



**Unit title:** Conflict Management for the Private Security Industry

**Unit code:** FD3A 04

**Superclass:** QH

**Publication date:** January 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

## Unit purpose

This Unit is designed to provide candidates with key knowledge and skills required in Conflict Management. It covers the specification for learning and qualifications in Conflict Management as defined by the Security Industry Authority.

The Unit is a mandatory Unit within the SQA licence-linked Award in Security Guarding (Scotland) and Award in Door Supervision (Scotland). The Security Industry Authority recognises these qualifications as suitable qualifications for making an application for a licence to practise.

On completion of the Unit the candidate should be able to:

- 1 Understand the principles of conflict management appropriate to their role.
- 2 Understand how to recognise, assess and reduce risk in conflict situations.
- 3 Understand how to communicate effectively in emotive situations and de-escalate conflict.
- 4 Understand how to develop and use problem solving strategies for resolving conflict.
- 5 Understand good practice to follow after conflict situations.

## Recommended prior knowledge and skills

There are no formal recommended entry requirements. However, it would be beneficial if the candidate possessed *Communication* skills at SCQF level 5 and *Working with Others* at SCQF level 5 or equivalent qualifications or experience.

Note: In order to apply for an SIA licence, the candidate must be 18 years of age or over and provide proof of identity.

## **General information (cont)**

### **Credit points and level**

1 SCQF credit point at SCQF level 6.

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Context for delivery**

This Unit is a mandatory Unit within the SQA licence-linked Award in Security Guarding (Scotland) and Award in Door Supervision (Scotland). The Security Industry Authority recognises these qualifications as suitable qualifications for making an application for a licence to practise.

### **Assessment**

Knowledge and understanding will be tested by an on-line, on-demand multiple-choice question (MCQ) paper. The MCQ paper will be generated from an item bank that has been developed by SQA. This method of assessment ensures that each candidate is presented with a unique examination paper and that assessment and re-assessments can be taken at any point throughout the year. In addition, results are available immediately on completion of the examination. The candidate will answer 14 questions. The pass mark is 71%.

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## **Outcome 1**

Understand the principles of conflict management appropriate to their role.

### **Assessment Criteria**

- 1.1 State the importance of positive and constructive communication to avoid conflict.
- 1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence.
- 1.3 Identify factors that can trigger an angry response in others.
- 1.4 Identify factors that can inhibit an angry response in others.
- 1.5 Identify how managing customer expectations can reduce the risk of conflict.
- 1.6 Identify human responses to emotional and threatening situations.

## **Outcome 2**

Understand how to recognise, assess and reduce risk in conflict situations.

### **Assessment Criteria**

- 2.1 Identify the stages of escalation in conflict situations.
- 2.2 Explain how to apply dynamic risk assessment to a conflict situation.

## **Outcome 3**

Understand how to communicate effectively in emotive situations and de-escalate conflict.

### **Assessment Criteria**

- 3.1 State how to use non-verbal communication in emotive situations.
- 3.2 Identify how to overcome communication barriers.
- 3.3 Identify the differences between assertiveness and aggression.
- 3.4 Identify ways of defusing emotive conflict situations.
- 3.5 Identify appropriate approaches to take when confronting unacceptable behaviour.
- 3.6 Identify how to work with colleagues to de-escalate conflict situations.
- 3.7 State the importance of positioning and exit routes.

## **Outcome 4**

Understand how to develop and use problem solving strategies for resolving conflict.

### **Assessment Criteria**

- 4.1 State the importance of viewing the situation from the customer's perspective.
- 4.2 Identify strategies for solving problems.
- 4.3 Identify win-win approaches to conflict situations.

## **Outcome 5**

Understand good practice to follow after conflict situations.

### **Assessment Criteria**

- 5.1 State the importance of accessing help and support following an incident.
- 5.2 State the importance of reflecting on and learning from conflict situations.
- 5.3 Identify the importance of sharing good practice.
- 5.4 State the importance of contributing to solutions to reoccurring problems.

## Support notes

### Guidance on the content and context for this Unit

Within the Unit, the following areas of teaching and learning should be covered:

- ◆ Principles of conflict management in relation to the role of the Security Guard or Door Supervisor
- ◆ Recognising, assessing and reducing risk in conflict situations
- ◆ Effective communication and defusing conflict
- ◆ Problem solving strategies
- ◆ Reflecting on and learning from conflict situations

### Guidance on the delivery and assessment of this Unit

#### Application of Communication Skills and Conflict Management for Security Guarding

##### Aim

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

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

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

The training should be tailored to match the specific workplace contexts of the learning group through the inclusion of relevant scenarios and role play exercises. For example, training delivered to a group of retail security officers will incorporate scenarios such as confronting a 'shoplifter' and calming other persons.

Scenarios and role play will enhance skills and confidence in areas covered through giving learners the opportunity to apply knowledge and skills. The scenarios and role play should be facilitated by a trainer within the actual work environment or, as similar an environment as possible at or near the training venue. The purpose of scenarios and role play is to actively engage the learners in solving common problems and to draw upon their own experience and ideas. Through effective use of scenarios and role play, learners will be able to relate the training directly to their work.

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

The SIA stipulates that training should include at least one practical scenario from each of the four following headings and that is appropriate to the role of the learner:

## Support notes (cont)

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

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

## Application of Communication Skills and Conflict Management for Door Supervisors

### Aim

To observe, discuss and participate in scenario situations requiring effective communication skills and conflict management. This is so that learners become aware of situations likely to lead to conflict and can apply knowledge of effective communication and conflict management skills to these situations.

### Refusing entry to a customer on the grounds of:

- ◆ The venue already being full to capacity
- ◆ Being under the influence of drink and/or drugs
- ◆ Being underage
- ◆ Not being suitably dressed
- ◆ Not being able to pay the entrance fee
- ◆ Refusal to be searched
- ◆ Being found in possession of weapons or drugs
- ◆ Being banned or under an exclusion order

By the end of this session learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk conflict.

### Ejecting a customer from the venue due to:

- ◆ Breaches of criminal law (theft, damage, assaults, drugs etc)
- ◆ Breaches of licensing law (being drunk, violent, quarrelsome etc)
- ◆ Breaches of house rules (dancing on tables, bottles on the dance floor etc)

By the end of this session learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.

### Incidents inside the venue, such as:

- ◆ Advising/reprimanding for behaviour (breaches of house rules)
- ◆ First aid situation
- ◆ Undertaking an arrest of a customer for an arrestable offence

- ◆ Failing to adhere to drinking up times
- ◆ Domestic disputes
- ◆ Other disputes (customer vs. bar staff, complaints about service etc.)
- ◆ Arguments/fights
- ◆ Lost property (coat/bag/keys etc)
- ◆ Dealing with incidents that lead outside of the premises — what should be the door supervisor's obligations

By the end of this session learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict. They will also understand the law about arrest in relation to a door supervisor's role.

### **Scenario situations**

The following are examples of scenarios which should be used as role plays and in discussions to reinforce the communication skills and conflict management learning. Trainers are recommended to use at least one from each section below.

#### **Refusal scenarios**

- 1 Refuse entry to customers when the venue is full, explaining why no more people can come in, explaining that they may be allowed in if and when other customers leave.
- 2 Refuse entry to someone who is obviously under the influence of drink or drugs. Some customers may complain, but go away; others will argue and may become aggressive.
- 3 Refuse entry to someone who appears to be under the age of 18 (or 21), and cannot provide appropriate ID.
- 4 Refuse entry to someone who breaches the venue's dress code, ie someone wearing trainers where this is not allowed.
- 5 Refuse entry to someone who wants to come in free of charge, who either cannot pay the admission charge or who claims to be a friend of someone who works there.
- 6 Refuse entry to someone who refuses to be searched as part of the entry conditions.
- 7 Refuse entry to someone found in possession of either an offensive weapon, or with drugs.
- 8 Refuse entry to someone who is banned from entering the premises because of previous behaviour, or who is under a court exclusion order not to enter licensed premises or, who is on a 'pub watch' ban.
- 9 Refuse entry to someone who behaves aggressively at the point of entry, and is therefore not suitable to be allowed in.

#### **Ejection scenarios**

- 1 Eject a customer for being suspected of theft, criminal damage, assault or drugs inside the venue (where no Police action is required). Some customers will leave when asked to do so; others will argue and/or may become aggressive.
- 2 Eject a customer who breaches licensing laws by becoming very drunk or argumentative or aggressive inside the venue. Some customers will leave when asked; others will argue and/or become aggressive.
- 3 Eject a customer for breaching a house rule such as repeatedly dancing on tables or carrying bottles/glasses on the dance floor.

## Support notes (cont)

### Incident scenarios

- 1 Advise a customer regarding unacceptable behaviour inside the venue. Try to stop the behaviour, warning the customer about further action if the behaviour persists.
- 2 Deal with a first aid incident where other drunken customers try to take over.
- 3 Deal with a domestic dispute which turns into a noisy incident inside the venue.
- 4 Deal with other disputes inside the venue, such as a customer arguing with bar staff over incorrect change given, or a complaint about poor service.
- 5 Deal with various aggressive arguments between customers, to try and prevent them from turning physical.
- 6 Deal with customers (usually drunk) who refuse to leave the premises at closing time.
- 7 Arrest a customer as a last resort. Some customers will comply with the arrest; others will become argumentative or aggressive.
- 8 Deal with people in the 14-18 age group who may be under the influence of alcohol or drugs.

The SQA does not prescribe the mode of delivery for this Unit. Centres are free to offer the Unit using any mode of delivery that meets the needs of the candidates. However, the SIA has stipulated a certain amount of Guided Learning Hours and minimum Contact Hours. See the table below.

Unit title	Guided Learning Hours (GLH)	Minimum Contact Hours
Conflict Management for the Private Security Industry	8	7.5

Knowledge and understanding will be tested by an on-line, on-demand multiple-choice question (MCQ) paper. THE MCQ paper will be generated from an item bank that has been developed by SQA. This method of assessment ensures that each candidate is presented with a unique examination paper and that assessment and re-assessments can be taken at any point throughout the year. In addition, results are available immediately on completion of the examination. The candidate will answer 14 questions. The pass mark is 71%.

The on-line, on-demand examination service is provided to SQA by eCom Scotland. Centres should contact the Helpdesk at eCom Scotland for all queries in relation to the operation and administration of the on-line assessment:

eCom Scotland  
18b Dickson Street  
Dunfermline  
Fife  
KY12 7SL  
Scotland

Tel: 08456 431344  
Fax: 08452 802318

E: [info@ecomscotland.com](mailto:info@ecomscotland.com)  
Website: [www.ecomscotland.com](http://www.ecomscotland.com)

## Support notes (cont)

### Alternative assessment arrangements

The additional support needs of individual candidates will be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on SQA's web site [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

Please note that all assessments will be conducted in English and that scribes and readers will not be permitted for those whose first language is not English. Centres are advised to carry out an initial assessment of prospective candidates to identify whether additional learning in English is required before the candidate undertakes a security qualification. For further details, please refer to the SIA website.

## History of changes to Unit

Version	Description of change	Date

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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

## General information for candidates

**Unit title:** Conflict Management for the Private Security Industry

### What are the SQA Security Licence-Linked Units and Qualifications?

The SQA has developed a series of qualifications that will allow you to apply to the SIA for your licence. Each qualification is made up of a number of Units. Each Unit clearly shows the main areas (called Learning Outcomes) that you will be expected to know about and also details the specific knowledge (called Assessment Criteria) on which you will be assessed.

### What is the SIA?

The SIA is the UK regulatory body for the private security industry and operates under the terms of the Private Security Industry Act 2001. The SIA operates the licence scheme for those working in, or wishing to work in, the private security industry in the UK.

### What is this Security Unit about?

This Unit — **FD3A 04 *Conflict Management for the Private Security Industry*** — **must be undertaken by everyone who wishes to work as a Security Officer or Door Supervisor** in the UK private security industry and assesses your knowledge in the following areas:

- ◆ The principles of conflict management
- ◆ How to recognise, assess and reduce risk in conflict situations
- ◆ How to communicate effectively in emotive situations and de-escalate conflict
- ◆ How to develop and use problem solving strategies for resolving conflict
- ◆ Good practice

Successful achievement of this mandatory Unit counts towards the following qualifications:

- ◆ Award in Security Guarding (Scotland) at SCQF level 6
- ◆ Award in Door Supervision (Scotland) at SCQF level 6

The component Units of the **Award in Security Guarding (Scotland)** are:

- ◆ FD39 04 *Working in the Private Security Industry*
- ◆ FD3E 04 *Working as a Security Officer*
- ◆ FD3A 04 *Conflict Management for the Private Security Industry*

The component Units of the **Award in Door Supervision (Scotland)** are:

- ◆ FD39 04 *Working in the Private Security Industry*
- ◆ FD3D 04 *Working as a Door Supervisor*
- ◆ FD3A 04 *Conflict Management for the Private Security Industry*
- ◆ FD3C 04 *Physical Intervention Skills for the Private Security Industry*

### Why do I need to achieve this Security Unit?

Achievement of this Unit and the others which make up a fully recognised qualification allows you to apply for a licence from the SIA. This licence allows you to work in the private security industry in the UK. Legally, you cannot work without it.

## General information for candidates (cont)

### How do I get this Security Unit?

The following page shows the Unit specification which contains Learning Outcomes and the Assessment Criteria.

You will need to achieve all of the Learning Outcomes by meeting all of the Assessment Criteria. You will do this by sitting a multiple-choice test at an approved SQA centre. You should be in a position to be assessed for this Unit after no more than 8 hours of guided study (ie contact time with your tutor/trainer).

### Further information

- ◆ This Unit has 1 SCQF credit point at SCQF level 6
- ◆ This Unit is fully recognised by the SIA

**NOTE:** In order to apply for an SIA license, you must be 18 years of age or over and provide proof of identity.

## Unit specification: Conflict Management for the Private Security Industry

Learning Outcome	Assessment Criteria
1 Understand the principles of conflict management appropriate to their role	1.1 State the importance of positive and constructive communication to avoid conflict 1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence 1.3 Identify factors that can trigger an angry response in others 1.4 Identify factors that can inhibit an angry response in others 1.5 Identify how managing customer expectations can reduce the risk of conflict 1.6 Identify human responses to emotional and threatening situations
2 Understand how to recognise, assess and reduce risk in conflict situations	2.1 Identify the stages of escalation in conflict situations 2.2 Explain how to apply dynamic risk assessment to a conflict situation
3 Understand how to communicate effectively in emotive situations and de-escalate conflict	3.1 State how to use non-verbal communication in emotive situations 3.2 Identify how to overcome communication barriers 3.3 Identify the differences between assertiveness and aggression 3.4 Identify ways of defusing emotive conflict situations 3.5 Identify appropriate approaches to take when confronting unacceptable behaviour 3.6 Identify how to work with colleagues to de-escalate conflict situations 3.7 State the importance of positioning and exit routes
4 Understand how to develop and use problem solving strategies for resolving conflict	4.1 State the importance of viewing the situation from the customer's perspective 4.2 Identify strategies for solving problems 4.3 Identify win-win approaches to conflict situations
5 Understand good practice to follow after conflict situations	5.1 State the importance of accessing help and support following an incident 5.2 State the importance of reflecting on and learning from conflict situations 5.3 Identify the importance of sharing good practice 5.4 State the importance of contributing to solutions to reoccurring problems