****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SECURITY GUARDING**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email: info@tvetcdacc@. ke.co**

# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Security sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Security Sector Skills Advisory Committee (SSAC) and Ministry of livestock have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Secretariat, Technical Committee, Security SSAC, expert workers and all those who participated in the development of this curriculum.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.**

**CHAIRMAN, TVET CDACC**

# ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Security SSAC in ensuring that competencies required by the industry are addressed in this curriculum. I also thank all stakeholders in the Hospitality sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that human resource in the Security sector acquires competencies that will enable them to perform their work more efficiently.

**DR. LAWRENCE GUANTAI M’ITONGA, PhD**

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ACRONYMS

SEC Security

SG Security Guard

BC Basic Competency

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment and Certification Council

CR Core Competency

ICT Information Communication Technology

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

NOS National Occupation Standard

OS Occupational Standard

OSHA Occupation Safety and Health Act

OSH Occupation Safety and Health

RPL Recognition of Prior Learning

SEC Security

GSO Security Guarding

SSAC Sector Skills Advisory Committee

SOP Standard Operating Procedure

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

SEC/CU/SG/BC/01/4/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

**Description of the course**

The General Security Operations Certificate Level 4 Qualification comprises of knowledge, skills and attitude that a Security officer requires to provide security services, providing aasset protection, information security, overseeing guard kitting and turnout and providing access control.

The Units of Competency comprising General Security Operations Level 4 Qualification includes the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| SEC/CU/SG/BC/01/4/A | Communication skills | 20 | 2 |
| SEC/CU/SG/BC/02/4/A | Numeracy skills | 25 | 2.5 |
| SEC/CU/SG/BC/03/4/A | Digital literacy | 35 | 3.5 |
| SEC/CU/SG/BC/04/4/A | Entrepreneurial skills | 60 | 6 |
| SEC/CU/SG/BC/05/4/A | Employability skills | 30 | 3 |
| SEC/CU/SG/BC/06/4/A | Environmental literacy | 20 | 2 |
| SEC/CU/SG/BC/07/4/A | Occupational safety and health practices | 20 | 2 |
| TOTAL | | **210** | **21** |

**Core** **Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| SEC/CU/SG/CR/01/4/A | Physical security | 60 | 6 |
| SEC/CU/SG/CR/02/4/A | Asset protection | 40 | 4 |
| SEC/CU/SG/CR/03/4/A | Information security | 60 | 6 |
| SEC/CU/SG/CR/04/4/A | Guard kitting and turnout | 50 | 5 |
| SEC/CU/SG/CR/05/4/A | Access control | 60 | 6 |
|  | Industrial attachment | 300 | 30 |
| **Total** | | **570** | **57** |
| **Grand Total** | | **780** | **78** |

The total duration of the course is 780 hours including 300 hours of industrial attachment.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Secondary Education (KCSE)

**Or**

1. Security Guarding certificate Level 3

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a national Certificate of Competency on demonstration of competence in a unit of competency. To be awarded national Security Guarding Level 4, an individual must demonstrate competence in all the units of competency.

**BASIC UNITS OF LEARNING**

# COMMUNICATION SKILLS

**UNIT CODE:** SEC/CU/SG/BC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Types of questions * Organizational policies * Workplace etiquette * Ethical work practices in handling communication | * Interview * Third party reports |
| 1. Complete relevant work-related documents | * Types and purposes of workplace documents and forms * Methods used in filling forms and documents * Recording workplace data * Process of distributing workplace forms and documents * Report writing * Types of workplace reports | * Interview * Third party reports |
| 1. Communicate information about workplace processes | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication | * Interview * Portfolio |
| 1. Lead workplace discussion | * Methods of discussion e.g.   + Coordination meetings   + Toolbox discussion   + Peer-to-peer discussion * Solicitation of response | * Interview * Third party reports |
| 1. Identify and communicate issues arising in the workplace | * Identification of problems and issues * Organizing information on problems and issues * Relating problems and issues * Communication barriers affecting workplace discussions | * Interview * Portfolio |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

# NUMERACY SKILLS

**UNIT CODE:** SEC/CU/SG/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work | * Whole numbers * Simple fractions * Decimals * Percentages * Sizes * Problem solving methods * Calculations using the 4 operations * Recording and communicating numerical information | * Written * Practice assignments |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information * Units of measurement * Estimate familiar and simple amounts * Selection of appropriate measuring equipment * Calculate using familiar units of measurement * Check measurements and results against estimates * Using informal and some formal mathematical and general language * Record or report results | * Written * Practice assignments |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams * Locate items and places in familiar maps, plans and diagrams * Recognize common symbols and keys in familiar maps, plans and diagrams * Direction and location of objects, or route or places * Use of informal and some formal oral mathematical language and symbols | * Practical test * Written |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes * Classification of common 2D shapes and designs * Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes * Construction of common 2D shapes * Match common 3D shapes to their 2D sketches or nets | * Written * Practical test |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs * Determination of data to be collected * Selection of data collection method * Collection of data * Determination of variables from the data collected * Order and collate data * Construct a table and enter data * Construct a graph using data from table * Check results * Report or discuss graph information related to work using informal and some formal mathematical and general language | * Written * Practical test |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling * i.e. title, headings, rows and columns * Interpreting information and data in simple tables * Relaying information of relevant workplace tasks on/in a table * Identify familiar graphs and charts in familiar texts and contexts * Locate title, labels, axes, scale and key from familiar graphs and charts * Identify and interpret information and data in familiar graphs and charts * Relate information to relevant workplace tasks | * Written * Practical test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** SEC/CU/SG/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Meaning of a computer * Functions of a computer * Components of a computer * Classification of computers | * Written tests * Oral * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes | * Written tests * Oral presentation * Observation * Projects |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** SEC/CU/SG/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business | * Starting a small business * Legal regulatory requirements in starting a small business * SWOT/ PESTEL analysis * Conducting market/industry survey * Generation and evaluation of business ideas * Matching competencies with business opportunities * Forms of business ownership * Location of a small business * Legal and regulatory requirement * Resources required to start a small business * Common terminologies in entrepreneurship * Entrepreneurship in national development * Self-employment * Formal and informal employment * Entrepreneurial culture * Myths associated with entrepreneurship * Types, characteristics, qualities & role of entrepreneurs * History, development and importance of entrepreneurship * Theories of entrepreneurship * Quality assurance for small businesses * Policies and procedures on occupational safety and health and environmental concerns | * Individual/group assignments * projects * Written * Oral |
| 1. Establish small scale business customer base | * Good staff/workers and customer relations * Marketing strategy * Identifying and maintain new customers and markets * Product/ service promotions * Products / services diversification * SWOT / PESTEL analysis * Conducting a business survey * Generating Business ideas * Business opportunities | * Individual/group assignments * projects * Written * Oral |
| 1. Manage small scale business | * Organization of a small business * Small business’ business plan * Marketing for small businesses * Managing finances for small business * Production/ operation process for goods/services * Small business records management * Book keeping and auditing for small businesses * Business support services * Small business resources mobilization and utilization * Basic business social responsibility * Management of small business * Word processing concepts in small business management * Computer application software * Monitoring and controlling business operations | * Oral * Individual/group assignments * projects * Written |
| 1. Grow/expand small scale business | * Methods of growing small business * Resources for growing small business * Small business growth plan * Computer software in business development * ICT and business growth | * Individual/group assignments * projects * Written |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** SEC/CU/SG/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE:** SEC/CU/SG/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Purposes and content of Solid Waste Act * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written tests * Oral questions * Observation of work procedures |
| 1. Control environmental Pollution | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written tests * Oral questions * Observation of work procedures * Role play |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written tests * Oral questions * Observation of work procedures |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written tests * Oral questions * Observation of work procedures |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** SEC/CU/SG/BC/07/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment**  **Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention | * Arrangement of work area and items in accordance with Company housekeeping procedures * Adherence to work standards and procedures * Application of preventive and control measures, including use of safety gears/PPE * Study and apply standards and procedures for incidents and emergencies. | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Participate in arrangements for workplace safety and health maintenance | * Participating in orientations on OSH requirements/regulations of tasks * Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner * Practice workplace procedures for reporting hazards, incidents, injuries and sickness * OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel * Identification of needed OSH-related trainings are proposed to appropriate personnel | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

**CORE UNITS OF LEARNING**

# PHYSICAL SECURITY

**UNIT CODE:** SEC/CU/SG/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide physical security

**Duration of Unit:** 60 hours

**Unit Description**

This unit covers the competencies required to provide physical security services. It involves, screening people, luggage and vehicles, monitoring operation of security installations, protecting organizations vital installations, providing surveillance services, deploying security guards and conducting security inspection and patrolling.

**Summary of Learning Outcomes**

1. Screen people, luggage and vehicles
2. Monitor operation of security installations
3. Protect organizations vital installations
4. Provide surveillance services
5. Deploy security guards
6. Conduct security inspection and patrolling

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Screen people, luggage and vehicles | * Introduction to physical security * Principles of security management * Security standard operating procedures * Screening of persons, vehicles and luggage * Methods and techniques of screening * Tools and equipment used in screening * Management of security incidents * Legal aspects of private security | * Written tests * Observation * Oral questioning * Third party report |
| 1. Monitor operation of security installations | * Meaning of terms * Types of security installations * Management of security installations  InspectionThreat assessment | * Written tests * Observation * Oral questions * Third party report |
| 1. Protect organizations vital installations | * Meaning of terms * Importance of vital installations * Types of vital installations * Possible attacks to vital installations * Impact of protecting vital installations | * Written tests * Observation * Oral questioning * Third party report |
| 1. Provide surveillance services | * Meaning of terms * Types of surveillance * Surveillance equipment * Importance of surveillance | * Written tests * Observation * Oral questioning * Third party report |
| 1. Deploy security guards | * Introduction to security deployment * Methods of guard deployment * Deployment registers * Deployment briefing and debriefing * Impact of under deployment | * Written tests * Observation * Oral questioning * Third party report |
| 1. Conduct security inspection and patrolling | * Meaning of terms * Purposes of patrolling/inspection * Types of patrol * Methods of inspection * Roles of a security guard | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Delivery:**

* Direct instruction
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee

**List of Recommended Resources:**

|  |
| --- |
| * Computers * Vehicle movement register book * Incident occurrence book * Pens * Classroom and classroom resources * Telephone * Mail delivery book * Files * Tourches * Key safe * Keys movement register * Walky talkie, metal detector * Intercom technology * Visitors register book * Lost and found register book * Staff movement book * CCTV |

# ASSET PROTECTION

**UNIT CODE:** SEC/CU/SG/CR/02/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide asset protection

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to provide asset protection. It involves monitoring persons and vehicle movement, inspecting baggage and vehicles, protecting organizations assets, and demonstrating customer care.

**Summary of Learning Outcomes**

1. Monitor persons and vehicle movement
2. Inspect baggage and vehicles
3. Protect organizations assets
4. Demonstrate customer care

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Monitor persons and vehicle movement | * Introduction to asset protection * Vehicle identification documents * People identification documents * Methods of monitoring people and vehicle * Management of security incidents | * Written tests * Observation * Oral questioning * Third party report |
| 1. Inspect baggage and vehicles | * Baggage search methods and procedures * Hazardous materials * Handling unauthorized items * Goods identification and verification procedure | * Written tests * Observation * Oral questions * Third party report |
| 1. Protect organization`s assets | * Meaning of terms * Types of assets * Importance of asset protection * Methods of asset protection | * Written tests * Observation * Oral questioning * Third party report |
| 1. Demonstrate customer care | * Meaning of terms * Types of customers * Importance of customer care * Good customer service practice * Etiquette and grooming * Handling difficult/ special needs clients * Ways of improving customer service delivery | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Delivery:**

* Direct instruction
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee

**List of Recommended Resources:**

|  |
| --- |
| * Computers * Vehicle movement register book * Incident occurrence book * Pens * Classroom and classroom resources * Telephone * Mail delivery book * Files * Tourches * Key safe * Keys movement register * Walky talkie, metal detector * Intercom technology * Visitors register book * Lost and found register book * Staff movement book * CCTV |

# INFORMATION SECURITY

**UNIT CODE:** SEC/CU/SG/CR/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide information security services

**Duration of Unit:** 60 hours

**Unit Description**

This unit covers the competencies required to provide information security. It involves collecting organizations’ intelligence, communicating security information and handling organizations’ mails.

**Summary of Learning Outcomes**

1. Collect organization intelligence
2. Communicate security information
3. Handle organizations mails
4. Generate security report

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Collect organization intelligence | * Introduction to information security * Information gathering skills * Methods of Intelligence gathering * Intelligence analysis * Intelligence briefing and debriefing * Ethical and moral issues in intelligence gathering | * Written tests * Observation * Oral questioning * Third party report |
| 1. Communicate security information | * Security communication methods * Security information documentation * Emergency response procedures * Security communication language * Dissemination of information * Security of information | * Written tests * Observation * Oral questions * Third party report |
| 1. Handle organizations mails | * Meaning of terms * Procedure for handling incoming mails * Procedure for handling outgoing mails * Confidentiality in mail handling | * Written tests * Observation * Oral questioning * Third party report |
| 1. Generate security report | * Note taking * Importance of note taking * Basic elements of reports * Types of reports * Report writing skills | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Delivery:**

* Direct instruction
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee

**List of Recommended Resources:**

|  |
| --- |
| * Computers * Vehicle movement register book * Incident occurrence book * Pens * Classroom and classroom resources * Telephone * Mail delivery book * Files * Tourches * Key safe * Keys movement register * Walky talkie, metal detector * Intercom technology * Visitors register book * Lost and found register book * Staff movement book * CCTV |

# GUARD KITTING AND TURNOUT

**UNIT CODE:** SEC/CU/SG/CR/04/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: oversee guard kitting and turnout

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers the competencies required to oversee guard kitting and turnout. It involves inspecting guard kitting, monitoring guard personal hygiene and conducting foot drills.

**Summary of Learning Outcomes**

1. Inspect guard kitting`
2. Monitor guard personal hygiene
3. Conduct foot drills

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Inspect guard kitting | * Introduction to kitting and turnout * Benefits of kitting and turnout * Kitting and turnout standards * Impacts of poor kitting and turnout | * Written tests * Observation * Oral questioning * Third party report |
| 1. Monitor guard personal hygiene | * Elements of personal hygiene * Personal hygiene standards * Importance of personal hygiene * Security etiquette and good grooming | * Written tests * Observation * Oral questions * Third party report |
| 1. Conduct foot drills | * Importance of foot drills * Formation of squads * Sizing * Words of command * Basic movements in foot drills * Saluting to the flanks | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Delivery:**

* Direct instruction
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee

**List of Recommended Resources:**

|  |
| --- |
| * Computers * Vehicle movement register book * Incident occurrence book * Pens * Classroom and classroom resources * Telephone * Mail delivery book * Files * Tourches * Key safe * Keys movement register * Walky talkie, metal detector * Intercom technology * Visitors register book * Lost and found register book * Staff movement book * CCTV |

# ACCESS CONTROL

**UNIT CODE:** SEC/CU/SG/CR/05/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency required to provide access to control

**Duration of Unit:** 60 Hours

**Unit Description**

This unit covers the competencies required to control access to premises. It involves controlling movement of people, movement of vehicles, Inspecting access control equipment and handling mail and couriers.

**Summary of Learning Outcomes**

1. Control movement of people
2. Control movement of vehicles
3. Inspect access control equipment
4. Handle mail and couriers

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control movement of people | * Access control protocols, guidelines and procedures * Access control tools and equipment * Types of access control * Access control areas * Levels of access control * Minimum, medium and maximum * Person identification and authorisation procedures * Access control registers   + Visitor register   + Baggage control   + Personnel register * Access control challenges   + Crowd control   + Suspicious packages | * Oral * Observation * Written * Practical skills |
| 1. Control movement of vehicles | * Identification procedures * Vehicle * occupants * Materials * Authorization of Vehicle, occupants and Materials * Vehicle control   + Traffic movement   + Traffic control * Security incidents management   + Intrusion   + Violence   + Crimes   + Trespass * Goods and materials movement:   + Security clearance   + Materials movement register | * Oral * Observation * Written * Practical skills |
| 1. Inspect access control equipment | * Types of access control   + Mechanical   + Electrical   + Biometric * Access control equipment and their uses   + Keys   + Touch pads   + ID card tags   + Proximity tags   + Metal detectors   + X ray viewing equipment   + Cargo screening   + Explosive detector   + CCTV surveillance   + Biometric management   + Intruder detection system   + Identification cards   + Traffic movement and control   + Fencing technology   + Cargo screening equipment | * Oral * Observation * Written * Practical skills |
| 1. Handle mail and couriers | * Handling suspicious packages * Secure letters and packages * Material movement registration | * Oral * Observation * Written * Practical skills |

**Suggested Delivery Methods**

* Trainer led faciliation of theory
* Discussion
* Case study
* Assesement tools/inventories

**List of Recommended Resources:**

|  |
| --- |
| * Computers * Vehicle movement register book * Incident occurrence book * Pens * Classroom and classroom resources * Telephone * Mail delivery book * Files * Tourches * Key safe * Keys movement register * Walky talkie, metal detector * Intercom technology * Visitors register book * Lost and found register book * Staff movement book * CCTV |