



**Qualification Specification**  
**Highfield Level 3 International**  
**Certificate in Close Protection**

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## Highfield Level 3 International Certificate in Close Protection

### Introduction

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

### Key facts

<b>Required contact hours:</b>	138
<b>Assessment Method:</b>	Multiple Choice examination and a Portfolio of Evidence

### Qualification Overview

The Level 3 International Certificate in Close Protection is a qualification aimed at providing learners with the necessary knowledge and understanding to work as a close protection operative within the private security industry.

It should be noted that the completion of this qualification does not permit a learner to apply for a SIA licence to work as a close protection operative within the UK.

**Important Note: Highfield recommends that you contact the relevant Government Department in the country that you want to deliver this qualification, to ensure that local laws are being adhered to and that there are no additional approval requirements. It may be that you are required to register as a training provider within the country itself. Highfield approves centres based on its own criteria but does not represent any other organisations or departments.**

### Entry Requirements

Centres are responsible for ensuring that learners can meet the necessary standards of the language in which the course is being delivered.

### Qualification Structure

To achieve the qualification, learners must achieve all 13 learning outcomes, as shown in Appendix 1.

### Delivery and assessment ratios

To effectively deliver and assess this qualification, it is recommended that Centres do not exceed the ratio of 1 qualified tutor to a maximum of 8 learners in any one instance. If Centres wish to increase this ratio, they must first request approval from Highfield.

### Guidance on delivery

It is recommended that the qualification is delivered to learners over a minimum of 138 contact hours. This may be adjusted in accordance with learners' needs and / or local circumstances.

## Guidance on Assessment

The qualification is assessed in two parts.

Part 1 is a 60 question, 2-hour multiple-choice examination. Learners must achieve a minimum of 42 correct answers (70%) to achieve a pass in this section of the assessment. Learners who achieve a minimum pass mark of 48 (80%) will be awarded a merit.

Part 2 is assessed by learners completing a portfolio of evidence.

## Guidance on Internal Quality Assurance

Highfield requires Centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance (IQA) must be completed by an appropriately experienced person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. The IQA should ensure that:

- The delivery and assessment is in line with the qualification requirements;
- All assessment paperwork is completed accurately; and
- An audit trail is provided for internal quality assurance.

## Guidance on External Quality Assurance

In addition to internal quality assurance, Highfield will conduct a number of external quality assurance engagements to support Centres in the effective implementation and on-going management of this qualification. For example, this could be conducted via Highfield sampling Centre paperwork or conducting support visits to Centres.

## Centre requirements

To effectively deliver this qualification, Centres must have access to the following resources:

- Suitable vehicles that allow Learning Outcome 11 to be met;
- Classroom with suitable seating and desks; and
- A projector, if using a PowerPoint presentation (or similar).

Centres are required to have access to suitable training facilities that support learning and assessment taking place.

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## Geographical Coverage

This qualification has been developed for learners outside of the UK.

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## Tutor requirements

Highfield require nominated tutors for this qualification to meet the following requirements:

- To have a minimum of 3-years operational experience in a close protection environment.

### Suitable subject area qualifications may include:

- Level 3 Certificate in Close Protection or equivalent.
- Any other qualification and/or experience deemed appropriate by Highfield.

Highfield also recommends that tutors hold:

- Level 3 Award in the Delivery of Conflict Management Training or equivalent.

### Suitable teaching qualifications may include, as a minimum:

- Highfield Level 3 International Award in Delivering Training (IADT);
- Highfield Level 3 or 4 Award in Education and Training, or equivalent;
- Proof of at least 30 hours of training in any subject; and
- Any other qualification and/or experience deemed suitable by Highfield.

Registered tutors are expected to keep up-to-date with developments in this subject through continuous professional development.

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## Reasonable Adjustments and Special Considerations

Highfield Qualifications has measures in place for learners who require additional support. Reasonable adjustments such as additional time for the exam; assistance during the exam such as using a scribe or a reader, is available upon approval from Highfield. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance on this.

[www.highfieldinternational.com/download](http://www.highfieldinternational.com/download)

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## ID requirements

All learners must be instructed, ahead of the course/assessment when the learner registers and/or with any pre-course materials, to bring photographic identification to the assessment to be checked by the invigilator.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination / assessment is the person they are claiming to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination / assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". Highfield will accept the following as proof of a learner's identity:

- National identity card (e.g. Emirates ID card);
- Valid passport (any nationality);
- Signed photo card driving licence;
- Valid warrant card issued by police, local authority or equivalent; or
- Other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card.

For more information on learner ID requirements, please refer to the Highfield Examination and Invigilation Regulations within the Core Manual.

## Progression opportunities

Progression routes include:

- Highfield Level 2 International Award in CCTV Operations (Public Space Surveillance); and
- Highfield Level 2 International Award in Security Guarding.

Highfield offers a range of qualifications to help learners progress their careers and personal development. Please contact your Centre manager for further information.

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## Useful Websites

- [www.Highfieldproducts.com](http://www.Highfieldproducts.com) (Highfield Products)
  - [www.Highfieldqualifications.com](http://www.Highfieldqualifications.com) (Highfield Qualifications)
  - [www.Highfieldinternational.com](http://www.Highfieldinternational.com) (Highfieldabc MEA)
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**Working as a close protection operative**

**Level:** 3  
**Contact hours:** 138

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand the roles and responsibilities of the Close Protection Operative:</b>	1.1 Describe the purpose of close protection. 1.2 Explain the attributes required of a close protection operative. 1.3 Describe the different roles and responsibilities within a close protection team. 1.4 Describe the difference between a client and a principal. 1.5 Explain the different types of principal in the close protection environment. 1.6 Describe the importance of personal security within a close protection environment. 1.7 Describe the need for situational awareness within different working environments. 1.8 Describe the need for close protection training and continuous professional development (CPD).

**Amplification of Standards (not all assessment criteria will require this)**

This section of the specification expands on the assessment criteria and includes suggested content that a training course should cover in order to adequately prepare learners for the assessment.

- 1.1 The purpose of close protection:
  - protection of the principal
  - protection of principal’s family, property
- 1.2 The attributes required of a close protection operative:
  - professionalism
  - integrity
  - communication skills
  - calm under pressure
  - discretion
- 1.3 The different roles and responsibilities within a close protection team:
  - driver
  - medic
  - protection officer
  - residential security team
  - security advance party
- 1.4 The difference between a client and a principal:
  - client can be the principal
  - client – pays for the service
  - principal – the individual who requires protection
- 1.5 The different types of principal in the close protection environment:
  - they will come from a wide range of backgrounds
  - business people
  - celebrities

<ul style="list-style-type: none"> <li>○ foreign dignitaries</li> </ul> <p>1.6 The importance of personal security within a close protection environment:</p> <ul style="list-style-type: none"> <li>○ awareness of threats to self</li> <li>○ threats to principal if close protection operative is injured</li> <li>○ responsible for own personal safety</li> </ul> <p>1.7 The need for situational awareness within different working environments:</p> <ul style="list-style-type: none"> <li>○ changes in weather</li> <li>○ changes in crowd size / mood</li> <li>○ changes to venue - temporary closure of areas and doors</li> <li>○ to be able to respond appropriately and dynamically</li> </ul> <p>1.8 The need for close protection training and continuous professional development (CPD):</p> <ul style="list-style-type: none"> <li>○ maintaining industry knowledge</li> <li>○ keep skills up to date</li> <li>○ appropriate CPD activities (e.g. training events, seminars, reviewing industry information, checking legislative changes, monitoring recommended good practice)</li> </ul>	
<p><b>2. Know the importance of threat assessment and risk management:</b></p>	<p>2.1 Carry out a threat and risk assessment.</p> <p>2.2 Describe the purpose of threat and risk assessments.</p> <p>2.3 Explain threat and risk assessment techniques.</p> <p>2.4 Describe the main threats to a principal within the close protection environment.</p> <p>2.5 Explain how threat assessment and risk management can vary when a principal is arriving at or leaving a destination.</p> <p>2.6 Describe the importance of dynamic assessment, response and contingency plans.</p> <p>2.7 Explain the threat categories.</p> <p>2.8 Describe how Close Protection Operatives gather operational intelligence.</p>
<p>2.2 The purpose of threat and risk assessments:</p> <ul style="list-style-type: none"> <li>○ to identify the level of risk and threat</li> <li>○ to reduce risk level</li> <li>○ to assist with planning and preparation</li> </ul> <p>2.3 Threat and risk assessment techniques:</p> <ul style="list-style-type: none"> <li>○ principal threat profiling (7 Ps)             <ul style="list-style-type: none"> <li>▪ people</li> <li>▪ places</li> <li>▪ personality</li> <li>▪ prejudices</li> <li>▪ personal history</li> <li>▪ political / religious views</li> <li>▪ private lifestyle</li> </ul> </li> <li>○ identifying probability and potential impact</li> <li>○ balance of protection vs. lifestyle</li> <li>○ using a systematic approach</li> <li>○ review regularly</li> </ul> <p>2.4 The main threats to a principal within the close protection:</p> <ul style="list-style-type: none"> <li>○ unwanted attention/intrusion into privacy</li> <li>○ injury risk</li> <li>○ loss of or damage to principal's property</li> </ul>	

<ul style="list-style-type: none"> <li>○ public image</li> <li>○ loss of sensitive / confidential information</li> </ul> <p>2.5 How threat assessment and risk management can vary when a principal is arriving at or leaving a destination:</p> <ul style="list-style-type: none"> <li>○ different types of location             <ul style="list-style-type: none"> <li>▪ hotel</li> <li>▪ airport</li> <li>▪ venue</li> <li>▪ consideration of alternative means of access or egress</li> <li>▪ recognition of vulnerabilities at time of entry or exit</li> </ul> </li> </ul> <p>2.6 The importance of dynamic assessment, response and contingency plan:</p> <ul style="list-style-type: none"> <li>○ dynamic assessment</li> <li>○ response             <ul style="list-style-type: none"> <li>▪ take action</li> <li>▪ avoid</li> <li>▪ seek help</li> </ul> </li> <li>○ contingency plans</li> </ul> <p>2.7 The threat categories:</p> <ul style="list-style-type: none"> <li>○ Imminent</li> <li>○ possible</li> <li>○ probable</li> </ul> <p>2.8 How close protection operatives gather operational intelligence:</p> <ul style="list-style-type: none"> <li>○ liaison with police</li> <li>○ liaison with embassies</li> <li>○ open source intelligence - media research.</li> </ul>	
<p><b>3. Know surveillance techniques:</b></p>	<p>3.1 Demonstrate surveillance techniques.</p> <p>3.2 Explain the types of people or organisations who might be carrying out surveillance on your principal.</p> <p>3.3 Explain surveillance techniques.</p> <p>3.4 Describe equipment used to assist in surveillance.</p> <p>3.5 Describe the limitations and capabilities of a range of equipment used to assist in surveillance.</p>
<p>3.2 The types of people or organisations who might be carrying out surveillance on a principal:</p> <ul style="list-style-type: none"> <li>○ criminals</li> <li>○ media</li> <li>○ extremist groups</li> <li>○ fans</li> <li>○ business competitors</li> <li>○ political opponents</li> <li>○ agents of foreign governments</li> </ul> <p>3.3 Surveillance techniques:</p> <ul style="list-style-type: none"> <li>○ covert vs. overt techniques</li> <li>○ counter-surveillance measures (to prevent surveillance)</li> <li>○ anti-surveillance drills (to detect surveillance)</li> <li>○ detect static surveillance             <ul style="list-style-type: none"> <li>▪ recognise vehicles, individuals</li> <li>▪ suspicious behaviour</li> </ul> </li> <li>○ detect and disrupt surveillance on foot             <ul style="list-style-type: none"> <li>▪ vary speed and direction</li> <li>▪ use of counter-surveillance team</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ be alert of sightings of the same individual</li> </ul> </li> <li>○ detect and disrupt surveillance in a vehicle                     <ul style="list-style-type: none"> <li>▪ changing lanes</li> <li>▪ varying speed</li> <li>▪ be alert for sightings of the same vehicle</li> </ul> </li> </ul> <p>3.4 Equipment used to assist in surveillance:</p> <ul style="list-style-type: none"> <li>○ binoculars (day and night vision)</li> <li>○ cameras (stills and video)</li> <li>○ audio recording equipment</li> <li>○ CCTV</li> <li>○ tracking devices</li> </ul> <p>3.5 The limitations and capabilities of a range of equipment used to assist in surveillance</p> <ul style="list-style-type: none"> <li>○ recording equipment</li> <li>○ transmitting equipment</li> <li>○ tracking equipment</li> <li>○ limitations due to:                     <ul style="list-style-type: none"> <li>▪ power supply</li> <li>▪ size</li> <li>▪ sensitivity / specification</li> <li>▪ installation / available locations</li> <li>▪ service / maintenance</li> <li>▪ retrieval of material (e.g. recorded footage)</li> </ul> </li> </ul>	
<p><b>4. Understand venue security operations:</b></p>	<p>4.1 Produce a plan for venue security.</p> <p>4.2 Describe venue related security operations.</p> <p>4.3 Describe the importance of liaison with venue security.</p> <p>4.4 Explain factors that influence operational plans at various venues.</p> <p>4.5 Describe the use of communication equipment and other technology used in venue-based close protection operations.</p> <p>4.6 Explain contingencies used in venue-based close protection operations.</p> <p>4.7 Explain countermeasures used in venue-based close protection operations.</p>
<p>4.2 Venue related security operations</p> <ul style="list-style-type: none"> <li>○ concept of layers of protection</li> <li>○ embus and debus</li> <li>○ vulnerable areas</li> <li>○ medical emergency</li> <li>○ evacuation procedures</li> </ul> <p>4.3 The importance of liaison with venue security</p> <ul style="list-style-type: none"> <li>○ the role of the security advance party</li> <li>○ who to share information with</li> <li>○ extent of information sharing (on “need to know” basis)</li> <li>○ responsibilities of venue security staff</li> </ul> <p>4.4 Factors that influence operational plans at various venues</p> <ul style="list-style-type: none"> <li>○ size and layout</li> <li>○ embus and debus arrangements</li> <li>○ location of safe rooms</li> <li>○ vulnerable areas</li> </ul>	

<p>4.5 The use of communication equipment and other technology used in venue-based close protection operations</p> <ul style="list-style-type: none"> <li>○ communicate with venue security, e.g. radio</li> <li>○ communicate with own team e.g. phones</li> <li>○ use of pro-words</li> <li>○ use of phonetic alphabet</li> <li>○ use of phonetic pronunciation of numbers</li> <li>○ security of different communication methods (including encryption, standard radios, mobile phones and personal communication)</li> </ul> <p>4.6 Contingencies used in venue-based close protection operations:</p> <ul style="list-style-type: none"> <li>○ contingency i.e. being prepared for all situations</li> <li>○ short notice changes</li> <li>○ evacuation procedures</li> <li>○ use of a safe room</li> <li>○ alternative routes, entrances and exits</li> <li>○ communication back up arrangements</li> </ul> <p>4.7 Counter-measures used in venue-based close protection operations:</p> <ul style="list-style-type: none"> <li>○ what is a counter-measure i.e. actions to pre-empt situations</li> <li>○ use of security advance party</li> <li>○ security checks; patrolling; CCTV and alarms; access control; personal/vehicle searches</li> </ul>	
<p><b>5. Know how to design and demonstrate operational planning:</b></p>	<p>5.1 Design and implement an operational plan.</p> <p>5.2 Conduct a team briefing.</p> <p>5.3 Describe the purpose of operational planning.</p> <p>5.4 Describe how threat and risk assessments affect operational planning.</p> <p>5.5 Describe the importance of briefing and de-briefing.</p> <p>5.6 Describe the importance of time and resource management.</p> <p>5.7 Explain agencies that may need to be contacted in the course of operational planning.</p>
<p>5.3 The purpose of operational planning:</p> <ul style="list-style-type: none"> <li>○ gather information</li> <li>○ assess and manage threats</li> <li>○ allocate resources appropriately</li> <li>○ preparing a briefing for the operational team</li> </ul> <p>5.4 How threat and risk assessments affect operational planning</p> <ul style="list-style-type: none"> <li>○ threat vs. protection required</li> <li>○ planning to deal with anticipated situations / contingencies</li> <li>○ use of resources appropriately</li> </ul> <p>5.5 The importance of briefing and de-briefing</p> <ul style="list-style-type: none"> <li>○ who needs to be briefed             <ul style="list-style-type: none"> <li>▪ the principal</li> <li>▪ the team</li> </ul> </li> <li>○ ensure the team understand instructions and role and responsibilities</li> <li>○ de-briefing             <ul style="list-style-type: none"> <li>▪ lessons learned</li> <li>▪ improvements to be made</li> </ul> </li> </ul> <p>5.6 The importance of time and resource management</p> <ul style="list-style-type: none"> <li>○ utilising correct resources for the operation</li> <li>○ taking budget into account</li> </ul>	

<ul style="list-style-type: none"> <li>○ managing timings to minimise risks</li> </ul> <p>5.7 Agencies that may need to be contacted in the course of operational planning</p> <ul style="list-style-type: none"> <li>○ police</li> <li>○ emergency services</li> <li>○ embassies</li> <li>○ purpose of liaison (establishing mutual roles and responsibilities, information sharing, coordination of activity, etc).</li> </ul>	
<p><b>6. Know the importance of interpersonal skills:</b></p>	<p>6.1 Demonstrate effective negotiation skills.</p> <p>6.2 Explain the interpersonal skills that are required of a Close Protection Operative.</p> <p>6.3 Describe the importance of effective communication within the close protection environment.</p> <p>6.4 Describe the need for clear decision making and direction.</p> <p>6.5 Describe the importance of etiquette and protocol when dealing with principals.</p>
<p>6.2 Interpersonal skills that are required of a close protection operative (CPO):</p> <ul style="list-style-type: none"> <li>○ communication skills</li> <li>○ empathy</li> <li>○ negotiation skills</li> <li>○ problem solving</li> <li>○ team working</li> </ul> <p>6.3 The importance of effective communication within the close protection environment:</p> <ul style="list-style-type: none"> <li>○ communication with the principal, family, colleagues</li> <li>○ maintaining security</li> <li>○ maintaining confidentiality</li> <li>○ checking understanding</li> <li>○ reporting, (accurate, clear, contains all relevant information)</li> </ul> <p>6.4 The need for clear decision making and direction:</p> <ul style="list-style-type: none"> <li>○ when there is a threat or incident</li> <li>○ taking control of situations</li> <li>○ reducing risk by prompt and decisive action</li> </ul> <p>6.5 The importance of etiquette and protocol when dealing with principals:</p> <ul style="list-style-type: none"> <li>○ maintain professionalism</li> <li>○ adapt appropriately to situations</li> <li>○ dress appropriately to situations</li> <li>○ behaving in a manner consistent with maintaining the reputation of the principal</li> </ul>	
<p><b>7. Know the importance of teamwork:</b></p>	<p>7.1 Demonstrate team working skills.</p> <p>7.2 Explain the attributes and skills of an effective close protection team.</p> <p>7.3 Describe the importance of personal and team preparation.</p> <p>7.4 Explain why Standard Operating Procedures (SOPs) are important for effective teamwork.</p>
<p>7.2 Attributes and skills of an effective close protection team:</p> <ul style="list-style-type: none"> <li>○ balance of skills</li> <li>○ communication skills</li> <li>○ support across the team</li> <li>○ able to deal with disagreements</li> </ul>	

<ul style="list-style-type: none"> <li>○ effective supervision and leadership (including challenge of inappropriate behaviour)</li> </ul> <p>7.3 The importance of personal and team preparation:</p> <ul style="list-style-type: none"> <li>○ ensuring plans are prepared and reviewed</li> <li>○ all documentation is ready, e.g. passports</li> <li>○ check equipment is working correctly</li> </ul> <p>7.4 Why Standard Operating Procedures (SOPs) are important for effective teamwork:</p> <ul style="list-style-type: none"> <li>○ ensures individual responsibilities are clear</li> <li>○ sets out consistent ways of dealing with anticipated situations</li> <li>○ understand the potential implications of errors in Standard Operating Procedures (SOPs)</li> </ul>	
<p><b>8. Know the importance of reconnaissance:</b></p>	<p>8.1 Conduct a reconnaissance.</p> <p>8.2 Describe the purpose of reconnaissance.</p> <p>8.3 Explain factors to be considered when conducting a reconnaissance.</p> <p>8.4 Explain the role of the Security Advance Party (SAP).</p> <p>8.5 Describe the difference between covert and overt reconnaissance.</p>
<p>8.1 Conduct a reconnaissance</p> <ul style="list-style-type: none"> <li>○ The purpose of reconnaissance:             <ul style="list-style-type: none"> <li>▪ identify any potential dangers and threats</li> <li>▪ identify access and egress points and arrangements</li> <li>▪ identify emergency exits and other arrangements</li> <li>▪ identify potential vulnerabilities and difficulties on the route</li> <li>▪ confirm the route and timings</li> <li>▪ view the route, venues, etc. at time of day and in other conditions likely to be encountered at time of task</li> </ul> </li> </ul> <p>8.2 Factors to be considered when conducting a reconnaissance:</p> <ul style="list-style-type: none"> <li>○ communication</li> <li>○ emergency services and support availability</li> <li>○ local factors</li> <li>○ resources</li> <li>○ routes and timings (including alternatives if appropriate)</li> </ul> <p>8.3 The role of the Security Advance Party (SAP):</p> <ul style="list-style-type: none"> <li>○ route reconnaissance</li> <li>○ venue checks</li> <li>○ monitoring / checking of venue security and other arrangements</li> <li>○ liaison with relevant people at venue (management, security, etc.)</li> </ul> <p>8.4 The difference between covert and overt reconnaissance:</p> <ul style="list-style-type: none"> <li>○ covert reconnaissance</li> <li>○ overt reconnaissance</li> <li>○ when to use covert or overt reconnaissance (i.e. based on threat and risk assessment, nature of visit / venue, general information, etc.)</li> </ul>	
<p><b>9. Know how to conduct close protection foot drills:</b></p>	<p>9.1 Demonstrate close protection foot formations.</p> <p>9.2 Demonstrate body protection of a principal.</p> <p>9.3 Demonstrate foot evacuation of a principal.</p> <p>9.4 Explain the individual roles within a close protection team on foot.</p> <p>9.5 Explain the responsibilities of a close protection operatives on foot.</p> <p>9.6 Describe the need to adopt a flexible approach on foot.</p>

	9.7 Explain the range of communication used on foot.
<p>9.4 Individual roles within a close protection team on foot:</p> <ul style="list-style-type: none"> <li>○ team leader</li> <li>○ personal escort section</li> <li>○ medic (including possession of first-aid equipment)</li> <li>○ individual team members to be first-aid trained</li> </ul> <p>9.5 The responsibilities of a close protection operative on foot:</p> <ul style="list-style-type: none"> <li>○ deterrent</li> <li>○ provide cover and protection to the principal</li> <li>○ identify and respond to threats</li> <li>○ maintain principal's image</li> </ul> <p>9.6 The need to adopt a flexible approach on foot:</p> <ul style="list-style-type: none"> <li>○ respond to changes in circumstances or threats</li> <li>○ correct position or formation (including box, vee, diamond, triangle, wedge, line, open or closed variants and two-person / one-person formations)</li> </ul> <p>9.7 The range of communication used on foot:</p> <ul style="list-style-type: none"> <li>○ with the principal (in relation to the planned tactics, as situations develop and change, etc.)</li> <li>○ within the team</li> <li>○ by radio or mobile phone</li> <li>○ hand signals</li> <li>○ verbal commands</li> </ul>	
<p><b>10. Know the importance of planning and selecting routes:</b></p>	<p>10.1 Interpret information from maps.</p> <p>10.2 Produce primary and secondary route plans.</p> <p>10.3 Describe the need for route selection and contingency planning.</p> <p>10.4 Describe the factors that need to be considered when carrying out route selection.</p> <p>10.5 Explain the range of technological tools used in route planning.</p>
<p>10.3 The need for route selection and contingency planning:</p> <ul style="list-style-type: none"> <li>○ having a primary and secondary route planned</li> <li>○ ensure route is safe and can be used efficiently for required journey</li> <li>○ to minimise threat and risk to principal</li> <li>○ types of contingencies:             <ul style="list-style-type: none"> <li>■ medical emergency</li> <li>■ attack</li> <li>■ road closures, traffic delays &amp; other factors beyond control</li> <li>■ alternative route</li> <li>■ loss of communication</li> </ul> </li> </ul> <p>10.4 The factors that need to be considered when carrying out route selection:</p> <ul style="list-style-type: none"> <li>○ date, time, to, from, time allowed</li> <li>○ risk assessment and identification of vulnerabilities</li> <li>○ avoiding routine and predictable journey patterns</li> <li>○ traffic conditions, choke points and other potential sources of delay</li> <li>○ possible contingencies and available options</li> <li>○ availability of safe havens and other safe locations for use in emergency</li> <li>○ access to back up</li> </ul>	

- access to reliable communications throughout the route
- 10.5 The range of technological tools used in route planning:
- satellite navigation systems (including understanding quality, limitations and date of different systems)
  - on-line mapping and route planning systems
  - making proper use of on-line mapping (identifying correct maps, knowledge of symbols used, understanding of different scales, etc.)
  - need to make contingency arrangements in case of failure of technological systems (carrying of printed maps, route plans, etc.)
  - preparing electronic (and printed) route cards showing embus and debus points, main features of route, emergency facilities, vulnerable points, etc.

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**11. Know vehicle movement tactics and operations:**

- 11.1 Carry out embus and debus drills.
- 11.2 Carry out convoy drills.
- 11.3 Carry out anti ambush drills.
- 11.4 Carry out a basic evacuation procedure with a vehicle.
- 11.5 Describe the safety and security checks to be taken to ensure vehicle security before, during and after journeys.
- 11.6 Explain the factors involved in choosing a vehicle.
- 11.7 Describe the need for alternative transport plans.
- 11.8 Describe protocol for vehicle use.
- 11.9 Describe how road traffic legislation affects the use of vehicles by close protection operatives.
- 11.10 Explain the variety of vehicle and driving arrangements which impact on the role of the close protection operative and team.

11.5 The safety and security checks to be taken to ensure vehicle security before, during and after journeys:

- roadworthiness of vehicles: safety features (tyres, brakes, lights, etc.) and maintenance features (fluid levels, etc.)
- functioning of safety equipment whilst vehicle in use: seatbelts, locking systems, etc
- frequency of checks:
  - routine daily checks
  - more extensive periodic checks)
- potential threats
- equipment checks

11.6 The factors involved in choosing a vehicle:

- suitable for the operation / terrain / proposed use
- preference of the principal
- level of protection provided

11.7 The need for alternative transport plans:

- mechanical problem with the vehicle
- environmental changes: adverse weather conditions, etc.
- security is compromised
- driver illness or injury

11.8 Protocol for vehicle use:

- roles of the personal protection officer (PPO) and seating location in vehicles
- seating arrangements for principal and escort (including single person, two person and multiple person escorts)

<ul style="list-style-type: none"> <li>○ single and multiple vehicle convoy arrangements</li> <li>○ routine and emergency driving tactics (including positioning, use of speed, evasion tactics, escape to safe havens, etc.)</li> <li>○ embus/debus arrangements</li> <li>○ orthodox / unorthodox embus / debus drills</li> <li>○ appropriate parking of vehicles at venues (e.g. ready for use / prompt departure in an emergency situation)</li> <li>○ maintaining the security of parked vehicles at venues, etc.</li> </ul> <p>11.9 How road traffic legislation affects the use of vehicles by close protection operatives:</p> <ul style="list-style-type: none"> <li>○ compliance with road traffic law: speed, manner of driving, compliance with signage, parking restrictions, etc.</li> <li>○ requirements of Road Traffic Act 1988 in relation to road traffic accidents: i.e. to stop, exchange details, report to police as necessary, etc.</li> <li>○ relevant documentation</li> <li>○ dealing with involvement in road traffic collisions</li> </ul> <p>11.10 The variety of vehicle and driving arrangements which impact on the role of the close protection operative and team:</p> <ul style="list-style-type: none"> <li>○ number of cars to be used</li> <li>○ vehicle type</li> <li>○ seating arrangements in one, two and multiple person escort situations</li> <li>○ lone close protection operative situations</li> <li>○ taking evasive actions in case of attack</li> <li>○ preferences of the principal</li> </ul>	
<p><b>12. Know the search techniques and procedures for close protection operations:</b></p>	<p>12.1 Demonstrate search techniques.</p> <p>12.2 Describe the procedures for searching.</p> <p>12.3 Describe the access implications if someone refuses to be searched at a point of entry.</p> <p>12.4 Describe the importance of post search security.</p> <p>12.5 Explain the technology and support available to assist in a search.</p> <p>12.6 Explain how to deal with unauthorised / dangerous objects and apply emergency procedures.</p>
<p>12.2 The procedures for searching:</p> <ul style="list-style-type: none"> <li>○ systematic approach</li> <li>○ vehicles             <ul style="list-style-type: none"> <li>▪ where to search</li> <li>▪ search routes: order in which parts of vehicle should be searched, etc.</li> </ul> </li> <li>○ premises             <ul style="list-style-type: none"> <li>▪ types of search: electronic, visual, physical, canine, etc.</li> <li>▪ how to search: outside to inside, bottom to top, etc.</li> </ul> </li> <li>○ personal             <ul style="list-style-type: none"> <li>▪ reasons for search</li> <li>▪ gaining consent from person to be searched</li> <li>▪ same-sex search</li> <li>▪ safe searching procedure</li> <li>▪ limit of search permitted: no strip searching or contact with intimate areas, etc.</li> <li>▪ dealing with refusal to be searched</li> </ul> </li> </ul> <p>12.3 The access implications if someone refuses to be searched at a point of entry:</p> <ul style="list-style-type: none"> <li>○ potential assault if consent not obtained</li> <li>○ searching as part of entry requirements to private property</li> </ul>	

- 12.4 The importance of post search security:
  - vehicles
    - use alarm system
    - secure parking
    - monitoring of searched vehicles: by personnel, CCTV, etc.
  - premises
    - security guards
    - seal the room
    - use alarm system
    - use of CCTV systems
    - subsequent searching of people / vehicles entering premises
- 12.5 Technology and support available to assist in a search:
  - canine search team
  - electronic detection equipment: detection wands, arches, explosive / drug detection machines, etc.
  - scanning equipment: X-ray and similar equipment, etc.
  - equipment: torch, mirrors, cameras, probes, etc.
- 12.6 How to deal with unauthorised / dangerous objects and apply emergency procedures:
  - types of objects that may be found:
    - illegal substances
    - surveillance devices
    - explosives, including improvised explosive devices (IEDs)
    - other hazardous substances: suspect powders, chemicals, etc.
  - How to deal with objects found:
    - reporting procedures
    - seizure of unlawful items: weapons, drugs, stolen property, etc.
    - seek assistance
    - evacuate if appropriate
    - detain suspect if a personal search

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

- 13.1 Demonstrate techniques used to avoid and defuse conflict situations.
- 13.2 Explain potential conflict situations that could arise in the close protection context.
- 13.3 Explain the different levels of threat in potential and actual conflict situations.
- 13.4 Explain human responses to emotional and threatening situations.
- 13.5 Identify common triggers and inhibitors.
- 13.6 Describe the basic elements of communication.
- 13.7 Describe the importance of non-verbal communication in conflict situations.
- 13.8 Describe the importance of adopting an appropriate initial response in a conflict situation.
- 13.9 Explain the attitude / behaviour cycle and how to prevent escalation of conflict.
- 13.10 Explain ways of avoiding potential conflict situations whilst providing close protection.
- 13.11 Explain techniques used to defuse potential conflict situations.
- 13.12 Explain how to manage anger and aggression in conflict situations.

	<p>13.13 Explain the effects of stress within a close protection environment.</p> <p>13.14 Describe techniques for dealing with conflict.</p>
<p>13.2 Potential conflict situations that could arise in the close protection context:</p> <ul style="list-style-type: none"> <li>○ verbal conflict</li> <li>○ physical conflict</li> <li>○ types of situation: crowds, media attention, fans, entering / leaving premises, protestors, etc.</li> </ul> <p>13.3 The different levels of threat in potential and actual conflict situations:</p> <ul style="list-style-type: none"> <li>○ escalation from frustration to anger, aggression and violence</li> <li>○ assessing the behaviour of people involved in situation</li> </ul> <p>13.4 Human responses to emotional and threatening situations:</p> <ul style="list-style-type: none"> <li>○ fight or flight / freeze</li> <li>○ fear</li> <li>○ anger</li> <li>○ aggression</li> <li>○ rational v emotional; thought processes</li> <li>○ physical effects             <ul style="list-style-type: none"> <li>▪ shock</li> <li>▪ adrenaline</li> </ul> </li> </ul> <p>13.5 Common triggers and inhibitors:</p> <ul style="list-style-type: none"> <li>○ triggers             <ul style="list-style-type: none"> <li>▪ feeling threatened</li> <li>▪ loss of face</li> <li>▪ disrespect</li> <li>▪ abuse or insult</li> </ul> </li> <li>○ factors             <ul style="list-style-type: none"> <li>▪ drink or drugs</li> <li>▪ medical and mental health conditions</li> </ul> </li> <li>○ inhibitors             <ul style="list-style-type: none"> <li>▪ fear of prosecution / legal consequences</li> <li>▪ fear of retaliation</li> <li>▪ fear of consequences generally</li> <li>▪ training</li> <li>▪ self-control</li> </ul> </li> </ul> <p>13.6 The basic elements of communication:</p> <ul style="list-style-type: none"> <li>○ SMR (sender, message, receiver) model (including encoding &amp; decoding)</li> <li>○ importance of feedback loops / checking understanding</li> <li>○ barriers to communication             <ul style="list-style-type: none"> <li>▪ physical: noise, distance, doors / windows, etc.</li> <li>▪ attitudes</li> <li>▪ emotional / psychological: ego, dislike, superiority, etc.</li> <li>▪ language</li> <li>▪ mental health issues affecting communication / understanding</li> </ul> </li> </ul> <p>13.7 The importance of non-verbal communication in conflict situations:</p> <ul style="list-style-type: none"> <li>○ posture / stance</li> <li>○ position</li> <li>○ allowing personal space</li> <li>○ appropriate eye contact</li> <li>○ tone of voice</li> </ul>	

- non-aggressive body language: open palms rather than clenched fists, etc.
- importance of aligning body language with spoken messages
- 13.8 The importance of adopting an appropriate initial response in a conflict situation:
  - to prevent escalation of situation
  - calm approach
  - signalling non-aggression
  - assertive (rather than aggressive or passive) approach
  - appropriate use of communication: active listening, empathy, etc.
- 13.9 The attitude / behaviour cycle and how to prevent escalation of conflict:
  - attitude influences behaviour
  - control own behaviour
  - responsibility of CPO to break cycle by using nonaggressive and calming behaviour
- 13.10 Ways of avoiding potential conflict situations whilst providing close protection:
  - planned avoidance
  - exit strategies
  - contingency plans
  - alternative routes, entries, exits, etc.
  - evacuation procedures
  - dynamic risk assessment
  - avoiding confrontation if possible
  - utilising safe havens, safe areas, etc.
- 13.11 Techniques used to defuse potential conflict situations:
  - non-verbal communication
  - active listening skills
  - positive attitude
  - empathy
- 13.12 How to manage anger and aggression in conflict situations:
  - recognise signs
    - non-verbal signals: stronger eye contact, closing of personal space, aggressive gestures, confrontational stance
    - verbal signs: aggressive or abusive language, raised volume, change in tone of voice
  - working with colleagues, including appropriate contact and cover positions and tactics
  - handover to colleagues, including appropriate switch and handover tactics
- 13.13 The effects of stress within a close protection environment:
  - symptoms
    - inability to make decisions
    - inability to focus on detail
    - insomnia
    - loss of appetite
    - changes in individual's behaviour
    - recognition that different people react to stress in different ways
- 13.14 Techniques for dealing with conflict:
  - win-win approach
  - compromise
  - finding common ground between parties
  - build a rapport