



# National Occupational Standards

for

## **Keyholding and Response Occupations**

Approved by UK Co-ordinating Group  
on the 26<sup>th</sup> April 2005

Security Keyholding and Response - National Occupational Standards

Units and Elements of Competence

Units of competence

Elements of competence

SLP 50 Respond to keyholding visit requests	SLP 50.1 Collate and confirm information about visit requests
	SLP 50.2 Take responsibility for keys and site information
	SLP 50.3 Prioritise keyholding response visits and other actions
	SLP 50.4 Allocate resources for keyholding responses
SLP 51 Visit sites in response to keyholding requests	SLP 51.1 Travel between sites safely and efficiently
	SLP 51.2 Carry out visual risk assessments on arrival
	SLP 51.3 Enter sites and premises
SLP 52 Locate causes of security and safety alarms	SLP 52.1 Maintain the security of premises whilst locating sources of alarms
	SLP 52.2 Determine causes of alarm activations
SLP 53 Make premises secure and complete keyholding visits	SLP 53.1 Confirm physical security of premises and set security systems
	SLP 53.2 Complete keyholding visits
SLP 54 Preserve potential evidence of security breaches	SLP 54.1 Preserve the integrity of potential evidence
	SLP 54.2 Record and report details of potential evidence
SLP 55 Deal with conflict when making keyholding visits	SLP 55.1 Recognise potential conflict situations
	SLP 55.2 Respond to conflict situations
SLP 56 Carry out site inspections to support keyholding activities	SLP 56.1 Inspect sites to collect information to support keyholding activities
	SLP 56.2 Produce keyholding site inspection reports and assignment instructions
SLP 57 Provide leadership for your Team (MCS B5)	SLP 57.1 Provide leadership for your team

Terms and definitions used in the standards (BS 7984: 2001):

**Keys** - instruments or data allowing authorised access to a customer's premises

**Keyholding** – holding by an organisation of keys to a customer's premises or equipment and, where contracted to do so, attending a customer's premises in response to an event.

**Event** – incident requiring entry to a customer's premises or assistance to a customer

**Assignment instructions** – operational document detailing specific contractual duties

**Response officer** – trained person who attends a customer's premises in response to an event

**Unit  
SLP 50**

## Respond to keyholding requests



Ref:

Issue:

1.0

Date: April 2005

### Overview

This unit defines the national standard of occupational competence for security keyholding and response officers who respond to keyholding visit requests. These officers could typically be at Alarm Receiving Centres, or similar offices. This unit therefore sets the standard for you to:

- Collate and confirm information about visit requests (SLP 50.1)
- Take responsibility for keys and site information (SLP 50.2)
- Prioritise keyholding response visits and other actions (SLP 50.3)
- Allocate resources for keyholding response (SLP 50.4)

You should be able to respond to initial requests, making sure you have sufficient valid information and confirm the authority and validity of callers. You should prioritise visits or other actions, taking into account the type of site or premises and contractual requirements. You will be able to select the most appropriate response officer, allocate keys, access codes and site information and be able to confirm that response officers have the correct and sufficient equipment.

You will be expected to know and understand your organisation's procedures and contractual requirements, what information you need and how to ask for further information when needed. You need to know your organisation's procedures, what information you should have and why it is important. You will need to understand why it is important to prioritise response officers, bearing in mind the contractual requirements. You should know and understand the procedures for the security and management of keys and why it is important to maintain security and procedures related to the transfer of responsibility of keys and site information.

Unit	Respond to keyholding visit requests
SLP 50	

Element	Collate and confirm information about visit requests
SLP 50.1	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) respond to initial <b>requests</b> in line with organisational requirements, within required timescale;</li> <li>b) make sure you have sufficient valid information on which to confirm visit requirements;</li> <li>c) confirm the authority and validity of callers following your organisation’s contractual requirements (password, codeword, etc);</li> <li>d) record required <b>details</b> of visits accurately and completely, including the <b>purpose of the visit</b> request; and</li> <li>e) give a professional image of yourself and your organisation to callers.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) your organisation’s procedures and contractual requirements for responding to visit requests;</li> <li>2) what information you need, why you need it and how to confirm it;</li> <li>3) how to ask for further information or clarification when needed;</li> <li>4) why it is important to confirm and record accurate details of visit requests; and</li> <li>5) how to give a professional image to callers.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>requests</b> from: clients; emergency services; central station (ARC alarm receiving centre); general public</li> <li>2 <b>details</b> of: purpose of response; action to be taken; location</li> <li>3 <b>purpose of the visit</b>: alarm response; system fault; line fault; mobile patrol; open or lock up premises</li> </ol>
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Unit	Respond to keyholding visit requests
SLP 50	

Element	Take responsibility for keys and site information
SLP 50.2	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) make sure you have the <b>correct keys, access codes</b> and site information for the <b>sites or premises</b> to be visited;</li> <li>b) maintain the security of keys and site information, following your organisation's procedures and guidelines;</li> <li>c) follow your organisation's procedures for key management, including completing records; and</li> <li>d) make sure there is no information attached to keys which could compromise the security of the site.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) your organisation's procedures for the security and management of keys and site information;</li> <li>2) what site information you should have and why it is important to maintain its security;</li> <li>3) why it is important to follow your organisation's procedures related to the transfer of responsibility of keys and site information; and</li> <li>4) your responsibility in relation to taking responsibility for keys and site information.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>keys and access codes:</b> alarm; means of entry; access cards; tags; reader</li> <li>2 <b>sites or premises:</b> commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk</li> </ol>
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Unit	Respond to keyholding visit requests
SLP 50	

Element	<b>Prioritise keyholding response visits and other actions</b>
<b>SLP 50.3</b>	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) prioritise visits or other <b>actions</b> using the information that you have collated and confirmed, and following your organisation's guidelines;</li> <li>b) take account of the type of <b>site or premises</b> to be visited, <b>purpose of the visit, potential risk</b> and nature of your customers' business;</li> <li>c) take account of any contractual requirements that could influence your priorities;</li> <li>d) act within the limits of your authority and responsibility;</li> <li>e) get help from the appropriate <b>people</b> to deal with situations when there are conflicting priorities; and</li> <li>f) record details of your visits or other actions accurately and completely, following your organisation's procedures and requirements.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) how and why it is important to prioritise visits and other actions;</li> <li>2) your organisation's procedures and guidelines for prioritising visits;</li> <li>3) what actions are within your responsibility and authority;</li> <li>4) local knowledge of sites to help you prioritise visits;</li> <li>5) contractual requirements between your organisation and customers and how these could influence your priorities;</li> <li>6) nature of your customers' business and how this could influence your priorities; and</li> <li>7) from whom and how to get help to deal with conflicting priorities.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>actions</b> that you could take: arrange alternative response officer; contact client; abandon response</li> <li>2 <b>site or premises</b>: commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk</li> <li>3 <b>purpose of the visit</b>: alarm response; scheduled patrol; unscheduled non-alarm; line fault</li> <li>4 <b>potential risk</b> to: life; property; premises</li> <li>5 <b>people</b>: colleagues; clients</li> </ol>
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Unit	Respond to keyholding visit requests
SLP 50	

Element	Allocate resources for keyholding responses
SLP 50.4	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) select the most appropriate response officer, following your organisation's guidelines;</li> <li>b) confirm that response officers fully understand the <b>purpose</b> and details of response visits;</li> <li>c) allocate <b>keys, access codes</b> and site information to response officers in line with organisational requirements, within required timescale and security requirements; and</li> <li>d) confirm that response officers have the correct and sufficient <b>equipment</b> required for visit to <b>sites</b> and premises.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) your organisation's procedures for the security and management of keys and site information;</li> <li>2) what site information response officers need, where to get it and why it is important to maintain its security;</li> <li>3) why it is important to follow your organisation's procedures related to the transfer of responsibility of keys and site information;</li> <li>4) your responsibility in relation to keys and site information;</li> <li>5) what equipment is needed by response officers and from where to get it;</li> <li>6) how to select the most appropriate response officers for visits (their knowledge, experience, availability; proximity and risk</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>purpose</b> of the visit: alarm response; scheduled patrol; unscheduled non-alarm</li> <li>2 <b>keys and access codes</b>: alarm; means of entry; access cards; tags; reader</li> <li>3 <b>equipment</b>:: communications equipments; torch; means of entry; means of securing premises; documents</li> <li>4 <b>sites</b>: commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk</li> </ol>
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**Unit  
SLP 51****Visit sites in response to keyholding requests**

Ref:

Issue:

1.0

Date: April 2005

**Overview**

This unit defines the national standard of occupational competence for security keyholding and response officers who visit sites in response to keyholding requests. This unit therefore sets the standard for you to:

- Travel between sites safely and efficiently (SLP 51.1)
- Carry out visual risk assessments on arrival (SLP 51.2)
- Enter sites and premises (SLP 51.3)

You must be able to confirm that the vehicle you drive is roadworthy and legal and that you are authorised to drive it. You need to plan your route, travel between sites safely and comply with all relevant legislation and regulations. You should assess the driving conditions and drive the vehicle within your own capabilities, whilst maintaining the safety and security of the vehicle. When you reach sites, you must confirm their external security and safety by carrying out visual risk assessments, always acting within the limits of your authority. When entering sites and premises you must be able to disarm alarm systems following the correct procedures, whilst maintaining your own safety and making sure that the site and premises are secure. Where appropriate, you must be able to identify and maintain the integrity of potential evidence.

In order to plan routes you must know how to obtain and interpret relevant maps and other relevant instructions. You must know how to modify your driving to deal with different conditions and know what to do if you have an accident. You must know your responsibility in relation to health and security, and particularly what factors you should take into account when assessing the risk of entering premises. You must know the different procedures for entering sites and premises whilst maintaining your own safety. You must know why it is important to secure sites and premises, why it is important to maintain the integrity of potential evidence and why you should maintain effective communications.

Unit	Visit sites in response to keyholding requests
SLP 51	

Element	Travel between sites safely and efficiently
SLP 51.1	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) confirm that the vehicle you are authorised to drive is roadworthy and you comply with relevant legal and organisational requirements;</li> <li>b) plan your routes according to <b>journey conditions</b>;</li> <li>c) travel between sites in the shortest time whilst minimising risks to life, property and the environment;</li> <li>d) comply with all relevant legislation and regulations whilst travelling between sites, including being considerate to other road users;</li> <li>e) drive the vehicle within your own capabilities and the limitations and capabilities of the vehicle;</li> <li>f) assess the <b>driving conditions</b> and modify your driving to minimise risk to yourself and others;</li> <li>g) maintain the safety and security of the vehicle between and at sites at all times; and</li> <li>h) maintain effective communications with <b>relevant persons</b> in accordance with your organisational requirements.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) how to confirm roadworthiness of the vehicles that you drive, including how to carry out the checks;</li> <li>2) the legal requirements of the vehicles that you drive and how to confirm vehicles comply with them;</li> <li>3) what you should do if a vehicle is either not road roadworthy or does not meet legal requirements;</li> <li>4) how to obtain and interpret relevant maps and other information you need to plan routes;</li> <li>5) the legal requirements and other relevant codes of practice (eg highway code, organisational requirements) you must comply with when driving on public roads, including what to do if you have an accident or are involved in a reportable incident;</li> <li>6) how to modify your driving to deal with different journey and driving conditions; and</li> <li>7) how to maintain the safety and security of your vehicle and its contents, particularly when parked at sites.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>roadworthy</b> checks: tyres; lights, reflectors and indicators; mirrors; wipers and washers; seat belts; fluid levels (level, water, fuel)</li> <li>2 <b>legal</b> requirements: licence; insurance; roadworthiness (where applicable)</li> <li>3 <b>journey conditions</b>: road conditions; traffic conditions; road categories and layouts (single carriage ways, multi-carriageways, one-way, restricted, motorways), road works</li> <li>4 <b>driving conditions</b>: weather; road surface; visibility; traffic volume</li> <li>5 <b>relevant persons</b>: colleagues; clients; emergency services</li> </ol>
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Unit	Visit sites in response to keyholding requests
SLP 51	

Element	Carry out visual risk assessments on arrival
SLP 51.2	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) base risk assessments on valid and reliable <b>factors</b>;</li> <li>b) confirm the security and safety status of <b>sites and premises</b>, following your organisation’s guidelines and procedures;</li> <li>c) maintain your own safety whilst carrying out visual risk assessments, following your organisation’s guidelines and good practice, including maintaining required communications</li> <li>d) act within the limits of your authority and responsibility; and</li> <li>e) call for assistance if needed from appropriate <b>people</b>.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) your responsibility in relation to health and safety, particularly when carrying out visual risk assessments;</li> <li>2) what factors you should take account of to assess the risks of entering sites or premises;</li> <li>3) why it is important to base risks assessments on valid and reliable information; how to carry out risk assessment;</li> <li>4) how to carry out risk assessment;</li> <li>5) the limits of your authority and responsibility in relation to entering sites or premises; and</li> <li>6) who and how to call for support.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <p><b>factors:</b> assignment instructions; visual inspection; other sources of relevant information; audible</p> <p><b>sites and premises:</b> commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk</p> <p><b>people</b> from whom to get assistance: emergency services; colleagues; clients</p>
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Unit	Visit sites in response to keyholding requests
SLP 51	

Element	Enter sites and premises
SLP 51.3	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) enter <b>sites and premises</b> following the correct entry procedures;</li> <li>b) maintain your own safety whilst entering sites or premises, following your organisation’s guidelines and good practice;</li> <li>c) make sure that sites and premises are secure after you have entered;</li> <li>d) disarm <b>alarm system</b>, in accordance with assignment instructions</li> <li>e) maintain the integrity of potential <b>evidence</b> of breaches of security or safety; and</li> <li>f) maintain effective communications with <b>relevant persons</b> in accordance with your assignment instructions.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) different procedures for entering sites and premises;</li> <li>2) how to maintain your own safety when entering sites and premises;</li> <li>3) how to operate different alarms systems typically found at sites and premises;</li> <li>4) how and why it is important to secure sites and premises after you have entered them;</li> <li>5) how and why it is important to maintain the integrity of potential evidence; and</li> <li>6) how and why it is important to maintain effective communications with other relevant persons as required.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>sites and premises</b>: commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk</li> <li>2 <b>alarm systems</b>: fire; intruder; environmental</li> <li>3 <b>evidence</b>: criminal activity; signs of forced entry; weapons; tools; suspicious containers; stolen or suspected stolen property, signs of attempted entry</li> <li>4 <b>relevant persons</b>: colleagues; clients; emergency services</li> </ol>
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**Unit  
SLP 52      Locate causes of security and safety alarms**

Ref:

Issue:

1.0

Date: April 2005

**Overview**

This unit defines the national standard of occupational competence for security officers who locate causes of alarms. This unit therefore sets the standard for you to:

- Maintain the security of premises whilst locating sources of alarms (SLP 52.1)
- Determine causes of alarm activations (SLP 52.2)

You must be able to interrogate alarm panels to identify the source of alarm locations, isolate the relevant zone from the alarm system and record all details as appropriate. You must maintain a physical presence in accordance with your assignment instructions, maintaining effective communications with the relevant people. Whilst patrolling sites and premises you should maintain your own safety, maintaining the required level of security at sites and premises and deal with false alarms and components. You must be able to carry out visual observations and take appropriate action to deal with alarm activations. Where appropriate, you must be able to identify and maintain the integrity of potential evidence.

You must know and understand how to interrogate the different types of alarm panel, how to operate different alarm systems and identify typical causes of alarm activation and what alarm details you must record. You must know the different procedures for patrolling sites and premises and how to maintain your own safety.

Unit	Locate causes of security and safety alarms
SLP 52	

<b>Element</b>	<b>Maintain the security of premises whilst locating sources of alarms</b>
<b>SLP 52.1</b>	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ul style="list-style-type: none"> <li>a) interrogate <b>alarm panels</b> to identify location of alarm activation, following approved procedures;</li> <li>b) isolate alarmed zone from alarm system, if authorised and appropriate, whilst maintaining the security of the remainder of the premises;</li> <li>c) record all required <b>details</b>, as appropriate;</li> <li>d) maintain physical presence as required until responsibility for premises is handed over to the <b>relevant person</b>, in accordance with your assignment instructions; and</li> <li>e) maintain effective communications with <b>relevant persons</b> in accordance with your assignment instructions.</li> </ul>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ul style="list-style-type: none"> <li>how to interrogate the different types of typical alarm panel;</li> <li>how to select and isolate sections of alarm systems;</li> <li>what alarm details you must record and the format in which to record them; and</li> <li>how to confirm the authority of persons to whom you hand over the responsibility of premises.</li> </ul>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ul style="list-style-type: none"> <li>1 <b>alarm panels</b>: intruder; fire; building management system; environmental; CCTV</li> <li>2 <b>details</b> of alarm activation: premises; date and time; alarm indication; action taken; identities of relevant people involved</li> <li>3 <b>relevant person</b>: client; colleague</li> </ul>
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Unit	Locate causes of security and safety alarms
SLP 52	

Element	Determine causes of alarm activations
SLP 52.2	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) maintain your own safety whilst patrolling <b>sites or premises</b>, following your organisation’s guidelines and good practice;</li> <li>b) maintain the required level of security at sites and premises whilst looking for causes of alarm activation;</li> <li>c) deal with <b>false alarms</b> including faulty system components, in line with your assignment instructions;</li> <li>d) carry out visual observations, following approved procedures and good practice to identify <b>causes of activations</b>;</li> <li>e) take appropriate <b>action</b> to deal with alarm activations;</li> <li>f) identify and maintain the integrity of potential <b>evidence</b> of breaches of security or safety; and</li> <li>g) maintain effective communications with <b>relevant persons</b> in accordance with your assignment instructions.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) different procedures for patrolling sites and premises, particularly in relation to site layouts;</li> <li>2) how to maintain your own safety when patrolling sites and premises;</li> <li>3) how to operate different alarms systems typically found at sites and premises;</li> <li>4) how to look for and identify typical causes of alarm activation;</li> <li>5) how to deal with faulty system components within your area of authority or responsibility;</li> <li>6) how and why it is important to maintain the security of sites and premises after you have entered them;</li> <li>7) how and why it is important to maintain the integrity of potential evidence; and</li> <li>8) how and why it is important to maintain effective communications with other relevant persons as required.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>sites or premises</b>: commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk</li> <li>2 <b>causes of activations</b>: intruder; environmental; criminal activity; user error</li> <li>3 <b>action</b> to take to deal with alarm activations: request engineering assistance; isolate area; inform client</li> <li>4 <b>evidence</b> of: criminal activity; signs of forced entry; weapons; tools; suspicious containers; stolen or suspected stolen property</li> <li>5 <b>relevant persons</b>: colleagues; clients; emergency services</li> </ol>
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<b>Unit</b>	<b>Make premises secure and complete keyholding visits</b>
<b>SLP 53</b>	



Ref:	Issue: 1.0	Date: April 2005
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### Overview

This unit defines the national standard of occupational competence for security officers who make premises secure and complete keyholding visits. This unit therefore sets standards for you to:

- Confirm physical security of premises and set security systems (SLP 53.1)
- Complete keyholding visits (SLP 53.2)

You must be able to set and confirm operation of alarm systems, confirm that security and protection systems are working properly, and report faults. You must maintain physical presence until responsibility for premises is handed over to the relevant person and confirm communication links with alarm response centres, dealing with the alarm company in a professional manner. You must be able to record all details of visits accurately and return keys and associated information as required and provide any other information that is relevant to your visit.

You must know and understand the functions and operating principles of the security and protection systems, how to make sure the systems and equipment are working properly and what to do if they are not. You should know why you report system malfunctions, how and why you must maintain a physical presence and why and how you should maintain professional and effective working relationships. You must know your organisation's procedures for the security and management of keys and site information, why it is important to follow your organisation's procedures and what documents you must complete.

Unit	Make premises secure and complete keyholding visits
SLP 53	

Element	<b>Confirm physical security of premises and set security systems</b>
SLP 53.1	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ul style="list-style-type: none"> <li>h) set and confirm operation of alarm systems in accordance with your assignment instructions;</li> <li>i) confirm that the <b>security and protection systems</b> are working properly using approved procedures;</li> <li>j) report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person;</li> <li>k) maintain physical presence as required until responsibility for premises is handed over to the <b>relevant person</b>, in accordance with your assignment instructions;</li> <li>l) confirm the correct operation of communication links with the alarm response centres (ARC); and</li> <li>m) deal with alarm company and central station staff in a professional manner that maintains goodwill and effective co-operation.</li> </ul>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ul style="list-style-type: none"> <li>1) the functions and operating principles of the security and protection systems that you deal with and how to set them;</li> <li>2) how to make sure the security and protection systems and equipment, including ARC communication links are working properly, and what to do if they are not, including to who you should report malfunctions;</li> <li>3) why you should report system malfunctions, and the implications if you don't;</li> <li>4) the location and coverage of sensing equipment that monitors security and safety;</li> <li>5) how and why you must maintain physical presence until handing over responsibility to an authorised person; and</li> <li>6) why and how you should maintain professional and effective working relations with alarm company and central station staff.</li> </ul>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ul style="list-style-type: none"> <li>1 <b>security and protection systems</b>: intruder alarms; CCTV; security video recorders; electronic tagging devices; fire alarms</li> <li>2 <b>relevant person</b>: client representative; security colleague; police</li> </ul>
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Unit	Make premises secure and complete keyholding visits
SLP 53	

Element	Complete keyholding visits
SLP 53.2	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) record all required <b>details</b> of visits accurately, completely and in the approved format;</li> <li>b) follow your organisation's procedures for key management, including completing records;</li> <li>c) return <b>keys, access codes</b>, site information and completed documents to secure locations as required by your assignment instructions; and</li> <li>d) provide any other information to an appropriate person that is relevant to your visit and can be used to improve the keyholding service provided.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) your organisation's procedures for the security and management of keys and site information;</li> <li>2) why it is important to follow your organisation's procedures related to the transfer of responsibility of keys and site information;</li> <li>3) what documents you must complete and the information to be recorded; and</li> <li>4) your organisation's procedures and contractual requirements for responding to visit requests, particularly where service provision could be improved.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>details</b> of visits: site; purpose of response; cause and location of alarm activation; action taken; other relevant people involved; police reference number</li> <li>2 <b>keys and access codes</b>: alarm; means of entry; access cards; tags; reader</li> </ol>
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**Unit  
SLP 54      Preserve potential evidence of security breaches**

Ref:

Issue:

1.0

Date: April 2005

**Overview**

This unit defines the national standard of occupational competence for security officers who preserve potential evidence of security breaches. This unit therefore sets standards for you to:

- Preserve the integrity of potential evidence (SLP 54.1)
- Record and report details of potential evidence (SLP 54.2)

You must be able to carry out visual observations to identify potential evidence, maintain the integrity of potential evidence and get help from appropriate people, in accordance with your assignment instructions. You must take appropriate action to prevent unauthorised access to potential evidence as well as take appropriate action to prevent deterioration or contamination of that evidence. You must accurately record all relevant details of potential evidence at the time of its discovery and maintain the security and confidentiality of details of potential evidence.

You must know how to identify potential evidence and understand why it is important to maintain its integrity. You must know what measures you are authorised to take and when and from whom to get help when needed. It is important that you know and understand current legislation relevant to evidence and what details you should record and report. You must also know how to describe potential evidence to meet legal requirements, why it is important to record accurate details and to whom and how to pass on details of potential evidence

Unit	Preserve potential evidence of security breaches
SLP 54	

Element	Preserve the integrity of potential evidence
SLP 54.1	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ul style="list-style-type: none"> <li>carry out visual observations to identify potential <b>evidence</b> of breaches of security, following approved procedures and good practice;</li> <li>maintain the integrity of potential evidence of breaches of security;</li> <li>get help from the <b>appropriate people</b> when you need it to preserve potential evidence, in accordance with your assignment instructions;</li> <li>take <b>appropriate measures</b> that are within your responsibility and authority to prevent unauthorised access to potential evidence;</li> <li>take appropriate action that are within your responsibility and authority to prevent <b>deterioration or contamination</b> of potential evidence;</li> <li>when removal of evidence is necessary, maintain its security in accordance with your assignment instructions;</li> <li>maintain your own safety whilst preserving potential evidence, following your organisation’s guidelines and good practice; and</li> <li>maintain effective communications with <b>relevant persons</b> in accordance with your assignment instructions.</li> </ul>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ul style="list-style-type: none"> <li>how and why it is important to maintain the integrity of potential evidence;</li> <li>how to identify potential evidence through visual observation, particularly the signs and indications of the existence of potential evidence ;</li> <li>the types and forms of potential evidence;</li> <li>how potential evidence could be compromised and how to prevent this;</li> <li>what measures you are authorised to take to preserve the integrity of evidence and control access to it;</li> <li>when, from whom and how to get help when you need it to preserve potential evidence;</li> <li>how to maintain the integrity of removed evidence;</li> <li>how to maintain your own safety when preserving potential evidence; and</li> <li>how and why it is important to maintain effective communications with other relevant persons as required.</li> </ul>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ul style="list-style-type: none"> <li><b>evidence</b> of: criminal activity; signs of forced entry; weapons; tools; suspicious containers; stolen or suspected stolen property</li> <li><b>appropriate people</b> from whom to get help: colleagues; clients; police; specialists</li> <li><b>deterioration or contamination</b> through: weather conditions; disturbance; contact</li> <li><b>relevant persons</b> with whom to communicate: colleagues; clients; police</li> </ul>
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Unit	Preserve potential evidence of security breaches
SLP 54	

Element	Record and report details of potential evidence
SLP 54.2	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) record all relevant <b>details</b> of potential evidence accurately, completely and in the approved format;</li> <li>b) record details of potential evidence at the time of discovering it;</li> <li>c) maintain the security and confidentiality of details of potential evidence in accordance with your assignment instructions; and</li> <li>d) pass on the details of potential evidence to the <b>relevant persons</b> within required timescales.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) current legislation relevant to evidence and how it influences your actions;</li> <li>2) what details of potential evidence you should record and report;</li> <li>3) why it is important to record details of potential evidence when you discover the evidence;</li> <li>4) how to describe potential evidence sufficient to meet legal requirements, particularly the format and style of descriptions;</li> <li>5) why it is important to record accurate details of potential evidence; and</li> <li>6) to whom and how to pass on details of potential evidence, and the required timescales for this.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>details</b> of potential evidence: description; location; time and date; witnesses</li> <li>2 <b>relevant persons</b> to whom to details are passed: colleagues; clients; police</li> </ol>
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**Unit  
SLP 55 Deal with conflict when making keyholding visits**

Ref:	Issue: 1.0	Date: April 2005
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**Overview**

This unit defines the national standard of occupational competence for dealing with conflict that can arise when making keyholding visits to customers' sites. For example this could be dealing with irate neighbours of sites where an audible alarm has been sounding for prolonged periods. This unit therefore sets the standard for you to:

- Recognise potential conflict situations (SLP 55.1)
- Respond to conflict situations (Element SLP 55.2)

You should be able to recognise the situations where conflict could arise. This means knowing the sources of grievance that could lead to conflict and being able to use language and a manner that does not make the situation worse. You should be able to advise the people involved of the options for resolving the situation, as well as record and report details of the situation.

When you have to deal with conflict, you should be able to respond in a calm and professional manner, particularly to prevent escalation of the situation. This could include the need to contact other people for assistance.

Unit	Deal with conflict when making keyholding visits
SLP 55	

<b>Element</b>	<b>Recognise potential conflict situations</b>
<b>SLP 55.1</b>	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) recognise promptly situations that could involve <b>conflict</b> with other people;</li> <li>b) use language and manner that do not make situations worse;</li> <li>c) give advice and information to the people involved that helps to reduce potential conflict, making sure it is understood;</li> <li>d) report the <b>details</b> of potentially conflict situations following your assignment instructions and approved procedures; and</li> <li>e) record the significant details of potential conflict situations accurately and legibly.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) the sources of grievance that could lead to conflict;</li> <li>2) how to use appropriate language and manner to diffuse conflict; and</li> <li>3) what details you should record and report, and why.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>conflict</b> involving: one person; more than one person</li> <li>2 <b>details</b> that you should record and report: location; date; time; reason for and outcome of conflict situation</li> </ol>
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Unit	Deal with conflict when making keyholding visits
SLP 55	

Element	Respond to conflict situations
SLP 55.2	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) respond promptly to <b>conflict</b> in a polite, professional and calming manner;</li> <li>b) use non-threatening language and gestures to diffuse potential aggressive or abusive behaviour;</li> <li>c) encourage people involved politely to refrain from using or continuing to use adverse behaviour;</li> <li>d) get immediate help from <b>other people</b> when you need it, particularly if the situation escalates;</li> <li>e) take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with your assignment instructions;</li> <li>f) report details of adverse behaviour to the appropriate authorities if required by your assignment instructions; and</li> <li>g) record the <b>details</b> of situations where you have had to deal with adverse behaviour, in line with your instructions and within required timescales.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) your organisation's procedures, instructions and guidelines for dealing with conflict, and what actions you are permitted to take;</li> <li>2) the current law relating to dealing with confrontation and how it affects you in your work;</li> <li>3) how to recognise and diffuse aggressive or abusive behaviour, through using both verbal and non-verbal communication;</li> <li>4) who you should call for help when you need it and how to contact them; and</li> <li>5) what details you should record and report relating to dealing conflict situations.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>conflict</b> involving: one person; more than one person</li> <li>2 <b>other people</b>: your colleagues; police; other authorities</li> <li>3 <b>details</b> that you should record and report: location; date; time; reason for and outcome of conflict; witnesses</li> </ol>
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**Unit**      **Carry out site inspections to support keyholding**  
**SLP 56**    **activities**



Ref:

Issue:

1.0

Date:

April 2005

**Overview**

This unit defines the national standard of occupational competence for carrying out inspections and surveys of sites in order to collect information that will support keyholding and response officers. A primary outcome of the site visits is the production of Assignment Instructions and other information that will be used by keyholding and response staff. This unit therefore sets out the standards for you to:

- Inspect sites to collect information to support keyholding activities
- Produce keyholding site inspection reports and assignment instructions

Unit	Carry out site inspections to support keyholding activities
SLP 56	

Element	Inspect sites to collect information to support keyholding activities
SLP 56.1	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) confirm you have all the necessary and correct <b>site information</b> to carry out site visits and inspections;</li> <li>b) use inspection methods that are appropriate to the type of <b>site or premises</b> and <b>client contractual requirements</b>;</li> <li>c) recognise all significant <b>factors</b> and <b>site characteristics</b> that could impact on response actions;</li> <li>d) obtain all significant <b>intelligence and information</b> that could impact on the site and affect response actions;</li> <li>e) record sufficient accurate <b>site details</b> on which response actions and assignment instructions can be produced;</li> <li>f) carry out inspections in line with relevant codes of practice particularly when dealing with clients, as well as maintaining your own health and safety ;</li> <li>g) give advice to clients when asked, that is helpful and enables their decision-making;</li> <li>h) complete inspections within timescales that are acceptable to your client and your organisation; and</li> <li>i) maintain the confidentiality of assignment information, sites and security systems in line with relevant codes of practice.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) the details you need for carrying out site inspections and preparing assignment instructions, and from where to get these details;</li> <li>2) what intelligence or information could impact on response actions and from where this can be obtained;</li> <li>3) why you must have accurate and up to date details of assignments, sites and client requirements, including contractual agreements;</li> <li>4) current legislation, regulations and codes of practice relevant to keyholding and the security of premises;</li> <li>5) typical contractual requirements between your organisation and clients;</li> <li>6) how to carry out site inspections and record details that are relevant to keyholding activities;</li> <li>7) how to identify areas of vulnerability;</li> <li>8) how to communicate with clients in a professional and helpful manner;</li> <li>9) capabilities and limitations of typical security systems; and</li> <li>10) how to recognise factors that could affect assignments and responses, and how to record the details fully and accurately.</li> </ol>
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**See next page for the Range Statement**

**Range statement: -**

You must be competent to deal with the following types of –

- 1 **site information:** location; client contact; access; site usage (relevant to level of security risk)
- 2 **site or premises:** commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk
- 3 **client contractual requirements:** response time; response type; guarding requirements; restricted site access; reporting and documentation; call-out procedure (different level of client personnel dependent on reason for activation); contractors regarding damage (boarding up, glazing, locks, etc)
- 4 **factors:** location; site usage; occupancy; access; security or safety threat level; health and safety issues
- 5 **site characteristics:** physical (*number of floors, construction, condition, access, special features*); environmental (*temperature, humidity, heat sources, noise levels, light levels and sources, electromagnetic radiation, vibration, static electricity, use, throughput of people*)
- 6 **intelligence and information** from: police; local authority; local businesses; 'neighbourhood' watch; neighbours
- 7 **site details:** location; description of premises (*entrances and exits, boundaries, restricted or exclusion zones*); areas of high risk or vulnerability; health and safety considerations and requirements; client contacts (*names, telephone numbers, contact priority*); emergency and utility services contacts; occupancy (single or multi-business); access (*including restrictions*); security and alarm systems installed; contractors (*eg cleaning company*)

Unit	Carry out site inspections to support keyholding activities
SLP 56	

Element	Produce keyholding site inspection reports and assignment instructions
SLP 56.2	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) confirm that you have sufficient correct information to produce accurate <b>site</b> inspection reports and effective assignment instructions;</li> <li>b) produce inspection reports that contain sufficient and accurate <b>site details</b> for keyholding and response purposes and meet the requirements of relevant <b>regulations, standards and codes of practice</b>;</li> <li>c) produce assignment instructions in line with your organisation's policies that contain sufficient <b>information</b> and instructions for officers to respond effectively and safely;</li> <li>d) provide inspection reports and assignment instructions in agreed formats, within required timescales and to the appropriate person;</li> <li>e) provide recommendations and suggestions to clients where appropriate, that enhance site security and safety; and</li> <li>f) maintain the confidentiality of assignment information, sites and security systems in line with relevant codes of practice.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) why it is important to have and use sufficient valid, accurate and up to date information from inspection;</li> <li>2) current legislation, regulations, standards and codes of practice relevant to keyholding and response;</li> <li>3) what information you should record in site inspection and assignment instructions, and the format in which it should be presented;</li> <li>4) contractual requirements between your organisation and clients; and</li> <li>5) how to identify weaknesses in security arrangements and recommend improvements.</li> </ol>
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<p>Range statement: -</p> <p>You must be competent to deal with the following types of –</p> <ol style="list-style-type: none"> <li>1 <b>sites</b>: commercial; industrial; residential; retail; occupied; unoccupied; restricted; high risk</li> <li>2 <b>site details</b>: location; description of premises (<i>entrances and exits, boundaries, restricted or exclusion zones</i>); areas of high risk or vulnerability; health and safety considerations and requirements; client contacts (<i>names, telephone numbers, contact priority</i>); emergency and utility services contacts; occupancy (single or multi-business); access (<i>including restrictions</i>); security and alarm systems installed; contractors (<i>eg cleaning company</i>);</li> <li>3 <b>regulations, standards and codes of practice</b> relating to: keyholding and response services; static guarding services; mobile patrol services</li> <li>4 assignment instruction <b>information</b>: site location details; contacts; access; alarm panel location and type; response instructions (<i>including any special instructions</i>); exclusion or restricted zones; health and safety risks and precautions</li> </ol>
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**Unit  
SLP 57      Provide leadership for your team (MSC B5)**



Ref:

Issue:

Date: April 2005

**Overview**

(Please note that this standard is a single element unit and does not have a range statement)

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

This unit is imported from the Management Standards Centre, unit B5

Unit	Provide leadership for your team (MSC B5)
SLP 57	

Element	Provide leadership for your team
SLP 57.1	

<p>Performance criteria: -</p> <p>You must be able to –</p> <ol style="list-style-type: none"> <li>a) Set out and positively communicate the purpose and objectives of the team to all members.</li> <li>b) Involve members in planning how the team will achieve its objectives.</li> <li>c) 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.</li> <li>d) Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.</li> <li>e) Win, through your performance, the trust and support of the team for your leadership.</li> <li>f) Steer the team successfully through difficulties and challenges, including conflict within the team.</li> <li>g) Encourage and recognise creativity and innovation within the team.</li> <li>h) Give team members support and advice when they need it especially during periods of setback and change.</li> <li>i) Motivate team members to present their own ideas and listen to what they say.</li> <li>j) Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.</li> <li>k) Monitor activities and progress across the team without interfering.</li> </ol>	<p>Knowledge criteria: -</p> <p>You must know and understand –</p> <ol style="list-style-type: none"> <li>1) Different ways of communicating effectively with members of a team.</li> <li>2) How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).</li> <li>3) How to plan the achievement of team objectives and the importance of involving team members in this process.</li> <li>4) The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.</li> <li>5) That different styles of leadership exist.</li> <li>6) How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.</li> <li>7) Types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them.</li> <li>8) The importance of encouraging others to take the lead and ways in which this can be achieved.</li> <li>9) The benefits of and how to encourage and recognize creativity and innovation within a team.</li> </ol>
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**See next page for continuation of knowledge criteria**

Knowledge criteria continued -

You must know and understand –

***Industry/sector specific knowledge and understanding***

- 1) Legal, regulatory and ethical requirements in the industry/sector.

***Context specific knowledge and understanding***

- 1) The members, purpose, objectives and plans of your team.
- 2) The personal work objectives of members of your team.
- 3) The types of support and advice that team members are likely to need and how to respond to these.
- 4) Standards of performance for the work of your team.

Behaviours which underpin effective performance

- 1) You create a sense of common purpose.
- 2) You take personal responsibility for making things happen.
- 3) You encourage and support others to take decisions autonomously.
- 4) You act within the limits of your authority.
- 5) You make time available to support others.
- 6) You show integrity, fairness and consistency in decision-making.
- 7) You seek to understand people's needs and motivations.
- 8) You model behaviour that shows respect, helpfulness and co-operation.

**Occupational Qualification**

Title: **Providing Security Keyholding and Response Services**

Level:3

Structure: -

SLP 1	Minimise and respond to health and safety risks in your workplace	M
SLP 2	Communicate effectively in the workplace	M
SLP 3	Give customers a positive impression of yourself and your organisation	M
SLP 4	Control security incidents	M
SLP 5	Produce documents manually	M
SLP 11	Arrest people suspected of committing an offence	O
SLP 18	Control a guard dog under operational conditions	O
SLP 20	Present evidence in court and at other hearings	O
SLP 50	Respond to keyholding visit requests	O
SLP 51	Visit sites in response to keyholding requests	M
SLP 52	Locate causes of security and safety alarms	M
SLP 53	Make premises secure and complete keyholding visits	M
SLP 54	Preserve potential evidence of security breaches	M
SLP 55	Deal with conflict when making keyholding visits	M
SLP 56	Carry out site inspections to support keyholding activities	O
SLP 57	Provide leadership for your team (MCS B5)	O

M Mandatory unit for all candidates  
 O Optional unit

**NOTES**

1. It is proposed that to gain a full award, candidates will have to achieve all the mandatory units (M) plus at least 3 optional units (O).
2. It is also proposed that this qualification be at level 3 in the National Qualification Framework.
3. Units SLP 1 to 5, 11, 18 and 20 are within the approved suite of standards for Security and Loss Prevention.

## Use of Simulation in Assessment

The primary source of evidence used in the assessment of occupational competence should always be naturally occurring workplace activities carried out by the employee or candidate. Evidence of occupational competence should therefore be generated and collected through real work activities in a realistic work environment.

Real work activities are those undertaken to provide a security product or service under typical business conditions. A realistic working environment is one that reflects typical employment conditions relevant to the work activities being assessed.

However, it is recognised that some of the national occupational standards deal with contingency events, over which the employee or candidate has no control; as well as other activities where mistakes made in the workplace would be too hazardous or expensive to accommodate.

Simulation in the assessment process can only be used for those elements where it is stated as an acceptable method of assessment by SITO as the standards setting body (SSB). The following information is for centres and sets down the guidance to assessors in the use of simulation in the assessment process. The simulation should match the conditions of a realistic working environment. In other words, the conditions should match those found in the workplace, including facilities, equipment and material, as well as relationships, constraints and pressures.

Where simulation is to be used to assess a complete element, we would consider it to be good practice for external verifier advice to be sought on the validity of any simulation scenario, prior to its implementation and use within an Approved Centre. When simulation is to be used to cover part of an element, in the interests of assessment efficiency, assessors and internal verifiers should agree the circumstances and conditions under which this process is implemented.

Simulation is not permitted

N

Simulation is permitted

Y

SLP 50.1	Collate and confirm information about visit requests	Y
SLP 50.2	Take responsibility for keys and site information	Y
SLP 50.3	Prioritise keyholding response visits and other actions	Y
SLP 50.4	Allocate resources for keyholding responses	Y
SLP 51.1	Travel between sites safely and efficiently	N
SLP 51.2	Carry out visual risk assessments on arrival	N
SLP 51.3	Enter sites and premises	N
SLP 52.1	Maintain the security of premises whilst locating sources of alarms	N
SLP 52.2	Determine causes of alarm activations	N
SLP 53.1	Confirm physical security of premises and set security systems	N
SLP 53.2	Complete keyholding visits	N
SLP 54.1	Preserve the integrity of potential evidence	N
SLP 54.2	Record and report details of potential evidence	N
SLP 55.1	Recognise potential conflict situations	Y
SLP 55.2	Respond to conflict situations	Y
SLP 56.1	Inspect sites to collect information to support keyholding activities	N
SLP 56.2	Produce keyholding site inspection reports and assignment instructions	N
SLP 57.1	Provide leadership for your team	N

It is emphasized that simulation, where permitted, should only be used when no naturally occurring evidence is available.