safety and security of the principal along the route
- P31 identify suitable rest areas, access to hospitals and places of safety along the route
- P32 plan to establish possible routes and timings and assess feasibility of reconnaissance
- P33 prepare a route plan document detailing the routes, distances, timings and above contingencies

Respond to incidents affecting security and well being of principals whilst mobile

You must be able to:

- P34 take responsive action to deal with potential risks to the principal, following instructions from your team leader where appropriate
- P35 give clear and concise instructions to the principal and team members where appropriate, following standard operating procedures
- P36 act within the primary responsibilities of your role in the protection team

SFS PCP 7

Maintain the safety and security of principals whilst mobile

- P37 maintain the health, safety and welfare of the principal, yourself and colleagues while taking responsive action to deal with threats to your principals
- P38 take account of any medical condition of the principal that could influence what responsive action is taken
- P39 minimise the threat of harm or injury to others who are not directly involved in incidents
- P40 use only justifiable proportionate legal and necessary force required to maintain the safety and security of the principal, yourself and others
- P41 be aware of and prepared for secondary or subsequent incidents that could compromise the safety or security of the principal

SFS PCP 7

Maintain the safety and security of principals whilst mobile

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice, standards and guidelines relating to responding to close protection
- K2 current relevant legislation that covers the use of force
- K3 current standard operating procedures for searching and securing road vehicles, including how to maintain the health and safety of yourself and others
- K4 current standard operating procedures for embussing and debussing principals and close protection teams
- K5 typical operational safety and security requirements of vehicles used in close protection operations

Maintain close protection whilst mobile

You need to know and understand:

- K6 why it is important that travel arrangements and formalities are understood by principals and all other relevant persons, and how to confirm this
- K7 how to comply with different travel arrangements and requirements typically encountered on close protection operations
- K8 how to identify and liaise with other relevant persons to maintain travel close protection
- K9 the sources and nature of potential threats to your principals when travelling and how to identify them
- K10 what actions to take in response to incidents that could compromise the security, safety or privacy of principals when travelling
- K11 surveillance techniques and how to identify and respond to them (counter- and anti surveillance measures)
- K12 the roles and responsibilities of protection team members
- K13 the individuals or organisations who pose threats, their modus operandi and their current capabilities

Confirm vehicle security

You need to know and understand:

- K14 what equipment you should use to search and secure road vehicles, and how to use it effectively
- K15 the capabilities and limitations of the search equipment and methods that you use, and when and how to call for assistance from search specialists
- K16 what authorised action you can take to make sure road vehicles meet operational safety and security requirements
- K17 how to recognise typical indications of tamper or interference with road vehicles how to get advice or guidance when searching air- or seacraft
- K18 how to identify devices that could pose a threat (either actual or potential) to your principals, and what authorised action you can take
- K19 how to report either actual or potential breaches of safety or security, and

SFS PCP 7

Maintain the safety and security of principals whilst mobile

to whom

- K20 why it is important to maintain the safety and security of road vehicles, air- and seacraft after you have made them secure, and how to do this

Principles of embus and debus techniques

You need to know and understand:

- K21 how to adapt embussing and debussing procedures to deal with unconventional circumstances
- K22 your principal's preferences and habits for entering and exiting vehicles and seating arrangements, when either accompanied or alone
- K23 the embussing and debussing situations or circumstances when security or safety are vulnerable, and how to minimise the risks
- K24 why it is important for drivers to have the details of destinations, routes, vehicle waiting locations, emergency arrangements, and convoy drills, how to provide these, and how to confirm drivers' understanding
- K25 the different convoy arrangements and why it is important to follow standard drills
- K26 why it is important and how to maintain effective communications with other team members during embussing and debussing operations

Carry out route selection and planning

You need to know and understand:

- K27 why it is important to carry out thorough and effective reconnaissance in order to recognise and manage the risks to your principal along a route
- K28 how to identify potential risks along a route and understand why they are risks
- K29 how to obtain and interpret maps and similar information about the areas through which your principals are to travel
- K30 the capabilities and limitations of the types of vehicles available to you, and how to select the most suitable for use on planned journeys

Respond to incidents affecting security and well being of principals whilst mobile

You need to know and understand:

- K31 the signals and commands that are used on mobile escort duties and how to follow them
- K32 how to encourage your principals to follow commands or instructions, whilst respecting their position or status
- K33 the capabilities and limitations of typical personal protection equipment available to you
- K34 how to respond to signs of potential attack on your principals what action you are authorised to take to deal with incidents that could compromise the safety and security of your principals, yourself and others
- K35 how to use minimum force to maintain the safety and security of your principals, yourself and colleagues

SFS PCP 7

Maintain the safety and security of principals whilst mobile

Confidentiality of information

You need to know and understand:

K36 how and why you should maintain the security and confidentiality of information

SFS PCP 7

Maintain the safety and security of principals whilst mobile

Glossary

In these National Occupational Standards;

mobile: any form of transport in widest possible form

risk: is defined as the level of vulnerability to the threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 7

Maintain the safety and security of principals whilst mobile

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Suite Providing Close Protection

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Overview

This NOS sets out the skills, knowledge and understanding for you to maintain close protection of a principal whilst driving.

This NOS covers the following activities:

1. Maintain protection whilst driving
2. Respond to incidents with evasive and anti ambush manoeuvres

SFS PCP 8

Maintain protection whilst driving

Performance criteria

Maintain protection whilst driving

You must be able to:

- K1 confirm that road vehicles and ancillary equipment meet their operational safety and security requirements
- K2 drive vehicles according to the type and level of training you have received and remain responsible for driving decisions you make
- K3 drive vehicles within legislation in a manner that affords the safety of your principal, other road users, other team members and yourself
- K4 carry out manoeuvres required to maintain position in the convoy, where necessary
- K5 ensure that all doors and vehicle boot are locked as required and that positions of windows including sunroof do not compromise safety or security
- K6 continually monitor and assess your environment including other road users that could pose risks to the principal and be prepared to take appropriate action to respond to these risks
- K7 be familiar with the routes, distances, timings, rest areas, hospitals and places of safety
- K8 maintain effective communications with other team members as required whilst in transit
- K9 maintain all round observation

Respond to incidents with evasive and anti ambush manoeuvres

You must be able to:

- K10 maintain awareness and alertness so as to create time to react to potential threats
- K11 recognise route and behaviour abnormalities to assess responsive options
- K12 protect the principal with tactical vehicle positioning to ensure additional personal protection
- K13 perform all actions and offensive and defensive manoeuvres in line with your role and training
- K14 apply correct evasive drills for both stationary road block and moving attack

SFS PCP 8

Maintain protection whilst driving

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to responding to close protection
- K2 the principles of the various defensive manoeuvres

Maintain protection whilst driving

You need to know and understand:

- K3 how to conduct a progressive drive that is methodical, safe and leaves nothing to chance
- K4 the roles and responsibilities of mobile protection team members
- K5 the recognised vehicle techniques and formations to provide mobile close protection
- K6 the capabilities and limitations of vehicles used in mobile close protection
- K7 typical operational safety and security requirements of vehicles used in close protection operations
- K8 the sources and nature of potential threats vulnerabilities and risks to your principal
- K9 the individuals or organisations who pose threats their modus operandi and their current capabilities
- K10 how and why you should maintain all round observation to assess potential threats

Respond to incidents with evasive and anti ambush manoeuvres

You need to know and understand:

- K11 the difference between offensive and defensive drills
- K12 the actions required for static and rolling ambush
- K13 the techniques of pushing through a stationary cut off
- K14 the dangers of attacking an ambush
- K15 the dangers of driving around a stationary roadblock
- K16 the role of both the principal and back up vehicle
- K17 the appropriate level of armoured vehicles for the perceived threat
- K18 the potential for secondary attacks and decoys

SFS PCP 8

Maintain protection whilst driving

Glossary

In these National Occupational Standards;

behaviour abnormality: an unusual activity or lack of activity

defensive manoeuvres: actions provided whilst on foot or by vehicle to increase level of security at a defined moment

mobile: any form of transport in widest possible form

offensive manoeuvres: tactics designed to effect escape or neutralise a threat

risk: is defined as the level of vulnerability to the threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 8

Maintain protection whilst driving

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Originating organisation	Skills for Security
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Relevant occupations	Elementary Occupations; Elementary Security Occupations
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Suite	Providing Close Protection
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Key words	Protection; driving; incidents; evasive; manoeuvres; ambush; principal; close protection; risk; threat; mobile; defensive; offensive
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SFS PCP 9

Respond to potential conflict whilst providing close protection



Overview

This NOS sets out the skills, knowledge and understanding for you to recognise potential conflict and respond in a non-aggressive manner.

This NOS covers the following activities:

1. Identify potential conflict
2. Respond to potential conflict

SFS PCP 9

Respond to potential conflict whilst providing close protection

Performance criteria

Identify potential conflict

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 continually monitor and assess your environment to maintain situational awareness
- P3 identify promptly situations that could become confrontational
- P4 use language and manner that do not make situations worse
- P5 advise the people involved of the options that would resolve the situation
- P6 give advice and information to the people involved that is accurate and clear, making sure it is understood
- P7 prepare for escalation of incidents that could compromise the safety or security of the principal
- P8 maintain personal safety through correct positioning stance and reactionary gap
- P9 recognise the body's natural response to stress

Respond to potential conflict

You must be able to:

- P10 respond promptly to potential conflict in a polite, professional and calming manner
- P11 use non-threatening language and gestures to diffuse potential aggressive or abusive behaviour
- P12 professionally encourage people involved to refrain from using or continuing to use adverse behaviour
- P13 get immediate help from other people when you need it, particularly if situations escalate
- P14 take appropriate non-aggressive action to prevent further adverse behaviour, in line with legal constraints and standard operating procedures
- P15 take appropriate physical measures to prevent and counter aggressive action in line with legal constraints

SFS PCP 9

Respond to potential conflict whilst providing close protection

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to responding to close protection
- K2 the current law relating to use of force and how it affects you in your work
- K3 your standard operating procedures, instructions and guidelines for dealing with potential conflict, and what actions you should take

Identify potential conflict

You need to know and understand:

- K4 situations that could lead to confrontation
- K5 how to identify signs of potential conflict
- K6 how to use appropriate language and manner to diffuse confrontation
- K7 the sources and nature of potential threats to your principals and how to identify them
- K8 how to identify actual and potential weapons
- K9 how and why it is important to identify the body's natural response to stress
- K10 how and why it is important to maintain permanent situational awareness
- K11 the importance of positioning, stance and reactionary gap

Respond to potential conflict

You need to know and understand:

- K12 a conflict management model
- K13 how to recognise and diffuse aggressive or abusive behaviour, through using both verbal and non-verbal communication
- K14 who you should call for help when you need it and how to contact them
- K15 your principals' wishes or requirements with respect to using non-aggressive response to confrontation, particularly taking account of their status or public image
- K16 how to recognise adverse behaviour
- K17 the requirements and methodology for physical intervention

Confidentiality of information

You need to know and understand:

- K18 how and why you should maintain the security and confidentiality of information

SFS PCP 9

Respond to potential conflict whilst providing close protection

Glossary

In these National Occupational Standards;

conflict: a situation posing various degrees of threat to the principal

physical intervention techniques: to deal with attacks on your principals, you, your colleagues

reactionary gap: refers to the distance required to successfully react to an action from potential aggressor

situational awareness: refers to the changing circumstances within an environment that may pose a threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 9

Respond to potential conflict whilst providing close protection

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Relevant occupations	Elementary Occupations; Elementary Security Occupations
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Key words	Conflict; close protection; confrontation; principal; physical; intervention; threat; awareness
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SFS PCP 10

Use physical intervention to support close protection



Overview

This NOS sets out the skills, knowledge and understanding for you to use physical intervention techniques to protect the principal from threat.

This NOS covers the following activities:

1. Respond to threats to your principals
2. Use physical intervention to protect your principals

SFS PCP 10

Use physical intervention to support close protection

Performance criteria

Respond to threats to your principals

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 give clear and concise instructions to the principal and team members where appropriate, following standard operating procedures
- P3 act within the responsibilities of your role in the protection team
- P4 maintain the health, safety and welfare of the principal, yourself and colleagues while taking responsive action to deal with threats to your principals
- P5 minimise the threat of harm or injury to others who are not directly involved in incidents
- P6 be aware of and prepared for secondary or subsequent incidents that could compromise the safety or security of the principal

Use physical intervention to protect your principals

You must be able to:

- P7 use physical intervention techniques immediately, decisively and effectively to protect the principal
- P8 neutralise sources of threat using only reasonable, necessary and proportionate force required to maintain the safety and security of the principal, yourself and colleagues
- P9 call for assistance as necessary to maintain the safety and security of the principal
- P10 remove the principal from sources of threat to a position of safety as soon as practicable
- P11 use physical intervention techniques effectively to facilitate the removal of the principal from the threats
- P12 maintain the health, safety and welfare of the principal, yourself and colleagues while using physical intervention to deal with threats to the principal
- P13 be aware of and prepared for secondary or subsequent incidents that could compromise the safety or security of your principals
- P14 record accurate and full details of threats and force used to protect the principal, in line with standards operating procedures

SFS PCP 10

Use physical intervention to support close protection

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to using physical intervention within close protection

Respond to threats to your principals

You need to know and understand:

- K2 the signals and commands that are used and how to follow them
K3 how to encourage your principals to follow commands or instructions, whilst respecting their position or status
K4 the role and responsibilities of protection team members
K5 any medical conditions of your principals, which you must take into account when responding to threats
K6 the capabilities and limitations of typical personal protection equipment available to you
K7 the sources and nature of potential threats to your principals and how to recognise them
K8 how to recognise signs of potential attack on your principals
K9 how to recognise actual and potential weapons
K10 surveillance and counter-surveillance techniques and how to use them
K11 what action you are authorised to take to deal with incidents that could compromise the safety and security of your principals, yourself and colleagues

Use physical intervention to protect your principals

You need to know and understand:

- K12 how to assess the risk involved in using physical skills, particularly in relation to the threat
K13 how to use physical intervention techniques effectively
K14 why it is important to record details of attacks and use of force, particularly when this may have to be used as evidence

Confidentiality of information

You need to know and understand:

- K15 how and why you should maintain the security and confidentiality of information

SFS PCP 10

Use physical intervention to support close protection

Glossary

In these National Occupational Standards;

physical intervention techniques: to deal with attacks on your principals, you, your colleagues

risk: is defined as the level of vulnerability to the threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 10

Use physical intervention to support close protection

Developed by	Skills for Security
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Version number	1
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Date approved	October 2011
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Indicative review date	October 2013
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Validity	Current
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Status	Original
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Originating organisation	Skills for Security
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Original URN	SFS PCP 10
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Relevant occupations	Elementary Occupations; Elementary Security Occupations
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Suite	Providing Close Protection
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Key words	Physical; intervention; close protection; safety; security; threat; principal; protect; risk
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Overview

This NOS sets out the skills, knowledge and understanding for you to provide immediate response to medical crises whilst maintaining the safety and security of injured people.

This NOS covers the following activities:

1. Provide immediate response to medical crises
2. Arrange continued medical care
3. Maintain the safety and security of injured people

SFS PCP 11

Respond to medical crises

Performance criteria

Provide immediate response to medical crises

You must be able to:

- P1 maintain the security and confidentiality of information relevant to threats to your principal
- P2 confirm that injured persons are in no further immediate danger from the cause of their injury
- P3 take account of known medical condition of injured persons to decide on most appropriate treatment
- P4 identify conditions and administer appropriate medical interventions in line with your training
- P5 maintain the safety and security of the injured persons as appropriate, calling for additional help as necessary to treat the injured person

Arrange continued medical care

You must be able to:

- P6 contact the correct medical treatment facility as soon as possible to arrange for continued medical care
- P7 provide clear and accurate details of injury, medical signs and symptoms to medical staff
- P8 confirm and record full details of continued medical care
- P9 continually monitor and re-assess the condition of injured persons and accurately record results
- P10 continue treatment as necessary to maintain the stability of injured persons
- P11 inform other persons as required of the situation and condition of injured persons, in line with standards operating procedures
- P12 maintain the safety, security and well-being of injured people, taking account of environmental conditions and location

Maintain the safety and security of injured people

You must be able to:

- P13 remove injured persons from further potential harm, if this is not detrimental to their condition or security
- P14 maintain the safety, security and well-being of injured persons, taking account of environmental conditions and location
- P15 protect injured persons from potential hostile action, in line with standard operating procedures
- P16 continue treatment as necessary to maintain the stability of injured persons
- P17 hand over responsibility for injured persons to the appropriate medical personnel
- P18 inform other persons as required of the situation, location and condition of injured persons, in line with standards operating procedures
- P19 secure a scene in line with your training

SFS PCP 11

Respond to medical crises

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

- K1 current relevant legislation, regulations, codes of practice and guidelines relating to responding to close protection
- K2 current accepted practice for moving injured persons, including extraction from vehicles

Provide immediate response to medical crises

You need to know and understand:

- K3 how to recognise and respond to further potential danger
- K4 how to identify conditions and administer appropriate medical interventions in line with your training
- K5 how to use any medical equipment necessary to provide immediate treatment within your medical abilities
- K6 the limitations of treatment that you can provide and its effectiveness
- K7 any medical conditions of injured persons, including medications carried, which you must take into account when providing immediate response to medical crises
- K8 how to provide immediate medical attention to treat medical conditions of your principal or team members
- K9 from where and how to call for appropriate medical help
- K10 from where and how to call for protection support if appropriate

Arrange continued medical care

You need to know and understand:

- K11 from where and how to call for specialist medical care
- K12 how to give clear and accurate details of injuries, medical signs and symptoms to medical staff
- K13 why it is important to continually monitor and record the condition of injured people and how to do this
- K14 who you should inform of the situation and what information you should give them

Maintain the safety and security of injured people

You need to know and understand:

- K15 how environmental conditions impact on the condition of injured persons and how to provide protection
- K16 the medical implications of operational situations involving injured persons
- K17 what continued treatment is required and within the capability of you or your team until specialist medical care is available
- K18 how to maintain awareness of potential or continued hostile activities
- K19 how to inform other persons as required of the situation, location and condition of injured persons
- K20 how and why a scene should be secured

SFS PCP 11

Respond to medical crises

Confidentiality of information

You need to know and understand:

K21 how and why you should maintain the security and confidentiality of information

SFS PCP 11

Respond to medical crises

Glossary

In these National Occupational Standards;

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 11

Respond to medical crises

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Version number	1
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Validity	Current
Status	Original
Originating organisation	Skills for Security
Original URN	SFS PCP 11
Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Providing Close Protection
Key words	Response; close protection; trauma; medical; crises; care; safety; security; injured; principal; threat

SFS PCP 12

Maintain personal and operational security



Overview

This NOS sets out the skills, knowledge and understanding for you to maintain personal and operational security through anti-surveillance techniques and maintaining situational awareness allowing you to monitor and minimise patterns and habits to avoid predictability and the opportunity for attack on self or others.

This NOS covers the following activities:

1. Maintain personal and operational security

SFS PCP 12

Maintain personal and operational security

Performance criteria

- You must be able to:*
- P1 continually monitor and assess your environment to maintain situational awareness
 - P2 monitor and minimise patterns and habits to avoid predictability and the opportunity for attack on self or others
 - P3 control availability and distribution of security documentation
 - P4 apply anti surveillance techniques for self and within a team environment to detect and disrupt surveillance
 - P5 respond to or report detected surveillance in accordance with your organisational procedures and policies
 - P6 identify organisations which conduct surveillance
 - P7 ensure level of alertness varies with changing circumstances
 - P8 maintain the security and confidentiality of information relevant to threats to your principal
 - P9 identify hostile surveillance in line with your training
 - P10 secure operational information in all forms of media

SFS PCP 12

Maintain personal and operational security

Knowledge and understanding

You need to know and understand:

- K1 how and why you should maintain the security and confidentiality of information
- K2 the individual is responsible for their personal and operational security which could affect themselves or others
- K3 that security measures should be commensurate with the threat
- K4 that constant awareness is the corner stone of good personal and operational security
- K5 methods of surveillance to identify its vulnerabilities
- K6 the necessity of awareness as a foundation for evaluating and avoiding threats
- K7 how and why it is important to maintain constant situational awareness
- K8 how and why you should respond to or report detected surveillance and various levels of alertness
- K9 the differing types of hostile surveillance techniques
- K10 how to identify hostile surveillance
- K11 the different options available to counter hostile surveillance

SFS PCP 12

Maintain personal and operational security

Glossary

In these National Occupational Standards;

situational awareness: refers to the changing circumstances within an environment that may pose a threat

threats: refer to man made or natural hazards likely to cause damage, harm or loss, including life threatening, non life threatening, verbal attack, physical attack, direct, indirect

SFS PCP 12

Maintain personal and operational security

Developed by	Skills for Security
Version number	1
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Validity	Current
Status	Original
Originating organisation	Skills for Security
Original URN	SFS PCP 12
Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Providing Close Protection
Key words	Security; close protection; awareness; personal; operational; principal; threat

SfS 3

Promote a healthy and safe culture in the workplace



Overview

This standard is about undertaking the research and planning that is necessary to develop a positive health and safety culture and involving others through consultation, communication and presentations. It is also about encouraging a culture where changes, which may impact on health and safety instructions, are discussed and resolved with the people responsible for health and safety matters.

This unit includes the following activity:

- Promote a healthy and safe culture in the workplace

Target Group

This standard is for those who have responsibility for encouraging others to become aware of the importance of following health and safety instructions by promoting the benefits of doing so.

This standard is imported from the ENTO (formerly the Employment NTO) suite of standards

SfS 3

Promote a healthy and safe culture in the workplace

Performance criteria

You must be able to:

Develop plans to promote a health and safety culture in the workplace

- P1 accurately identify where improvements and changes may be necessary using current sources of information available in the workplace
- P2 find out how information on health and safety instructions and regulations is currently communicated within the workplace
- P3 find out the current level of understanding of, and support for, health and safety instructions and procedures by people at the workplace
- P4 base your improvement plans on your findings
- P5 concisely describe in your plans those resources which are necessary to improve the current health and safety culture
- P6 include suitable performance measures and review dates in your plans

Implement plans to promote a health and safety culture in the workplace

You must be able to:

- P7 present your plans for promoting a health and safety culture to the appropriate people in a clear and effective manner
- P8 identify those people in the workplace who will require information and advice about the plans to promote a health and safety culture in the workplace
- P9 check that relevant information and advice is provided at an appropriate time, level and pace
- P10 make sure your plans include promoting the advantages and legal necessities of following health and safety procedures
- P11 provide practical opportunities for regular consultation on health and safety issues and ways of encouraging ideas on good practice
- P12 regularly monitor the effectiveness of your plans against agreed performance measures
- P13 identify and review opportunities for further improvements to the health and safety culture in the workplace

SfS 3

Promote a healthy and safe culture in the workplace

Knowledge and understanding

Promote a healthy and safe culture in the workplace

You need to know and understand:

- K1 the employers' and employees' main legal responsibilities for health and safety in the workplace
- K2 your responsibilities for health and safety as defined by any specific legislation covering your job role
- K3 how to interpret workplace health and safety data, kept at the workplace on risk assessment, incidents and complaints, as an indication of the level of understanding of health and safety within the workplace
- K4 the organisation structure and lines of communication
- K5 workplace instructions for communicating and consulting with colleagues and others in the workplace
- K6 what hazards may exist in your workplace
- K7 the particular health and safety risks which may be present in your own job role
- K8 the particular health and safety risks which may be present in other job roles
- K9 the importance of remaining alert to the presence of hazards in the whole workplace
- K10 the importance of dealing with, or promptly reporting, risks
- K11 the work areas and job roles where you are reviewing the current working practices
- K12 workplace requirements for conducting a review of current working practices
- K13 your own capabilities and the scope of your job role
- K14 the work areas and people who work there
- K15 the information needs of those people in the workplace affected by the plans
- K16 the available information sources on health and safety within the workplace
- K17 the importance of keeping people regularly informed and discussing their involvement

SfS 3

Promote a healthy and safe culture in the workplace

Developed by ENTO

Version number 1

Date approved 23/05/2007

Indicative review date

Validity

Status Original

Originating organisation ENTO

Original URN HSS4

FM position

Relevant occupations

SfS Unit 4

Communicate effectively with others



Overview

This standard is about communicating effectively with others – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication.

The term 'others' is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the security sector, and colleagues in the workplace.

This unit includes the following activities:

- Develop and maintain communication with people
- Maintain the security of information

Target Group

This standard is designed to be applicable to everyone who works in the security sector.

SfS Unit 4

Communicate effectively with others

Performance criteria

You must be able to:

Develop and maintain communication with people

1. communicate in a manner that is consistent with relevant legislation, policies and procedures
2. communicate with people in a form and manner and using language that: is open and respectful of them as individuals, is consistent with their level of understanding, culture, background and preferred ways of communicating, is appropriate to the context in which the communication is taking place, promotes equality and values diversity
3. give people opportunities to check their understanding of the information you have given them and ask questions
4. take the appropriate action to reduce any **barriers to effective communication**
5. make records that are accurate, legible and complete, contain only the information necessary for the record's purpose, and are free from labelling and discrimination
6. seek support when you are having difficulty communicating effectively

Maintain the security of information

7. comply with legislation, policies and procedures related to the security of information
8. disclose information only to those who have the right and need to know it
9. take the **appropriate precautions** when communicating confidential or sensitive information
10. maintain the security of records when handling and storing them
11. alert the appropriate person when you think the security of information is not being maintained or information is being misused

Scope/range

1. **Communication**
 - 1.1 non verbal
 - 1.2 oral
 - 1.3 written
 - 1.4 electronic
 - 1.5 telecommunication
2. **Barriers to effective communication**
 - 2.1 environmental
 - 2.2 personal
 - 2.3 social
3. **Appropriate precautions** in relation to:
 - 3.1 who might overhear or oversee the information
 - 3.2 who might access the information

SfS Unit 4

Communicate effectively with others

Knowledge and understanding

You need to know and understand:

Communicate effectively with others

1. the legislation, organisational policies and procedures that apply to communication and particularly the security and management of information
2. the nature of effective communication (including when you feel confident communicating and when you do not)
3. the reasons for effective communication being an essential aspect of work in the security sector
4. the barriers to effective communication including:
 - those related to personal differences in: culture, language, gender, literacy levels, experience, health/illness
 - environmental barriers
 - social barriers
5. how to modify communication so that the differences between you and the people you are communicating with are minimised
6. how to communicate with people in ways which are open to them, show respect and promote equality and value diversity (non-verbally, orally, in writing and electronically)
7. how the context in which communication takes place can affect people's ability to understand and communicate
8. the reasons for checking with people to ensure that they understand the information you are giving them and allowing them to ask questions
9. the actions that can be taken to reduce barriers to communication and how to put them into practice
10. the nature and purpose of the records you make
11. the nature of information that might be sensitive and/or confidential and the subtleties of this
12. the reasons for records only containing the information that is necessary for the record's purpose and being free from labelling and discrimination
13. the reasons for only disclosing information to those people who have the right and need to know it and how you identify these people
14. what the appropriate precautions might be when communicating information
15. how to handle and store information securely and safely
16. the reasons for alerting an appropriate person when you have concerns about the handling of/misuse of information and who that person might be on different occasions and in different circumstances

SfS Unit 4

Communicate effectively with others

Developed by Skills for Security

Version number 1

Date approved

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN

FM position

Relevant occupations

SfS Unit 5

Give a positive image of yourself



Overview

This standard is about communicating with customers and giving a positive impression of yourself whenever you deal with a customer. By doing this you will also be giving a positive impression of your organisation and the customer service it provides.

This unit includes the following activity:

- Give a positive image of yourself

Target Group

This standard is for those whose work within customer service involves creating the right impression, responding to others and providing good information.

SfS Unit 5

Give a positive image of yourself

Performance criteria

You must be able to:

Establish effective rapport with customers

1. meet your organisation's standards of appearance and behaviour
2. greet your customer respectfully and in a friendly manner
3. communicate with your customer in a way that makes them feel valued and respected
4. identify and confirm your customer's expectations
5. treat your customer courteously and helpfully at all times
6. keep your customer informed and reassured
7. adapt your behaviour to respond effectively to different customer behaviour

Respond appropriately to customers

8. respond promptly to a customer seeking assistance
9. select the most appropriate way of communicating with your customer
10. check with your customer that you have fully understood their expectations
11. respond promptly and positively to your customers' questions and comments
12. allow your customer time to consider your response and give further explanation when appropriate

Communicate information to customers

13. quickly locate information that will help your customer
14. give your customer the information they need about the services or products offered by your organisation
15. recognise information that your customer might find complicated and check whether they fully understand
16. explain clearly to your customer any reasons why their needs or expectations cannot be met

Scope/range

There is no Range Statement for this unit

SfS Unit 5

Give a positive image of yourself

Knowledge and understanding

You need to know and understand:

Give a positive image of yourself

1. your organisation's standards for appearance and behaviour
2. your organisation's guidelines for how to recognise what your customer wants and respond appropriately
3. your organisation's rules and procedures regarding the methods of communication you use
4. how to recognise when a customer is angry or confused
5. your organisation's standards for timeliness in responding to customer questions and requests for information

SfS Unit 5

Give a positive image of yourself

Developed by Skills for Security

Version number 1

Date approved

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN

FM position

Relevant occupations

SfS Unit 6

Work effectively with other agencies



Overview

This standard is about developing and sustaining effective working relationships with staff in other agencies.

This unit includes the following activities:

- Develop effective working with staff in other agencies
- Sustain effective working with staff in other agencies

Target Group

This standard is designed to be applicable to most people who work in the security sector and who routinely work with people from other agencies.

SfS Unit 6

Work effectively with other agencies

Performance criteria

You must be able to:

Develop effective working with staff in other agencies

1. understand the **roles and responsibilities** of the different people and agencies you will be working with
2. agree and record arrangements for joint working that are: appropriate to the nature and purpose of the work, likely to be effective in achieving their aims
3. agree the information that needs to be shared, the reasons for this and how to maintain the security of information
4. discuss and agree how and when the joint work will be monitored and reviewed

Sustain effective working with staff in other agencies

5. undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards
6. interact with people in the other agency in ways which: encourage effective relationships and participation, respect their views, roles and responsibilities, promote equality and value diversity, acknowledge the value of joint working
7. represent your agency's views and policies in a clear and constructive way
8. identify any tensions and issues in the joint working and seek to address them with the people involved
9. seek appropriate support when you are having difficulty working effectively with staff in other agencies

Scope/range

4. roles and responsibilities

- 4.1 the worker in the joint working
- 4.2 individuals with whom the arrangements are being made
- 4.3 other people within the agencies involved in the joint working

SfS Unit 6

Work effectively with other agencies

Knowledge and understanding

You need to know and understand:

Legal and organisational requirements

1. the relevant legislation, organisational policies and procedures that apply to joint working and how they must affect what you need to do

Develop and sustain effective working with staff in other agencies

You need to know and understand:

2. the nature and purpose of the sector
3. the roles and functions of the main agencies within the sector and their broad structures, methods of communication and decision making processes
4. how agency structure and culture can affect joint working
5. the principles and benefits of joint working between different agencies
6. the factors likely to hinder joint working (such as stereotyping, discrimination)
7. the reasons for reaching agreement on how joint working is to take place when different individuals become involved and in clarifying roles and responsibilities
8. effective methods of identifying and resolving tensions and issues
9. your own competence in joint working and when to seek further support
10. methods of reviewing the effectiveness of joint working relationships

SfS Unit 6

Work effectively with other agencies

Developed by Skills for Security

Version number 1

Date approved

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN

FM position

Relevant occupations

SfS Unit 7

Develop your personal networks



Overview

This unit is about developing your personal networks to support both your current and future work.

Developing personal networks is based on the principles of reciprocity (exchanging things with others for mutual benefit) and confidentiality. People only want to network if there are mutual benefits from exchanging information and other resources. There must also be clearly agreed boundaries of confidentiality – certain information and resources may not be exchanged because they are confidential.

This unit includes the following activity:

- Develop your personal networks

Target Group

People in your own organisation, people you meet from other organisations and people you are in contact with over the phone or the internet. Your networks can therefore include your contacts within other agencies, and stakeholder bodies.

This standard is imported from the Management Standards Centre (MSC) suite of standards where it appears as A3.

SfS Unit 7

Develop your personal networks

Performance criteria

You must be able to:

Develop your personal networks

1. develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources
2. ensure that key members of your personal networks have an accurate idea of your knowledge, understanding, skills, abilities and experience and are aware of the benefits of networking with you
3. establish boundaries of confidentiality between yourself and members of your personal networks and where appropriate, develop guidelines for exchanging information and resources
4. develop your personal networks to reflect your changing interests and needs
5. make active use of the information and resources gained through your personal networks
6. introduce people and organisations with common interests to each other

Scope/range

5. Behaviours

- 5.1 acknowledge when your own interests are in conflict with common goals
- 5.2 state your own position and views clearly and confidently in conflict situations
- 5.3 encourage others to share information and knowledge within the constraints of confidentiality
- 5.4 identify and work with people and organisations that can provide support for your work
- 5.5 work to develop an atmosphere of professionalism and mutual support
- 5.6 clarify your own and other's expectations of relationships
- 5.7 model behaviour that shows respect, helpfulness and co-operation
- 5.8 keep promises and honour commitments
- 5.9 consider the impact of your own actions on others
- 5.10 reflect regularly on your own experiences and use these to inform future actions

SfS Unit 7

Develop your personal networks

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. the benefits for individuals and organisations of networking
2. principles of effective communication and how to apply them in developing personal networks
3. the range of different types of questions, and how and when to use them
4. the range of different communication styles and how people prefer to communicate
5. the range of methods for developing effective relationships with others in the work context and, where necessary, how to end relationships which are no longer of use
6. how to make active use of the information and resources gained through personal networks
7. the principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations

Security specific knowledge and understanding

You need to know and understand:

8. legislation, requirements, regulations, policies and professional codes that are relevant to networking and confidentiality of information within your area of security

Context specific knowledge and understanding

You need to know and understand:

9. your own values, motivations and emotions, and the effect of these on your own actions
10. your own interests and how these may conflict with the interests of others
11. your own objectives in developing your personal networks
12. your current and likely future needs for information and resources
13. your knowledge, understanding, skills, abilities and experience
14. people and organisations that can support your work, and vice versa
15. the range of information and resources people may need
16. people and organisations in your current personal networks

SfS Unit 7

Develop your personal networks

Developed by Management Standards Centre

Version number 1

Date approved 02/04/2009

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN A3

FM position

Relevant occupations

SfS Unit 9

Develop productive working relationships with colleagues and stakeholders



Overview

This standard is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit.

‘Colleagues’ are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility, including your manager.

For the purpose of this unit, ‘Stakeholders’ refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.

This standard is imported from the Management Standards Centre (MSC) Management and Learning suite of standards where it appears as Unit D2.

This unit includes the following activity:

- Develop productive working relationships with colleagues and stakeholders

Target Group

Colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders.

This standard is imported from the Management Standards Centre (MSC) Management and Learning suite of standards where it appears as Unit D2.

SfS Unit 9

Develop productive working relationships with colleagues and stakeholders

Performance criteria

Develop productive working relationships with colleagues and stakeholders

You must be able to:

1. identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation
2. establish working relationships with relevant colleagues and stakeholders
3. recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders and particularly in situations of matrix management, and their managers' requirements
4. create an environment of trust and mutual respect where you have no authority, or share authority, over those you are working with
5. understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward
6. provide colleagues and stakeholders with appropriate information to enable them to perform effectively
7. consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks
8. fulfil agreements made with colleagues and stakeholders and let them know
9. advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements
10. identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved
11. monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement
12. monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders

SfS Unit 9

Develop productive working relationships with colleagues and stakeholders

Scope/range

6. Behaviours

- 1.1 present information clearly, concisely, accurately and in ways that promote understanding
- 1.2 show respect for the views and actions of others
- 1.3 seek to understand people's needs and motivations
- 1.4 comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
- 1.5 create a sense of common purpose
- 1.6 work towards win-win solutions
- 1.7 show sensitivity to internal and external politics that impact on your area of work
- 1.8 keep promises and honour commitments
- 1.9 consider the impact of your own actions on others
- 1.10 use communication styles that are appropriate to different people and situations
- 1.11 work to develop an atmosphere of professionalism and mutual support

SfS Unit 9

Develop productive working relationships with colleagues and stakeholders

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. the benefits of developing productive working relationships with colleagues and stakeholders
2. different types of stakeholders and key principles which underpin the 'stakeholder' concept
3. how to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation
4. principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders
5. why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
6. the importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
7. the importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward
8. how to identify and meet the information needs of colleagues and stakeholders
9. what information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration
10. how to consult with colleagues and stakeholders in relation to key decisions and activities
11. the importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks
12. why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important
13. how to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them
14. how to identify disagreements with colleagues and stakeholders and the techniques for sorting them out
15. the damage with conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations
16. how to take account of diversity issues when developing working relationships with colleagues and stakeholders
17. how to recognise and take account of political issues when dealing with colleagues and stakeholders
18. how to manage the expectations of colleagues and stakeholders
19. how to monitor and review the effectiveness of working relationships with colleagues and stakeholders
20. how to get and make effective use of feedback on the effectiveness of

SfS Unit 9

Develop productive working relationships with colleagues and stakeholders

working relationships from colleagues and stakeholders

21. how to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships
22. the importance of monitoring wider developments in relation to stakeholders and how to do so effectively

Security specific knowledge and understanding

You need to know and understand:

23. current and emerging political, economic, social, technological, environmental and legal developments in your area within security
24. legislation, regulations, guidelines and codes of practice relevant to your area of security
25. standards of behaviour and performance in your area of security
26. the culture of your area of security
27. developments, issues and concerns of importance to stakeholders in your area of security

Context specific knowledge and understanding

You need to know and understand:

28. the vision, values, objectives, plans, structure and culture of your organisation
29. relevant colleagues, their work roles and responsibilities
30. identified stakeholders, their background and interest in the activities and performance of the organisation
31. agreements with colleagues and stakeholders
32. the identified information needs of colleagues and stakeholders
33. mechanisms for consulting with colleagues and stakeholders on key decisions and activities
34. the organisation's planning and decision making processes
35. mechanisms for communicating with colleagues and stakeholders
36. power, influence and politics within the organisation
37. standards of behaviour and performance that are expected in the organisation
38. mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders

SfS Unit 9

Develop productive working relationships with colleagues and stakeholders

Developed by Management Standards Centre

Version number 1

Date approved 14/4/2009

Indicative review date

Validity

Status Original

Originating organisation Management Standards Centre

Original URN D2

FM position

Relevant occupations

SfS Unit 10

Provide leadership for your team



Overview

This standard is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

This unit includes the following activity:

- Provide leadership for your team

Target Group

Members of your team.

This standard is imported from the Management Standards Centre (MSC) Management and Leadership suite of standards where it appears as unit B5.

SfS Unit 10

Provide leadership for your team

Performance criteria

You must be able to:

Provide leadership for your team

1. set out and positively communicate the purpose and objectives of the team to all members
2. involve members in planning how the team will achieve its objectives
3. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives
4. encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved
5. win, through your performance, the trust and support of the team for your leadership
6. steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team
7. encourage and recognise creativity and innovation within the team
8. give team members support and advice when they need it especially during periods of setback and change
9. motivate team members to present their own ideas and listen to what they say
10. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead
11. monitor activities and progress across the team without interfering

Scope/range

7. Behaviours

- 1.1 create a sense of common purpose
- 1.2 take personal responsibility for making things happen
- 1.3 encourage and support others to take decisions autonomously
- 1.4 act within the limits of your authority
- 1.5 make time available to support others
- 1.6 show integrity, fairness and consistency in decision-making
- 1.7 seek to understand people's needs and motivations
- 1.8 model behaviour that shows respect, helpfulness and co-operation

SfS Unit 10

Provide leadership for your team

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. different ways of communicating effectively with members of a team
2. how to set objectives which are smart (specific, measurable, achievable, realistic and time-bound)
3. how to plan the achievement of team objectives and the importance of involving team members in this process
4. the importance of and being able to show team members how personal work objectives contribute to achievement of team objectives
5. that different styles of leadership exist
6. how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements
7. types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them
8. the importance of encouraging others to take the lead and ways in which this can be achieved
9. the benefits of and how to encourage and recognise creativity and innovation within a team

Security specific knowledge and understanding

You need to know and understand:

10. legal, regulatory and ethical requirements in security

Context specific knowledge and understanding

You need to know and understand:

11. the members, purpose, objectives and plans of your team
12. the personal work objectives of members of your team
13. the types of support and advice that team members are likely to need and how to respond to these
14. standards of performance for the work of your team

SfS Unit 10

Provide leadership for your team

Developed by Management Standards Centre

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Date approved 02/04/2009

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Validity

Status Original

Originating organisation Management Standards Centre

Original URN B5

FM position

Relevant occupations

SfS Unit 11

Ensure compliance with legal, regulatory, ethical and social requirements



Overview

Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks. Organisations who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment and other ways in which the organisation affects people's quality of life.

This unit includes the following activity:

- Ensure compliance with legal, regulatory, ethical and social requirements

Target Group

Responsible organisations. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law.

This standard is imported from the Management Standards Centre (MSC) Management and Leadership suite of standards where it appears as Unit B8.

SfS Unit 11

Ensure compliance with legal, regulatory, ethical and social requirements

Performance criteria

Ensure compliance with legal, regulatory, ethical and social requirements

You must be able to:

1. monitor the relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them
2. develop effective policies and procedures to make sure your organisation meets all the necessary requirements
3. make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice
4. monitor the way policies and procedures are put into practice and provide support
5. encourage a climate of openness about meeting and not meeting the requirements
6. identify and correct any failures to meet the requirements
7. identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future
8. provide full reports about any failures to meet the requirements to the relevant stakeholders

Scope/range

8. Behaviours

- 1.1 recognise changes in circumstances promptly and adjust plans and activities accordingly
- 1.2 make time available to support others
- 1.3 give feedback to others to help them improve their performance
identify and raise ethical concerns
- 1.4 are vigilant for potential risks
- 1.5 make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.6 encourage others to share information and knowledge within the constraints of confidentiality
- 1.7 show sensitivity to stakeholders' needs and manage these effectively

SfS Unit 11

Ensure compliance with legal, regulatory, ethical and social requirements

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. the importance of having an ethical and value-based approach to governance and how to put this into practice
2. relevant legal requirements governing the running of organisations
3. current and emerging social attitudes to management and leadership practice and the importance of being sensitive to these

Security specific knowledge and understanding

You need to know and understand:

4. legal, regulatory and ethical requirements in your sector both national and international
5. procedures to follow if you do not meet the requirements
6. particular current and emerging social concerns and expectations that are relevant to your sector
7. ways in which other organisations deal with current and emerging social concerns and expectations

Context specific knowledge and understanding

You need to know and understand:

8. the culture and values of your organisation and what effect they have on corporate governance
9. policies and procedures that make sure people meet the requirements
10. the processes for maintaining the relevant policies and procedures and making sure they continue to be effective and sustainable
11. the different ways in which people may not meet the requirements and the risks of these actually happening
12. the procedures for dealing with people who do not meet the requirements, including requirements for reporting

SfS Unit 11

Ensure compliance with legal, regulatory, ethical and social requirements

Developed by Management Standards Centre

Version number 1

Date approved 02/04/2009

Indicative review date

Validity

Status Original

Originating organisation Management Standards Centre

Original URN B8

FM position

Relevant occupations

SfS Unit 13

Manage your own resources and professional development



Overview

This standard is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this standard.

This unit includes the following activity:

- Manage your own resources and professional development

Target Group

Everyone working in the private security business sector.

This standard is imported from the Management Standards Centre (MSC) Management and Learning suite of standards where it appears as Unit A2.

SfS Unit 13

Manage your own resources and professional development

Performance criteria

You must be able to:

Manage your own resources and professional development

1. evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation
2. consider your values and your career and personal goals and identify information which is relevant to your work role and professional development
3. discuss and agree personal work objectives with those you report to and how you will measure progress
4. identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities
5. identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills
6. discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals
7. undertake the activities identified in your development plan and evaluate their contribution to your performance
8. review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes
9. get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback
10. ensure that your performance consistently meets or goes beyond agreed requirements

SfS Unit 13

Manage your own resources and professional development

Scope/range

9. Behaviours

You demonstrate that you:

- 9.1 address multiple demands without losing focus or energy
- 9.2 recognise changes in circumstances promptly and adjust plans and activities accordingly
- 9.3 prioritise objectives and plan work to make best use of time and resources
- 9.4 take personal responsibility for making things happen
- 9.5 take pride in delivering high quality work
- 9.6 show an awareness of your own values, motivations and emotions
- 9.7 agree achievable objectives for yourself and give a consistent and reliable performance
- 9.8 recognise your own strengths and limitations, play to your strengths and use alternative
- 9.9 strategies to minimise the impact of your limitations
- 9.10 Make best use of available resources and proactively seek new sources of support when necessary
- 9.11 Reflect regularly on your own experiences and use these to inform future action

SfS Unit 13

Manage your own resources and professional development

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. the principles which underpin professional development
2. the importance of considering your values and career and personal goals and how to relate them to your job role and professional development
3. how to evaluate the current requirements of a work role and how the requirements may evolve in the future
4. how to set objectives which are smart (specific, measurable, achievable, realistic and time-bound)
5. how to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills
6. what an effective development plan should contain and the length of time that it should cover
7. the range of different learning style(s) and how to identify the style(s) which work(s) best for you
8. the type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills
9. how to identify whether/how development activities have contributed to your performance
10. how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
11. monitoring the quality of your work and your progress against requirements and plans
12. how to evaluate your performance against the requirements of your work-role
13. how to identify and use good sources of feedback on your performance

Security specific knowledge and understanding

You need to know and understand:

14. requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development within the security industry

Context specific knowledge and understanding

You need to know and understand:

15. the requirements of your work-role including the limits of your responsibilities
16. the vision and objectives of your organisation
17. your own values and career and personal goals
18. your personal work objective
19. your preferred learning style(s)
20. your current knowledge, understanding and skills

SfS Unit 13

Manage your own resources and professional development

21. identified gaps in your current knowledge, understanding and skills
22. your personal development plan
23. available development opportunities and resources in your organisation
24. your organisation's policy and procedures in terms of personal development
25. reporting lines in your organisation
26. possible sources of feedback in your organisation

SfS Unit 13

Manage your own resources and professional development

Developed by Management Standards Centre

Version number 1

Date approved 02/04/2009

Indicative review date

Validity

Status Original

Originating organisation Management Standards Centre

Original URN A2

FM position

Relevant occupations

Overview

This standard is about promoting equality and valuing the diversity of people. This is an essential aspect of all jobs in the security sector and is appropriate to people working at all levels and in all posts. It should form the basis of everything that any worker in the sector does.

The term 'people' is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the security sector, and colleagues in the workplace.

This unit includes the following activity:

- Promote equality and value diversity

Target Group

This is an essential aspect of all jobs in the security sector and is appropriate to people working at all levels and in all posts. It should form the basis of everything that any worker in the sector does.

SfS Unit 14

Promote equality and value diversity

Performance criteria

You must be able to:

Promote equality and value diversity

1. act in accordance with legislation, employment regulations and policies, and codes of practice related to promoting equality and valuing diversity
2. act in ways that: acknowledge and recognise individuals' background and beliefs, respect diversity, value people as individuals, do not discriminate against people
3. provide individuals with the information they need to make informed decisions about exercising their rights
4. provide information in a format appropriate to the individual
5. take account of how your behaviour affects individuals and their experience of your organisation's culture and approach
6. seek feedback from individuals on your behaviour and use this to improve what you do in the future
7. challenge people when they are not promoting equality and valuing diversity
8. actively **help others** to promote equality and value diversity
9. seek support from appropriate sources when you are having difficulty understanding how to promote equality and value diversity

Scope/range

10. **help others** by
 - 10.1 supporting them when they are promoting equality and valuing diversity
 - 10.2 sharing information about how to promote equality and value diversity

SfS Unit 14

Promote equality and value diversity

Knowledge and understanding

You need to know and understand:

Promote equality and value diversity

1. the legislation, employment regulations and policies, and codes of practice that apply to the promotion of equality and diversity and how you need to apply these
2. the benefits of diversity and the promotion of equality
3. the wide variety of forms that discrimination may take and how these manifest themselves
4. how inequality and discrimination affects individuals, groups and communities and society as a whole
5. why the promotion of equality and valuing of diversity is of vital importance if you are to work effectively in the security sector
6. what the promotion of equality and valuing of diversity means to you in your day-to-day work
7. how you can promote equality and diversity whilst protecting people from the risk of harm
8. your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual
9. the effect of cultural differences on verbal and non-verbal communication
10. how to behave and communicate in ways that:
 - support equality and diversity
 - do not exclude or offend people
 - challenge discrimination effectively
 - respect individuals' differences
 - do not abuse the status and power that you have
11. how your behaviour contributes to your organisation's culture and your responsibility for developing a positive culture for all
12. how joint working with other agencies and workers can help in the promotion of diversity
13. how to provide the information that individuals are entitled to receive and ensure it is clear and helpful
14. the actions (yours and other's) that undermine equality and diversity and what to do about this (including when these people are senior to you)
15. what to do about systems and structures when they do not promote equality and value diversity
16. the actions you can take to help other people promote equality and value diversity and how to do this effectively
17. the actions you can take to value the people you are interacting with and enable them to interact with you
18. why you should seek support when you are having difficulty promoting equality and valuing diversity, where this support can be gained and how to use it effectively

SfS Unit 14

Promote equality and value diversity

Developed by Skills for Security

Version number 1

Date approved

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN

FM position

Relevant occupations

SfS Unit 17

Use radio communications effectively



Overview

This standard is about operating radio communications effectively, including the transmission and reception of radio communications.

This unit includes the following activity:

- Use radio communications effectively

Target Group

This standard applies to individuals required to communicate effectively using radio communications.

SfS Unit 17

Use radio communications effectively

Performance criteria

You must be able to:

Use radio communications effectively

1. operate radio equipment in line with manufacturers' instructions
2. respond to, and acknowledge, incoming communication promptly and clearly, using the appropriate terminology and procedures for your organisation
3. pass on information to the appropriate people, and who are authorised to receive it, within agreed organisational timescales
4. use outgoing communication equipment in line with your organisation's procedures and guidelines
5. confirm the information you give is understood by the people receiving it
6. use the phonetic alphabet correctly, where required
7. comply with statutory regulations in the use of channels and frequency
8. comply with regulations and your organisation's procedures when transmitting and receiving radio communications
9. report any difficulties in transmitting and receiving information promptly and accurately to the relevant person
10. maintain up to date, complete and accurate records of transmitted and received communications

Scope/range

11. Behaviours

- 1.1 present information clearly, concisely and accurately
- 1.2 make appropriate information available promptly to those who need it
- 1.3 ensure transmissions are in line with relevant licensing protocol

SfS Unit 17

Use radio communications effectively

Knowledge and understanding

You need to know and understand:

Use radio communications effectively

1. the impact of regulations affecting the transmitting and receiving of radio communications in both normal and emergency situations
2. how to operate the radio communication equipment used within your organisation
3. the correct procedures for confirming that the radio communication equipment is working properly, and what to do if it is not
4. the limits of your authority and responsibility for passing on information
5. the causes of poor transmission or reception, and what action to take to improve communications
6. how to follow your organisation's procedures regarding the terminology that should be used, such as the phonetic alphabet, the 24 hour clock, call signs, caller identification and passwords
7. your organisation's requirements for reporting difficulties in transmitting information using radio equipment
8. your organisation's requirements for recording and retaining records of radio communications

SfS Unit 17

Use radio communications effectively

Developed by Skills for Security

Version number 1

Date approved

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN

FM position

Relevant occupations

SfS Unit 18

Produce documents in a business environment



Overview

This unit sets out the skills, knowledge and understanding for you to produce documents as per your company requirements.

This unit includes the following activity:

- Produce documents in a business environment

Target Group

This standard applies to individuals required to produce documents as per their company requirements.

This unit has been imported from the Council for Administration, where it appears as unit BAA211.

SfS Unit 18

Produce documents in a business environment

Performance criteria

You must be able to:

Produce documents in a business environment

1. confirm the purpose, content, style and deadlines for the document
2. prepare the required resources
3. organise the required content
4. use available technology appropriate to the document being produced
5. produce the document in the agreed style
6. integrate non-text objects in the agreed lay-out, where required
7. check for accuracy, edit and correct text as necessary
8. clarify document requirements when necessary
9. store the document safely and securely in approved locations

Scope/range

There is no Range Statement for this unit

SfS Unit 18

Produce documents in a business environment

Knowledge and understanding

You need to know and understand:

Produce documents in a business environment

1. the purpose and benefits of producing high quality and attractive documents
2. the different types of documents that may be designed and produced and the document styles could be used
3. the different formats in which the text may be presented
4. the purpose and benefits of agreeing the purpose, content, style, quality standards and deadline for production of the document
5. the different types of technology available for inputting, formatting and editing text and their main features
6. the types of resources needed to produce high quality and attractive documents
7. how to organise content needed for the document
8. how to integrate and lay out text and non-text objects
9. how to check for accuracy and correctness – including spelling, grammar and punctuation and the purpose of doing this
10. the purpose of storing the document safely and securely and how to do so
11. the purpose of confidentiality and data protection
12. the purpose and benefits of meeting deadlines

SfS Unit 18

Produce documents in a business environment

Developed by Council for Administration

Version number 1

Date approved 27/04/2010

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN BAA211

FM position

Relevant occupations

Overview

This standard is about showing that you can produce varied text to carry out a range of social tasks. You can, for example; produce a range of business correspondence, structure and produce reports, expressing both facts and opinions, or produce operating instructions for familiar pieces of equipment

You can produce text of varying lengths and adapt your style of writing as appropriate to the subject and readers. Your formal writing is for most part technically accurate. Any errors you make do not interfere with the reader's overall understanding.

This unit includes the following activity:

- Report writing

Target Group

This standard applies to individuals required to produce documents as per their company requirements.

This unit has been imported from an approved Pro Skills suite of standards, where it appears as unit AG21.

SfS Unit 19

Report writing

Performance criteria

You must be able to:

Report writing

1. use a variety of expressions and sentence structures to provide factual information
2. use a variety of expressions and sentence structures to give instructions or advice
3. use a variety of expressions and sentence structures to make enquiries
4. use a variety of expressions and sentence structures to express opinions
5. modify language and register as appropriate to the context and your relationship with the readers

Scope/range

There is no Range Statement for this unit

SfS Unit 19

Report writing

Knowledge and understanding

You need to know and understand:

Report writing

1. use a wide variety of work-related and social vocabulary
2. use a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
3. use some less commonly used, technical terms relevant to your area of work
4. use numerical data
5. use a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
6. use the present, past, future and conditional aspects, where appropriate to the language
7. use commonly used sentence structures in their positive, negative, imperative and interrogation forms
8. use a range of linking language, e.g. 'although', 'provided that...'
9. use alternative terms and structures which modify register for different audiences and contexts
10. use reference sources (e.g. glossaries, dictionaries) to clarify and confirm meaning as necessary

SfS Unit 19

Report writing

Developed by Proskills

Version number 1

Date approved 04/06/2009

Indicative review date

Validity

Status Original

Originating organisation Skills for Security

Original URN AG21

FM position

Relevant occupations