

Unit 2: Principles of Minimising Personal Risk for Security Officers in the Private Security Industry

Level: 2

Unit type: Mandatory

Guided learning hours: 2

Unit introduction

This unit covers the specialist knowledge and understanding and in relation to terror threats and the role of the security operative in the event of a threat, together with knowledge of what actions to take in relation to global incidents, and how to minimise risk to personal safety at work.

Learning outcomes, assessment criteria and indicative content

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. The indicative content sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit.

Learning outcomes	Assessment criteria	Indicative content
1	Know how to minimise risk to personal safety at work	1.1 Identify responsibilities for personal safety at work.
		<ul style="list-style-type: none"> • Employer responsibilities: <ul style="list-style-type: none"> ○ Provision of assignment instruction ○ Importance of contractor responsibilities ○ Risk assessment ○ Training needs analysis ○ Provision of PPE and other essential equipment ○ Application of current employment legislation ○ Provision of Health and Safety procedures and policies • Employee responsibilities: <ul style="list-style-type: none"> ○ Follow assignment instructions ○ Identification of training needs ○ Attend appropriate training ○ Fit and well for work/duties ○ Use of PPE and other essential equipment <p>Follow company HR policies and procedures</p>

Learning outcomes		Assessment criteria	Indicative content
		1.2 Identify situations that might compromise personal safety.	<ul style="list-style-type: none"> • Lone working • Interrupting a crime in progress • Dealing with intoxicated individuals • High risk locations (e.g. construction sites; remote and higher value site)
		1.3 Identify the risks of ignoring personal safety in conflict situations.	<ul style="list-style-type: none"> • Increased risk of escalation • Places self and others at increased risk of violence and/or injury • Risk of being considered negligent for any resultant harm
		1.4 State the personal safety benefits of undertaking dynamic risk assessments.	<ul style="list-style-type: none"> • Ensures a process of analysing risk and the best course of action prior to action, then during and after the incident. • Increases own ability to assess and react to the changing situations
		1.5 List ways to minimise risk to personal safety at work.	<ul style="list-style-type: none"> • Good communication • Keeping the control room / colleagues informed • Working within the limits of own knowledge and skillset • Prompt action • Control measures including the appropriate use of PPE • Keeping own knowledge and skills up-to-date via CPD

Learning outcomes	Assessment criteria	Indicative content
	1.6 Recognise the different types of personal protective equipment relevant to the role of a security officer	<ul style="list-style-type: none"> • Wearables <ul style="list-style-type: none"> ○ Waterproof clothing ○ High-visibility clothing ○ headwear ○ Stab vests ○ Gloves (needle/slash resistant) ○ Rubber gloves and face shields ○ Ear defenders ○ Eye protection ○ Safety footwear ○ Dust mask ○ Face coverings • Equipment <ul style="list-style-type: none"> ○ Metal detectors ○ Body worn cameras (BWC) ○ Radios, mobile phones ○ Personal alarms ○ Torches ○ Equipment to help control infections

Learning outcomes		Assessment criteria	Indicative content
	1.7	State the purpose of using body-worn cameras (BWC)	<ul style="list-style-type: none"> • Securing evidence against an offender • Deterring crimes • Self-protection • Curbing behaviour (Security Officer or customer) • Identifying offenders
	1.8	Identify strategies that can assist personal safety in conflict situations.	<ul style="list-style-type: none"> • Awareness • Using dynamic risk assessments • Building rapport • Active listening • Using problem solving techniques • Using CCTV • Working in teams • Knowing when to involve the emergency services
	1.9	Describe limits of own responsibility in physical intervention situations.	<ul style="list-style-type: none"> • Work within own training, skillset and physical capabilities • Request assistance when appropriate • Legal responsibility for actions and omissions • Current legal framework and responsibilities

Learning outcomes	Assessment criteria	Indicative content
	1.10 Identify types of harm that can occur during physical interventions.	<ul style="list-style-type: none"> • Types of harm: <ul style="list-style-type: none"> ○ Serious injury or death can result from: <ul style="list-style-type: none"> – strikes and kicks – an individual falling or being forced to ground – interventions involving the neck, spine or vital organs – restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia – any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present – non-weapon items could cause harm to individual if they were to fall (e.g. glass objects, tools carried on person etc.) ○ Stress and emotional trauma

Learning outcomes		Assessment criteria	Indicative content
		1.11 Identify the personal safety advantages of mental alertness at work.	<ul style="list-style-type: none"> • Quick reaction time • Awareness of potential hazards • Accurate assessment of situation • Increased potential to prevent escalation • Clear identification of hazards and necessary actions to mitigate risk.
		1.12 State the benefits of reflecting on personal safety experiences.	<ul style="list-style-type: none"> • Improving safety of: <ul style="list-style-type: none"> ○ Self ○ Staff ○ Visitor/ customer • Learning from what went well and what could have been handled better • Informing/ identifying improvements to personal and organisational practices and procedures • Preventing reoccurrence of the same/ similar problem • Recognising trends to prevent reoccurrence of the same/similar problems • Importance of sharing good practice to improve personal, team and organisational performance • Recognising good and poor practice • Identifying common responses to situations • Identifying procedures or methods to deal with situations effectively.

Learning outcomes		Assessment criteria		Indicative content
2	Know what actions to take in relation to global (or critical) Incidents	2.1	Know government guidance in relation to global (or critical) Incidents	<ul style="list-style-type: none"> • Accessing the most up-to-date guidance from gov.uk • Government guidance as it relates to global (or critical) incidents including: <ul style="list-style-type: none"> ○ Health & Safety and organisational procedures ○ Venue Management e.g. queues, rules that impact socialising, venue access, PPE ○ Equipment as it applies to the incident e.g. to help infection control