



## National Certificate Level-5, in Security Services (Security Manager)



## Curriculum

National Vocational & Technical Training Commission



## National Certificate Level: 5 in Security Services (Security Manager)



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### 1. Introduction

Security services or persons provided to public / private sector to protect the assets, property and personnel etc. from a variety of hazards such as waste, damaged property, unsafe worker behavior, criminal activity such as theft, etc. by enforcing preventative measures. Security guards do this by maintaining a high-visibility presence to deter illegal and inappropriate actions, looking either directly, through patrols, or indirectly, by monitoring alarm systems or video surveillance cameras for signs of crime or other hazards such as a fire, taking action to minimize damage such as warning and escorting trespassers off property, and reporting any incidents to their clients and emergency services such as the police or paramedics. Security guards and their officers are generally uniformed to represent their lawful authority to protect private property. Security guards are generally governed by legal regulations, which set out the requirements for eligibility (e.g., a criminal record check) and the permitted authorities of a security guard in a given jurisdiction. The authorities permitted to security guards vary by country and subnational jurisdiction.

Until the 1980s, the term watchman and then night-watchman was more commonly applied to this function. Both the terms were replaced with the modern security-based titles. Security guards/officers are sometimes regarded as fulfilling a private policing function.

Security services have significant role in the life of every human being, though one may not truly sense its importance in our daily routine. Thus, the importance of Security services may be determined according to its usefulness in our daily life. Therefore, industry expectations for skilled workforce are also dynamic which can only be managed through setting relevant competency standards in collaboration with the leading industries. Being familiar of this fact, National Vocational & Technical Training Commission (NAVTTTC) developed competency standards for Security services under National Vocational Qualifications Framework (NVQF). These competency standards have been developed by a Qualifications Development Committee (QDC) and validated by the Qualifications Validation Committee (QVC) having representation from the leading agencies of the country.

### 2. Purpose of the training programme

The Security Services programme is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The specific objectives of developing these qualifications are as under:



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- Improve the professional competence of the trainees
- Provide opportunities for recognition of skills attained through non-formal or informal pathways
- Improve the quality and effectiveness of training and assessment for security services industry

### 3. Overall objectives of training programme

The overall objectives of the Security Services program are producing skilled staff to:

- Patrolling
- Monitoring
- Use surveillance systems
- Respond to alarms
- Investigate problems with the desire to create a safe living environment

### 4. Competencies to be gained after completion of course

- Coordinate with Law Enforcement Agencies (LEAs)
- Manage loss and theft in retail environments
- Implement current legislation and regulation relevant to the security
- Manage arrangements regarding key/VIP holding visits
- Manage Security Plans

### 5. Possible available job opportunities available immediately and later in the future

- Security Guard



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- Security Supervisor
- Security Officers
- Security Manager
- CCTV Supervisor
- Airport Security Officer
- Cash Transit Security Guard
- VIP Protection Guard
- Educational Institution Security Guard
- Security Guard with Guard Dog

### 6. Trainee entry level

- Middle (English, Urdu and Numeracy reading and writing skills)
- Age 18 years or above

### 7. Minimum qualification of trainer

Teaching staff should be ex-army/ex-police personnel/Level 5-Security Services qualified. They should also hold or be working towards a formal teaching qualification/experience.

#### **Recommended trainer: trainee ratio**

The recommended maximum trainer: trainee ratio for this programme is 1 trainer for 25 trainees.

### 8. Medium of instruction (language of instruction)

Instruction will be Urdu and English.

### 9. Duration of the course (Total time, Theory & Practical time)



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This curriculum comprises 5 modules. The recommended delivery time is 1200 hours. Delivery of the course could therefore be full time, 5 days a week, for 12 months. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery.

The full structure of the course is as follow:

### D. Level-5 (Security Manager)

Modules	Theory	Practice	Total Contact hours	Credit hours
Module 27: Coordinate with Law Enforcement Agencies (LEAs)	70	130	200	20
Module 28: Manage loss and theft in retail environments	50	150	200	20
Module 29: Implement current legislation and regulation relevant to the security	60	190	250	25
Module 30: Manage arrangements regarding key/VIP holding visits	60	190	250	25
Module 31: Manage Security Plans	70	230	300	30
<b>Total</b>	<b>310</b>	<b>890</b>	<b>1200</b>	<b>120</b>



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10. Summary – overview of the curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p><b>Module 27:</b> Coordinate with Law Enforcement Agencies (LEAs)</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding for Coordinating with Law Enforcement Agencies (LEAs)</p>	<p><b>LU1:</b> Develop working relations and coordinate with LEAs</p> <p><b>LU2:</b> Work and coordinate with staff in other agencies</p>	70	130	200
<p><b>Module 28:</b> Manage loss and theft in retail environments</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding for Managing loss and theft in retail environments</p>	<p><b>LU1:</b> Gather and evaluate information to detect offences and suspects</p> <p><b>LU2:</b> Respond to requests to identify and surveil suspects</p>	50	150	200



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Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p><b>Module 29:</b> Implement current legislation and regulation relevant to the security</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding for Implementing current legislation and regulation relevant to the security</p>	<p><b>LU1:</b> Deal with current legislation and regulation relevant to the security</p> <p><b>LU2:</b> Implement new legislation and regulation</p> <p><b>LU3:</b> Maintain and update codes of practice and procedures</p>	60	190	250
<p><b>Module 30:</b> Manage arrangements regarding key/VIP visits</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding for Managing arrangements regarding key/VIP visits</p>	<p><b>LU1:</b> Respond to key/VIP visit requests</p> <p><b>LU2:</b> Visit sites in response to key/VIP request</p>	60	190	250
<p><b>Module 31:</b> Manage Security Plans</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding for Managing Security Plans</p>	<p><b>LU1:</b> Manage activities within area of responsibility.</p> <p><b>LU2:</b> Design system for security reports</p>	70	230	300





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11. Details of Modules

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Module 27: Coordinate with Law Enforcement Agencies (LEAs)

**Objective of the module:** The aim of this module to get knowledge, skills and understanding to coordinate with Law Enforcement Agencies (LEAs).

Duration: 200 hours

Theory: 70 hours

Practical: 130 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Develop working relations and coordinate with LEAs	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Interpret the relevant legislation, organisational policies and procedures that apply to joint working and their impact</li> <li>2. Identify concerned/relevant agencies/organisation</li> <li>3. Clarify respective roles/responsibilities and perspectives.</li> <li>4. Identify common/related/joint</li> <li>5. Tasks/responsibilities if any.</li> <li>6. Identify the information that needs to be shared, the reasons for this and how to maintain the security</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding/Interpretation the relevant legislation, organizational policies and procedures</li> <li>• Identification of relevant agencies/organizations</li> <li>• Understanding/clarification of the respective roles and responsibilities of concerned authority</li> <li>• Identification of the information that needs to be shared</li> <li>• Reasons for maintaining the security of information</li> <li>• Procedure to record the</li> </ul>	<p><b>Total:</b> 100hrs  <b>Theory:</b> 35hrs  <b>Practical:</b> 65hrs</p>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class room



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	<p>of information</p> <ol style="list-style-type: none"> <li>7. Record the arrangements for joint working that:</li> <li>8. Are appropriate to the nature and purpose of the work</li> <li>9. Are likely to be effective in achieving their aims</li> <li>10. Include factors likely to hinder joint working (such as stereotyping, discrimination)</li> <li>11. Include how joint working is to take place when different individuals become involved</li> <li>12. Coordinate with concerned/relevant agencies/organization</li> <li>13. Review and monitor the joint work.</li> </ol>	<p>arrangements for joint working regarding the following:</p> <ul style="list-style-type: none"> <li>○ Appropriate to the nature and purpose of the work likely to be effective in achieving their aims</li> <li>○ Inclusion of factors likely to hinder joint working (such as stereotyping, discrimination)</li> <li>○ Collaboration techniques for joint working</li> <li>● Coordination techniques with relevant agencies</li> <li>● Monitoring techniques as per SOPs</li> </ul>			
<p><b>LU2:</b> Work and coordinate with staff in other agencies</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to represent own organisation’s view point and policies in a clear and</li> </ol>	<ul style="list-style-type: none"> <li>● Understanding of Organisational SOPs</li> <li>● Understanding of the agreements developed for joint work</li> </ul>	<p><b>Total:</b> 100hrs <b>Theory:</b> 35hrs <b>Practical:</b> 65hrs</p>	<ul style="list-style-type: none"> <li>● Notebooks</li> <li>● Pencils</li> <li>● Erasers</li> <li>● Sharpeners</li> <li>● White board</li> </ul>	<p>Class room</p>



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	<p>constructive way</p> <ol style="list-style-type: none"> <li>2. Develop/maintain respect for respective organizational culture/norms/ traditions</li> <li>3. Demonstrate joint working in a way that is consistent with agreements made, own job role and relevant policies and standards</li> <li>4. Demonstrate how to interact with people in the other agency in ways which:</li> <li>5. Effective relationships and participation is encouraged.</li> <li>6. Respect their views, roles and responsibilities</li> <li>7. Promote equality and value diversity</li> <li>8. Acknowledge the value of joint working</li> <li>9. Maintain reliable contact/ communication</li> <li>10. Identify differences/areas/ points</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding of the job roles (JDs) of all the concerned organisations under joint venture</li> <li>• Understanding of organisations' policies for joint work</li> <li>• Demonstration of interaction techniques for the following:             <ul style="list-style-type: none"> <li>○ Effective relationships and participation is encouraged</li> <li>○ Respect of ethics, views, roles and responsibilities</li> <li>○ Promotion of equality and value diversity</li> <li>○ Acknowledge the value of joint working</li> </ul> </li> <li>• Techniques to maintain reliable contact/ communication</li> <li>• Identification and understanding of handling effectively the differences between involved people</li> <li>• Understanding of the steps/process to seek support in</li> </ul>		<ul style="list-style-type: none"> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	
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	<p>of dispute/ friction/clash and effective methods to address them with the people involved</p> <p><b>11.</b> Identify when and where to seek support when experiencing difficulty working effectively with staff in other agencies</p> <p><b>12.</b> Assist in Smooth/effective removal of all disputes /clashes and areas of tension/friction.</p> <p><b>13.</b> Reporting of disputes /clashes to higher authorities accurately/timely.</p>	<p>case of differences</p> <ul style="list-style-type: none"><li>• Techniques to resolve the disputes</li><li>• Reporting of disputes as per SOPs</li></ul>			
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### Module 28: Manage loss and theft in retail environments

**Objective of the module:** The aim of this module to get knowledge, skills and understanding to manage loss and theft in retail environments

**Duration: 200 hours**

**Theory: 50 hours**

**Practical: 150 hours**

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Gather and evaluate information to detect offences and suspects	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Collate and evaluate details related to the organisation's loss and potential offences</li> <li>2. Communicate with store management and loss prevention department to understand the levels of losses and risk in the store</li> <li>3. Agree appropriate action with store management and loss prevention department to lower the levels of loss and risk in the store</li> <li>4. Investigate the pattern of theft or loss to select the suitable action</li> </ol>	<ul style="list-style-type: none"> <li>• Identification of reasons of loss</li> <li>• Evaluation of the details received regarding loss</li> <li>• Communication process with management and loss prevention department to identify the risk and losses</li> <li>• Initiation of appropriate action to minimize the loss and level of risk in the store</li> <li>• Investigation techniques to select suitable action</li> <li>• Importance of proper investigation</li> <li>• Detail report regarding loss and theft</li> </ul>	<b>Total:</b> 100hrs <b>Theory:</b> 25hrs <b>Practical:</b> 75hrs	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class room



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	5. Report details of loss, theft and subsequent actions taken, fully and accurately, to the relevant person				
<b>LU2:</b> Respond to requests to identify and surveil suspects	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Record information from relevant authorities clearly and accurately maintaining own responsibility to take the appropriate action</li> <li>2. Identify suspects correctly</li> <li>3. Demonstrate the surveillance techniques that should be used to identify loss or theft</li> <li>4. Take action to deal with suspects that is in line with the organisation's policies and procedures</li> <li>5. Report details of suspects and action to be taken clearly to the</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of recording information</li> <li>• Methods of recording relevant and accurate information to take actions</li> <li>• Steps for the identification of suspects</li> <li>• Knowledge about surveillance techniques</li> <li>• Surveillance methods for the identification of loss and theft</li> <li>• Understanding of procedure line to deal with suspects as per SOPs</li> <li>• Preparation of detail report regarding actions taken to apprehend suspect as per (SOPs)</li> <li>• Importance of reporting in case of suspect apprehension</li> <li>• Understanding of covert security and its role</li> </ul>	<p><b>Total:</b> 100hrs  <b>Theory:</b> 25hrs  <b>Practical:</b> 75hrs</p>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Walkthrough gate</li> <li>• Metal detector</li> </ul>	Class room



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	<p>relevant person as per SOP</p> <p><b>6.</b> Maintain the covert nature of the security role while responding to the identification of suspects</p> <p><b>7.</b> Communicate effectively with associates to give details of suspects and action to take, in line with the organisation's policies and procedure</p> <p><b>8.</b> Keep the information secret while identifying the suspect.</p> <p><b>9.</b> Assist law enforcement agencies to identify the suspect by drawing their sketches</p>	<ul style="list-style-type: none"><li>• Techniques of covert nature of security while responding to identification of suspects</li><li>• Communication methods while explaining the details of apprehending the suspects and actions taken</li><li>• Importance of keeping information secret</li><li>• Understanding of the responsibilities about assistance to LEAs.</li><li>• Methods of assisting to LEAs for drawing sketches of suspect</li></ul>			
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### Module 29: Implement current legislation and regulation relevant to the security

**Objective of the module:** The aim of this module to get knowledge, skills and understanding to implement current legislation and regulation relevant to the security

**Duration: 250 hours**

**Theory: 60 hours**

**Practical: 190 hours**

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Deal with current legislation and regulation relevant to the security	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify and access appropriate sources of relevant information</li> <li>2. Identify the areas of own security activities that are affected by current law</li> <li>3. Identify key points related to security operations</li> <li>4. Ensure points are followed as per legislation and regulation relevant to the security</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding of laws, legislation and regulations</li> <li>• Understanding of relevant SOPs               <ul style="list-style-type: none"> <li>○ Authority Policy</li> <li>○ Job Descriptions</li> </ul> </li> <li>• Identification of areas of own security which are affected by the applicable law</li> <li>• Identification of the key points related to security Operations</li> <li>• Understanding of procedures and Importance for observing the security points as per legislation</li> </ul>	<b>Total: 80hrs</b> <b>Theory: 20hrs</b> <b>Practical: 60hrs</b>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class room
<b>LU2:</b> Implement new legislation and regulation	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify any addition in legislation and regulation.</li> <li>2. Make check list to ensure</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding the new legislation and regulations</li> <li>• Identification of the required addition in legislation and</li> </ul>	<b>Total: 90hrs</b> <b>Theory: 20hrs</b> <b>Practical: 70hrs</b>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul>	Class room





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	<p>implementation.</p> <ol style="list-style-type: none"> <li>3. Implement new legislation within agreed timescales</li> <li>4. Provide details of implementation of legislation in a language and format that aids understanding</li> <li>5. Record accurate and full details of the impact on the organization of applying new legislation</li> <li>6. Maintain the security and confidentiality of security arrangements</li> <li>7. Ensure legislation and regulation implemented and followed after due date.</li> <li>8. Apprise senior management about implementation of new legislation</li> </ol>	<p>regulations</p> <ul style="list-style-type: none"> <li>• Preparation of check list required for an effective implementation</li> <li>• Time scale for implementation</li> <li>• Identification of recording techniques</li> <li>• Understanding the effects on its implementations</li> <li>• Types of security arrangements</li> <li>• Maintaining the security arrangements</li> <li>• Updating process of legislation and regulation after due date</li> <li>• Implementation of the updated legislation and regulations</li> <li>• Reporting process to senior management regarding implementation of new legislation</li> </ul>		<ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	
<p><b>LU3:</b> Maintain and update codes of practice and procedures</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Arrange regular scheduled reviews of security procedures with staff and all relevant</li> </ol>	<ul style="list-style-type: none"> <li>• Reviews of security procedures</li> <li>• Sharing of security procedures</li> </ul>	<p><b>Total:</b> 80hrs  <b>Theory:</b> 20hrs  <b>Practical:</b> 60hrs</p>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul>	<p align="center">Class room</p>



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	<p>stakeholders</p> <p><b>2.</b> Establish and promote a culture of continuous improvement with staff and stakeholders</p> <p><b>3.</b> Implement processes to ensure prompt notification of relevant legislative or internal changes to all relevant stakeholders</p> <p><b>4.</b> Propose changes in codes of practice or procedures and communicate them to required stakeholders for feedback</p>	<p>with the relevant stake holders</p> <ul style="list-style-type: none"><li>• Development of security culture</li><li>• Understanding of code of practice</li><li>• Feedback techniques</li><li>• Report writing techniques</li></ul>		<ul style="list-style-type: none"><li>• White board</li><li>• Multimedia</li><li>• Internet</li><li>• Computer system</li></ul>	
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### Module 30: Manage arrangements regarding key/VIP visits

#### Objective of the module:

The aim of this module to get knowledge, skills and understanding to Manage arrangements regarding key/VIP visits

**Duration: 250 hours**

**Theory: 60 hours**

**Practical: 190 hours**

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Respond to key/VIP visit requests	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Collate and confirm information about visit requests</li> <li>2. Take responsibility for the site of key/VIP visits</li> <li>3. Arrange visits of key/VIP according to the request</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of VIP</li> <li>• Data collection techniques</li> <li>• Schedule guides at site for VIP visit</li> <li>• Understanding of security codes</li> <li>• Recording techniques</li> </ul>	<p><b>Total:</b> 140hrs  <b>Theory:</b> 30hrs  <b>Practical:</b> 110hrs</p>	<p>Notebooks</p> <ul style="list-style-type: none"> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class room
<b>LU2:</b> Visit sites in response to key/VIP request	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Travels between sites safely and efficiently</li> <li>2. Carry out visual risk assessments on arrival</li> <li>3. Enter sites and premises</li> </ol>	<ul style="list-style-type: none"> <li>• Preparation of security Plans for site visit</li> <li>• Identification of vulnerable areas regarding security risk</li> <li>• Visual Risk Assessment methods</li> <li>• Understanding of site Map</li> <li>• Selection of Specific areas</li> </ul>	<p><b>Total:</b> 110hrs  <b>Theory:</b> 30hrs  <b>Practical:</b> 80hrs</p>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class room



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### Module 31: Manage Security Plans

The aim of this module to get knowledge, skills and understanding to Manage Security Plans

**Duration: 300 hours**

**Theory: 70 hours**

**Practical: 230 hours**

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Manage activities within area of responsibility	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Develop Security plan for the access of visitors, clients, employees, vehicles and telephone calls</li> <li>2. Plan to Conduct roving inspection and patrolling</li> <li>3. Assess unpleasant incidents and observations</li> <li>4. Manage emergency equipment</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding of security activities</li> <li>• Security Plan Guides</li> <li>• Security plans for different visitor categories</li> <li>• Importance of Security plans for Vehicles and telephone calls</li> <li>• Roving Inspection techniques</li> <li>• Procedures for Patrolling</li> <li>• Planning techniques</li> <li>• Assessment techniques for different incidents</li> <li>• Understanding of Emergency situation</li> <li>• Types and uses of emergency equipment               <ul style="list-style-type: none"> <li>○ Fire Fighting Equipment</li> <li>○ Fire Alarms</li> <li>○ Smoke detectors etc.</li> </ul> </li> </ul>	<b>Total:</b> 110hrs <b>Theory:</b> 30hrs <b>Practical:</b> 80hrs	Notebooks <ul style="list-style-type: none"> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class room
<b>LU2:</b> Design system for	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Plan emergency drill</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding of emergency drill</li> </ul>	<b>Total:</b> 120hrs <b>Theory:</b> 40hrs <b>Practical:</b> 160hrs	Notebooks <ul style="list-style-type: none"> <li>• Pencils</li> </ul>	Class room



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security reports	<ol style="list-style-type: none"><li>2. Design security reports</li><li>3. Train the persons how to write security reports.</li><li>4. Design SOP for the Submission of reports to proper authorities</li></ol>	<ul style="list-style-type: none"><li>• Types of security reports</li><li>• Layout of security report</li><li>• Writing techniques of Security Report</li><li>• Techniques for designing SOPs</li><li>• Report submission process</li></ul>		<ul style="list-style-type: none"><li>• Erasers</li><li>• Sharpeners</li><li>• White board</li><li>• Multimedia</li><li>• Internet</li><li>• Computer system</li></ul>	
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## 12. General assessment guidance for “Security Manager”

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce the final qualification result.

**Sessional assessment** is going on all the time. Its purpose is to provide feedback on what students are learning:

- To the student: to identify achievement and areas for further work
- To the teacher: to evaluate the effectiveness of teaching to date, and to focus future plans.

Assessors need to devise sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy

**Final assessment** is the assessment, usually on completion of a course or module, which says whether or not the student has "passed". It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the student who gets the credit is the person who did the work – assume considerable importance in final assessment.

### Methods of assessment

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the student's performance.

Examples for direct assessment of Security Services:

- Work performances, for example maintaining security of property and premises to include: monitoring property and premises using security and protective systems as well as response to breaches in security.
- Work Performances, for example Manage security plans to include: managing activities within the area of responsibility and designing systems for security reports.



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- Demonstrations, for example Execution of security plan.
- Direct questioning, where the assessor would ask the student why he is preparing for a particular application.
- Paper-based tests, such as short answer questions on health and safety, communication skills etc.

Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of Security Services include:

- Work products, such as different procedures of First Aids etc.
- Workplace documents, such as a report on health and safety etc.

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

### Principles of assessment

All assessments should be valid, reliable, fair and flexible:

Fairness means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one student gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

Validity means that a valid assessment assesses what it claims to assess For example, if Monitor areas Through CCTV systems needs to be analysed and certificated, the assessment should be involved according to performance criteria that are directly related to that particular monitoring task.

Reliability means that the assessment is consistent and reproducible. The results for the particular application should be the same.

Flexibility means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the students' needs.



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### Assessment strategy for “Security Manager”

This curriculum consists of 5 modules:

Module 27: Coordinate with Law enforcement agencies (LEAs)

Module 28: Manage loss and theft in retail environments

Module 29: Implement current legislation and regulation relevant to the security

Module 30: Manage arrangements regarding key/VIP holding visits

Module 31: Manage Security Plans

### Sessional assessment

The Sessional assessment for all modules shall be in two parts: theoretical assessment and practical assessment. The Sessional marks shall contribute to the final qualification.

Theoretical assessment for all learning modules must consist of a written paper lasting at least half-hour per module. This can be short answer questions.

For practical assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under Planning for assessment.

### Final assessment

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification.

The final theoretical assessment shall consist of short-answer questions. This part shall cover the technical, functional and generic modules:

#### For Level -5

- Module 27: Coordinate with Law Enforcement Agencies (LEAs)
- Module 28: Manage loss and theft in retail environments





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- Module 29: Implement current legislation and regulation relevant to the security
- Module30: Manage arrangements regarding key/VIP holding visits
- Module 31: Manage Security Plans

For the final practical assessment each student shall be assessed over a period of one day, with Four hours sessions for each student. During this period, each student must be assessed on his/her ability to the following parameters of security services;

- Area of responsibility
- Tasks
- Guards
- Resources and duties



### 13. List of tools and equipment

Sr #	Description	Quantity
1.	Computer with software –Word, Excel, Power point	25
2.	Printer	1
3.	Multimedia	1
4.	Power supply	5
5.	White board	1
6.	Walkthrough gate	1
7.	Metal detector	1
8.	CCTV equipment (DVR, Monitor, Cameras, Wire)	5
9.	X-Ray machine	1
10.	Vehicle searching mirror	5
11.	Radio communication equipment with accessories (Antennas, batteries and cables, etc.): <ul style="list-style-type: none"><li>• Walkie Talkie</li></ul>	5
	<ul style="list-style-type: none"><li>• Wireless set</li></ul>	5
12.	First Aid Box	5
13.	Pistol with ammunition	5
14.	Rifle with ammunition	5
15.	Short Gun	5

### 14. List of consumable supplies

1. Note books
2. Inventory registers
3. Pen
4. Pencils
5. Sharpeners
6. Erasers



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7. White board markers (Different colors)
8. A4 papers
9. Internet
10. Ammunition