An Introduction to Modules and Courses

Healthcare Security Officers
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NUOLOGY

NAHS
National Association for Healthcare Security

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INTRODUCTION

Nuology are pleased to offer modules and packages of learning, specifically designed for healthcare security officers by subject matter experts who have experience of working in the field aswell as credibility as teachers and trainers.

From bitesize to life-sized, Nuology learning is designed not just to support you and your people on their professional journey, but make the process fun, accessible and transformative.

The learning philosophy is based on application of knowledge within the healthcare security setting to enable learning in the context of the security officer role.

We have developed a number of core modules and courses that can be adapted to provide a bespoke offer that is contextualised within the organisation's policies and procedures.

DELIVERY MODES

The modules have been designed so that they can be delivered in person, as an e-learning package or as a blended learning programme that combines e-learning and in person workshops to apply the learning in context.

Note: e-learning modules and courses can be enhanced through in person delivery to apply the learning in context.

ACCREDITATION

The modules and courses have been accredited by Highfield Qualifications, one of the top 5 awarding bodies in the UK. Learning outcomes are mapped against Ofqual level descriptors.

Learners who complete Nuology training will receive Highfield certification to demonstrate that they have achieved the learning at the appropriate level.

MODULES AND COURSES

Level 1.

Modules and courses at this level are designed to deliver basic knowledge and understanding of key areas of learning required for the learner to undertake their duties as a security officer. These are applicable to new entrants to the profession or officers who are new to formal learning who work under direct supervision and have limited degrees of judgement and discretionary decision making.

Level 2.

Modules and courses at this level are designed for learners who have some experience in the workplace and focus on the understanding of concepts, so that the learner is able to apply knowledge in a number of contexts. Although they will still work under supervision, they will have a degree of autonomy in carrying out their work tasks and the level of learning will help them to make sense of the knowledge in their work environment.

Level 3.

Modules and courses at this level are designed for learners with experience in the workplace who are required to work independently. Learning at this level requires the learner to apply knowledge and skills in a range of settings and complex situations, analysing the information to help them to make judgements and decisions from a range of possibilities to direct their own work and/or that of others.

MODULES AT A GLANCE

+ denotes a module that can be delivered as a stand-alone module

Level 1. Introduction to Security Operations

(Blended learning)

+Operational overview of security services

+Customer service and conflict management

Introduction to diversity and equality

+Introduction to Security Operations

+Introduction to Law and Legislation

+Introduction to Formal Writing

+Full or half-day in-person workshop

Level 2. Safety and Security Operations

(Blended learning package)

+Intelligence led patrolling In person

+Scene preservation e-learning

+Initial investigation In person

+Introduction to Safeguarding e-learning

+Understanding mental health and wellbeinge-learning

Level 2. Mental Health First Responder

Understanding mental health and wellbeing (e-learning module as part of the Level 2 course or stand-alone) + Helping people with mental health difficulties (1 day in person workshop)

Level 3. An Introduction to Leadership and Decision Making

Introducing learners to fundamental leadership and management concepts that they can interpret and apply within their own work contexts.

LEVEL 1

INTRODUCTION TO SECURITY OPERATIONS

Operational overview

The aim of this module is to provide individuals new to Security Services with an understanding of the context of security services and the basic functions required for the role.

Learning Outcomes
Upon completion of the module, learners will be able to:

1. Describe basic security service operations that are fundamental to the role of the security officer.
2. Describe general security functions relevant to the role.
3. Demonstrate a basic level of digital skills to actively engage with e-learning.

Indicative Content

- Context of contemporary security services
- The security officer role in the evolution of services
- What security officers do and wear
- Introduction to patrolling
- Formal writing
- Radio use
- Data Protection

Assessment:
At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation.

CUSTOMER SERVICE AND CONFLICT MANAGEMENT

Aim

The aim of this module is to provide individuals new to Security Services with a basic understanding of the skills to manage conflictual situations.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Describe the factors that contribute to good customer service.
2. Identify the important factors for communicating effectively.
3. Explain the importance of positive body language when communicating with others.
4. Describe the behavioural signals that indicate aggression and conflict.
5. Explain the security officer role if they experience or witness workplace violence.

Indicative Content

- Introduction to Customer Service
- Effective Communication
- Non-verbal Language
- Open Palms
- Resolving Conflict
- Patterns of Behaviour
- Workplace Violence

Assessment:

At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation.

INTRODUCTION TO DIVERSITY AND EQUALITY

Aim

The aim of this module is to provide learners with an understanding of the key concepts of equality, diversity and inclusion and to apply this knowledge in the context of their role.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Outline key messages of the Equality Act 2010.
2. Define discrimination and how it applies to the role of the security officer.
3. Describe the personal characteristics that are identified in the Equality Act.
4. Explain the concepts of equality, diversity and inclusion and identify how these apply in the context of the security officer role.
5. Explain the meaning of unconscious bias and reflect on the relevance for professional performance.

Indicative Content

- Definitions and reaching one's full potential
- What is discrimination
- Discrimination and the law
- Unconscious bias
- Protected characteristics

Assessment:

At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation.

INTRODUCTION TO LAW AND LEGISLATION

Aim

The aim of this module is to provide individuals new to Security Services with a basic understanding of the key elements of UK law and legislation as they apply to the role of the security officer.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Differentiate between civil and criminal law.
2. Explain the nature of indictable offences.
3. Explain the powers of arrest, detention and use of force that are relevant to the security officer.
4. Outline key duties of the security officer under the Data Protection Act, 2018.

Indicative content

- Law legislation and you
- Hands off
- Civil and criminal law
- Indictable offences
- Making an arrest
- Use of force
- Actions after making an arrest
- Restraining and detaining

Assessment:

At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation.

SECURITY OPERATIONS

Aim

The aim of this module is to provide learners with a basic understanding of key issues that they may have to deal with in their role.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Explain the key steps that they would take if they discovered a crime scene in their workplace.
2. Explain what to do if they receive a bomb threat in the workplace.
3. Identify the signs that people under the influence of alcohol and drugs may exhibit.
4. Describe the processes that you would undertake if dealing with some one under the influence of alcohol or drugs.

Indicative Content

- Managing a crime scene as a first responder
- Bomb threats (digital media and written medium)
- Signs of alcohol and/or drug intoxication
- Spotting the warning signs of escalation in people's behaviour

Assessment:

At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation.

INTRODUCTION TO FORMAL WRITING

Aim

The aim of this module is to provide individuals new to Security Services with a basic introduction to formal writing.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Explain the concept of formal writing.
2. Describe the principles for completing a pocket note book.
3. Demonstrate an understanding of how to complete accurate and comprehensive formal reports and statements.

Indicative content

- Pocket notebooks and keeping accurate information
- Writing statements
- NO ELBOWS mnemonic
- Protocols for writing formal statements
- Writing formal reports
- Basic factual writing techniques

Assessment:

At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation.

IN-PERSON WORKSHOP

Aim

The aim of this workshop is to build on the e-learning Introduction to Security Services and to contextualise the security fundamentals within the healthcare security sector.

LEARNING OUTCOMES

Upon completion of the workshop, learners will be able to:

- Describe ways to communicate with a variety of people who they may encounter in the healthcare environment
- Identify barriers to effective communication
- Outline relevant sectors of the Mental Health Act to the security officer role in healthcare
- Describe the fundamental principles of the Mental Capacity Act and Deprivation of Liberty Standards as they apply to the security officer role in health care

INDICATIVE CONTENT

The Modern Healthcare Security Professional

- The healthcare context
- Roles and responsibilities
- Skills of modern NHS security professional

Approaching conversations with aggressive or distressed individuals

- People under the influence of alcohol or drugs
- People who are having mental health crisis
- People with learning disabilities
- People who are distressed following bad news
- People with dementia

Key Legislation:

- Mental Capacity Act (2005)
- Mental Health Act (2005)
- Deprivation of Liberty Standards
- Mental Health (Use of Force) Act, 2018
- Application of the key principles within the safety and security officer role

Post incident responsibilities

- Recording and reporting
- Looking after self and personal effectiveness

ASSESSMENT

Knowledge check points are built into the workshop and learning is assessed through case studies to apply key principles.

LEVEL 2

INTELLIGANCE LED PATROLLING

Delivery mode: In-person

Aim

The aim of this module is to develop knowledge and skills for intelligence-based patrolling to help security officers to provide reassurance and excellent customer service as well as discourage or intercept criminal and anti-social behaviour.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Differentiate between information and intelligence led patrols.
2. Explain the principles of intelligence-based patrols.
3. Explain the routine activity theory of crime and how it can be applied to intelligence-based patrolling.
4. Demonstrate an understanding of the 'hot concept' of repeat criminal activity and how it can inform patrol plans within the university context.

Indicative content

- Purpose of patrolling
- Nature of patrolling
- Targeted and proactive patrolling
- Difference between information and intelligence
- Theories of crime (Routine Activity Theory)
- Capable guardians
- The HOT concept of repeated criminal activity
- Information V Intelligence

Assessment:

Formative assessment points are built in to the delivery, with an end stage knowledge check that learners are required to pass for accreditation.

INITIAL INVESTIGATION

Delivery mode: In-person

Aim

This module is aimed at security professionals who may be required to attend a potential crime scene and/or carry out an initial investigation.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Identify the process of conducting a dynamic risk assessment.
2. Describe the initial actions a security professional would take at an incident.
3. Explain the actions that could help to support victims and witnesses.
4. Explain the importance of record keeping.
5. Identify the actions a security professional would take post attendance at an incident.

Indicative content

- Collecting information
- Dynamic risk assessment
- Initial actions
- Effective communication
- Offering support to victims and witnesses at the scene
- Record keeping
- Scene preservation
- The Golden Hour
- Investigative review
- File preparation
- Case study to help learners apply the learning

Assessment:

Formative assessment points are built in to the delivery, with an end stage knowledge check that learners are required to pass for accreditation.

SCENE PRESERVATION

Delivery mode: e-learning

Aim

The aim of this module is to introduce learners to the basic principles of crime scene preservation in their role as a first responder.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Describe how to preserve a crime scene and the fundamentals of preserving forensic evidence.
2. Describe different types of crime scene.
3. Explain the concept of cordons and how to apply them at a crime scene.
4. Explain the importance of the 'Golden Hour' to successful police investigations.
5. Explain the process for recording information in a scene log and how it can be used.

Indicative content

- Basics of crime scene preservation
- The crime scene
- Volume crime scenes
- Serious crime scenes including deaths
- Cordons
- The Golden Hour
- Keeping a logbook
- Overview of forensic evidence

Assessment:

e-learning: At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation.

INTRODUCTION TO SAFEGUARDING

Delivery mode: e-learning (can be offered in-person as standalone)

Aim

The aim of this module is to provide learners with an understanding of safeguarding as it relates to the role of the security officer.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Describe safeguarding issues as they relate to the workplace setting and how to deal with safeguarding issues.
2. Explain the security officer role in safeguarding.
3. Identify the types and indicators of abuse and harm.
4. Understand the statutory duties in relation to safeguarding in the security officer role.

Indicative content

- What is safeguarding
- Security Officers' duty of care
- Abuse and harm
- Physical abuse
- Psychological abuse (including coercive control)
- Self-neglect
- Case studies to help the learner to apply knowledge

Assessment:

e-learning: At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation

In person: Formative assessment points are built in to the delivery, with an end stage knowledge check that learners are required to pass for accreditation.

UNDERSTANDING MENTAL HEALTH AND WELLBEING

Delivery mode: e-learning (Can be offered in-person, as stand-alone or as part of mental health first responder accredited module)

Aim

The aim of this module is to provide an understanding of the concept of wellbeing and the role of security professionals in managing people's wellbeing.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Define the concept of wellbeing and describe how it differs from mental health and illness.
2. Describe the factors that might lead to poor wellbeing in people.
3. Describe the factors that help to protect people from poor mental wellbeing.
4. Identify signs of poor mental wellbeing.

Indicative content

- Understanding mental health
- Continuum of mental wellbeing and mental illness
- Factors promoting wellbeing
- Factors affecting wellbeing
- The impact of wellbeing on people's lives
- Stress anxiety and resilience
- Case studies to help the learner to apply knowledge

Assessment:

e-learning: At the end of each learning lesson, there is a formative assessment, which acts as a checklist for the learner. At the end of the module, there is a summative multiple-choice quiz, which learners must pass for accreditation

In-person: Formative assessment points are built in to the delivery, with an end stage knowledge check that learners are required to pass for accreditation.

LEVEL 2

MENTAL HEALTH FIRST RESPONDER

Understanding Mental Health and Wellbeing (e-learning) + Helping People with Mental Health Difficulties

Delivery mode: In-person (1-day workshop)

Aim

The aim of this module is to provide practical guidance to support people's mental health and wellbeing and manage first line response where there is poor mental health or wellbeing.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Explain how to manage first line response and approach a conversation with people who are experiencing mental distress.
2. Discuss ways of supporting people who are expressing suicidal thoughts.
3. Demonstrate an understanding of the boundaries within the security officer role.
4. Summarize other support services that people can be referred to.

Indicative content

- Signs of mental health distress
- The security officer role
- Effective communication
- Approaching conversations
- Helping people
- Post incident
- Looking after your own mental health and wellbeing
- Case studies to help the learner to apply knowledge

Assessment:

Formative assessment points are built in to the delivery, with an end stage knowledge check that learners are required to pass for accreditation.

LEVEL 3

LEADERSHIP AND DECISION-MAKING

Delivery mode: In-person through a 2-day workshop

Aim

The aim of this module is to introduce learners to fundamental leadership and management concepts that they can interpret and apply within their own work contexts.

Learning Outcomes

Upon completion of the module, learners will be able to:

1. Distinguish between leadership and management and articulate how they interact within the work setting.
2. Consider and choose different strategies of leading teams.
3. Choose appropriate strategies to solve problems within the workplace.
4. Use decision-making models to justify actions.
5. Reflect on own skills as a leader within their current role and construct action plans for personal development.

Indicative content

- You as a leader
- Supervision, management and leadership
- Team leadership and workplace values and mission
- Leadership theories
- Skills for leadership
- Effective teams
- Problem solving and types of decision
- Collaborative decision-making
- Ethical decision-making and judgement
- Decision-making models
- Justifying decisions
- Barriers to effective decision-making
- Table top exercise to apply learning

Assessment:

Formative assessment points are built in to the delivery.

Summative assessment:

1. Written audit of an incident, analysing leadership and decision-making processes and skills
2. Action plan for personal and professional development, which can feed into the learner's PDR process