



*Gaining the skills learners
need in the workplace*

BTEC Specialist Qualification in

DOOR SUPERVISION

Specification

From July 2010



- Edexcel BTEC Level 2 Award in Door Supervision (QCF)

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Qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Door Supervision (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF).

The QCF Qualifications Number (QN) is used by centres if they wish to seek public funding, should it be available.

Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The title and QN for the qualification in this publication is:

Edexcel BTEC Level 2 Award in Door Supervision (QCF)

500/9278/9

What are BTEC Level 1-3 Specialist qualifications?

BTEC QCF Level 1-3 Specialist qualifications are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications also provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related, vocational area.

Edexcel BTEC Level 2 Award in Door Supervision (QCF)

The Edexcel BTEC Level 2 Award in Door Supervision (QCF) is designed for people who want to work as door supervisors and require a licence to practise. The qualification is endorsed by the Security Industry Authority (SIA) and learners who complete it successfully can apply to the SIA for a licence.

Further information about who requires a licence is available from the SIA.

National Occupational Standards (NOS)

Edexcel BTEC qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 2 Award in Door Supervision (QCF) relates to the NOS for Security and Loss Prevention.

BTEC Specialist qualifications at Levels 1-3

QCF level

3
2
1

Edexcel BTEC Level 3 Award...	Edexcel BTEC Level 3 Certificate...	Edexcel BTEC Level 3 Diploma...
Edexcel BTEC Level 2 Award...	Edexcel BTEC Level 2 Certificate...	Edexcel BTEC Level 2 Diploma...
Edexcel BTEC Level 1 Award...	Edexcel BTEC Level 1 Certificate...	Edexcel BTEC Level 1 Diploma...
1 to 12	13 to 36	37 and above

Credit value

Rules of combination

The Edexcel BTEC Level 2 Award in Door Supervision (QCF) is a 38 guided learning hour (GLH) qualification that consists of four mandatory units, providing for a combined total of four credits.

Edexcel BTEC Level 2 Award in Door Supervision (QCF)			
Unit	Mandatory units	Credit	Level
1	Working in the Private Security Industry	1	2
2	Working as a Door Supervisor	1	2
3	Conflict Management for the Private Security Industry	1	2
4	Physical Intervention Skills for the Private Security Industry	1	2

Unit 1: Working in the Private Security Industry and *Unit 3: Conflict Management for the Private Security Industry* are also mandatory units in other licence-linked qualifications. If learners have already completed these units successfully as part of an SIA-endorsed licence-to-practise QCF qualification in any of the following areas, they may not need to take them again:

Security Guarding

Vehicle Immobilisation

CCTV Operations (Public Space Surveillance)

Cash and Valuables in Transit.

Assessment

Assessment for the Edexcel BTEC Level 2 Award in Door Supervision (QCF) is criterion referenced, based on the achievement of specified assessment criteria.

The overall grading is a pass, based on the successful completion of the minimum number of credits. **Learners must pass the four mandatory units to achieve the Edexcel BTEC Level 2 Award in Door Supervision (QCF).**

Unit 1: Working in the Private Security Industry, *Unit 2: Working as a Door Supervisor* and *Unit 3: Conflict Management for the Private Security Industry* are assessed by means of tests that are set and marked by Edexcel and administered by the centre. The tests provide the only necessary assessment for these units.

Unit 4: Physical Intervention Skills for the Private Security Industry is internally assessed, involving a mix of demonstration of practical skills and knowledge assessment.

Further information about test procedures and internal assessment is given within the *Assessment* section of the units and in the *BTEC Security Qualifications Centre Management Handbook*, which centres will be able to access after being granted approval to offer this qualification.

Quality assurance

Information about quality assurance is given in the *BTEC Security Qualifications Centre Management Handbook*.

Approval

Existing door supervision centres will be subject to a re-approval visit. Other centres wishing to offer a programme in a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered any BTEC qualifications will first need to apply for, and be granted, centre approval.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC qualifications. However, this qualification has been developed in conjunction with the SIA, which has placed certain restrictions on how training may be delivered, specifically the relationship between guided learning hours (GLH) and contact time. Tutors may adopt a flexible approach to delivery using weekends and/or a combination of evening sessions so long as they do not reduce the prescribed contact hours or GLH.

Guided learning hours and contact time

Guided learning hours are defined as the time that needs to be allocated to direct teaching and other classroom activities together with other structured learning time (for example distance learning and pre-course reading exercises set by the centre) and assessment activities. It excludes activities that are not directed by the tutor, such as background reading and revision done outside of class time.

‘Contact time’ refers to time where learners are in direct contact with a tutor, for example direct teaching, class discussions and supervised practice activities. It also includes all formal assessment time.

Typical activities that are included in GLH but which are *not* defined as contact time would include:

structured pre-course reading

distance learning

e-learning.

These can be called ‘non-contact’ activities.

The table below indicates the GLH and required contact time for each unit. It is important to note that these contact hours are a **minimum** figure stipulated by the SIA. Centres should regard this not as a requirement to use non-contact activities, but rather as giving them the opportunity to do so if they choose. Some centres might choose to continue delivering the entire course as contact time, as before.

Unit	Unit title	GLH	Minimum contact time
1	Working in the Private Security Industry	10	5
2	Working as a Door Supervisor	10	10
3	Conflict Management for the Private Security Industry	8	7.5
4	Physical Intervention Skills for the Private Security Industry	10	7.5

Centres that are planning to make use of non-contact activities should ensure that they keep evidence of what these are and how they check that learning has taken place.

Resources

Edexcel BTEC qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments must understand and comply with SIA requirements. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC qualifications and the mode of delivery. Specifications give a balance between practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

they should be available to everyone who is capable of reaching the required standards

they should be free from any barriers that restrict access and progression

there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to learners within the centre during their programme of study and any specific support that might be necessary to allow learners to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Restrictions on learner entry

The Edexcel BTEC Level 2 Award in Door Supervision (QCF) is accredited on the QCF for learners aged 18 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Information about learners who have difficulty with English is given in the *BTEC Security Qualifications Centre Management Handbook*.

Further information is also given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements*, 2002) concerning learners with particular requirements.

Unit format

All units in Edexcel BTEC qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on learners' Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what learners are expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded, at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the assessment criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to each assessment criterion are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

Learners should have the opportunity to cover all the unit content.

It is not a requirement of the unit specification that all the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

Learning outcome: this is shown in bold at the beginning of each section of content.

Italicised sub-heading: it contains a key phrase or concept, each corresponding to an assessment criterion. This is content which must be covered in delivery of the unit. Colons mark the end of an italicised sub-heading.

Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in delivery of the unit. Semi-colons mark the end of an element.

Brackets contain amplification of content which must be covered in delivery of the unit.

Where it appears, 'eg' is a list of examples, used for indicative amplification or clarification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

Delivery – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment – amplifies the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

Essential resources – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

Indicative resource materials – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Working in the Private Security Industry	13
Unit 2: Working as a Door Supervisor	21
Unit 3: Conflict Management for the Private Security Industry	29
Unit 4: Physical Intervention Skills for the Private Security Industry	37

Unit 1: Working in the Private Security Industry

Unit code: M/600/5174

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit aim and purpose

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers those areas of content that are common across different sub-sectors: door supervision, security guarding, CCTV operations, vehicle immobilisation, and cash and valuables in transit.

Unit introduction

This unit covers the areas of understanding and knowledge that are common across the security industry. Firstly, learners will be taught about the context in which the private security industry operates and opportunities within it. They will also learn about the key legislation that applies across the industry and about how to keep themselves and others safe in the workplace, both in routine and emergency situations. Finally, they will learn about those aspects of communication skills and customer care that will be key to their future roles.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Know the purpose and main features of the private security industry	1.1 Define the main purposes of the private security industry 1.2 Identify different sectors and career opportunities within the private security industry 1.3 State the main aims of the Private Security Industry Act 1.4 Identify the main functions of the Security Industry Authority and other key bodies within the private security industry 1.5 Describe the main qualities required by security industry operatives
2 Understand the legislation that is relevant to people working in the private security industry	2.1 Identify the differences between civil and criminal law 2.2 Identify aspects of human rights legislation that are relevant to the private security industry 2.3 State the data protection principles outlined in data protection legislation 2.4 Describe types of discrimination that can occur in the workplace 2.5 Identify how equal opportunities legislation applies in the workplace
3 Understand relevant aspects of health and safety in the workplace	3.1 Outline the importance of health and safety in the workplace 3.2 Identify the main responsibilities of employees, employers and the self employed under health and safety legislation 3.3 Identify ways of minimising risk to personal safety and security 3.4 Identify typical hazards in the workplace 3.5 Describe safe methods of manual handling 3.6 Identify commonly used safety signs 3.7 Describe appropriate reporting procedures for accidents and injuries

Learning outcomes	Assessment criteria
<p>4 Know how to apply the principles of fire safety</p>	<p>4.1 Identify the three components that must be present for fire to exist</p> <p>4.2 Describe how fire can be prevented</p> <p>4.3 Identify fires by their classification</p> <p>4.4 Identify the types and uses of fire extinguishers and fire fighting equipment</p> <p>4.5 State appropriate responses on discovering a fire</p> <p>4.6 Explain the importance of understanding fire evacuation procedures</p>
<p>5 Know how to deal with non-fire-related workplace emergencies</p>	<p>5.1 Define the term 'emergency' when used in the workplace</p> <p>5.2 Identify types of workplace emergencies</p> <p>5.3 Identify appropriate responses to workplace emergencies</p> <p>5.4 Outline the procedures for dealing with bomb threat warning calls</p> <p>5.5 Identify appropriate responses to situations requiring first aid</p>
<p>6 Understand the principles of effective communication and customer care in the private security industry</p>	<p>6.1 Describe the elements of the communication process</p> <p>6.2 Identify methods of verbal and non-verbal communication</p> <p>6.3 Identify common barriers to communication</p> <p>6.4 State the importance of effective communication in the workplace</p> <p>6.5 Identify different types of customers and how their needs can vary</p> <p>6.6 Describe the principles of customer care</p>

Unit content

1 Know the purpose and main features of the private security industry

1.1 Main purposes of private security industry: prevention and detection of crime and unauthorised activities; prevention and reduction of loss, waste and damage; monitoring and responding to safety risks

1.2 Sectors and career opportunities: licensed sectors in manned guarding; vehicle immobilisation; other sub-sectors (private investigation, events security, electronic security and fire systems); career opportunities in operational roles (supervisory, management); career opportunities in support roles (sales, human resources, training, consultancy)

1.3 Aims of Private Security Industry Act 2001: to raise standards; to increase public confidence and safety; to remove criminal elements; to establish the SIA and licensing

1.4 Main functions of the SIA and other key bodies: role of the SIA (to regulate the industry through licensing, to raise standards through the Approved Contractor Scheme); standard setting bodies (setting standards in non-licensed roles); inspectorate bodies for SIA Approved Contractor Scheme

1.5 Main qualities required for security industry operatives: reliability and integrity; observational skills; politeness and communication skills; being prepared to take responsibility to solve problems; ability to handle sensitive situations; teamworking skills

2 Understand the legislation that is relevant to people working in the private security industry

2.1 Civil and criminal law: purposes (to right a wrong/to deter and punish); who brings cases (individuals/the state); remedy (compensation for loss or damage/fines and imprisonment); standard of proof (balance of probabilities/reasonable doubt)

2.2 Relevance of human rights legislation: who it applies to; connection with European Convention on Human Rights

2.3 Data protection principles: the eight principles outlined in the Data Protection Act

2.4 Discrimination in the workplace: main categories (race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, age); direct and indirect discrimination; differences between prejudice, victimisation and harassment

2.5 Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal; the employer's duty to make reasonable adjustments for disabled people

3 Understand relevant aspects of health and safety in the workplace

3.1 Importance of health and safety: to comply with legislation; consequences of failure to comply (prosecution, business closure); to avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health)

3.2 Responsibilities under legislation: main duties of employers (to assess and reduce risk, to provide first aid facilities, to tell staff about hazards, to provide training if required, to record injuries and accidents, to provide and maintain necessary equipment and clothing and warning signs); main duties of employees' and self employed (to take responsibility for own health and safety, to co-operate with employer, to take reasonable care and not put themselves or public at risk, to report injuries and accidents to employer)

3.3 Ways of minimising risk to personal safety and security: developing awareness of risks and hazards; training on specific hazards; use of personal alarms and mobile phones; importance of following safe routines and being systematic; procedures for lone working

3.4 Typical hazards: factors that cause slips and trips (footwear, flooring, cleaning and contamination, obstacles, poor lighting)

3.5 Safe methods of manual handling: assessment of load; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting

3.6 Safety signs: recognising different categories of sign (prohibition, warning, mandatory, safe condition, fire fighting, hazchem)

3.7 Appropriate reporting procedures: reportable and non-reportable injuries under RIDDOR; what to record in an accident book

4 Know how to apply the principles of fire safety

4.1 Three components of fire: the fire triangle (oxygen, fuel, heat)

4.2 Prevention of fire: control of fuel and ignition sources eg bins and waste disposal; safe storage of flammables; inspection and maintenance of electrical equipment; avoidance of overloading electrical points

4.3 Fire classification: classes A, B, C, D, F

4.4 Fire extinguishers and fire fighting equipment: appearance and use of different fire extinguishers (water, powder, foam, carbon dioxide, wet/dry chemical); fire blankets; types of sprinkler system (wet/dry risers)

4.5 Responses on discovering a fire: FIRE (Find, Inform, Restrict, Evacuate or Extinguish)

4.6 Importance of understanding evacuation procedures: to save time in emergency; to keep self and others safe; to assist emergency services

5 Know how to deal with non-fire-related workplace emergencies

5.1 Definition of 'emergency': a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action

5.2 Types of emergency: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat

5.3 Appropriate responses to emergencies: follow correct procedures depending on emergency; ensure safety of self and others; report to appropriate authorities; appropriate behaviour (act quickly, be authoritative, remain calm, encourage others to remain calm); procedures for making emergency calls

5.4 Dealing with bomb threat warning calls: questions to ask the caller; information to note about the call; action to take after the call

5.5 Appropriate responses to first aid situations: initial response (seeking help, ensuring own safety, assessment of situation and casualty); actions if casualty is unresponsive (opening airway, assisted breathing, compressions, recovery position); how to respond to major haemorrhage and bleeding; correct patient positioning to minimise effect of injuries

6 Understand the principles of effective communication and customer care in the private security industry

6.1 Elements of the communication process: sender/receiver model of communication

6.2 Methods of verbal and non-verbal communication: non-verbal communication (gesture, stance, eye contact, facial expression, paralanguage); verbal communication (speaking, listening, reading, writing)

6.3 Communication barriers: physical (equipment, physical separation, background noise, lighting); attitude (complacency, incorrect assumptions); emotional (nervousness, anger, stress); linguistic – sender (unclear message, accent, jargon, slang); linguistic – receiver (literacy, English as second language); organisational (unclear reporting lines, misunderstanding of roles/responsibilities)

6.4 Importance of effective communication: what makes effective communication (choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding); importance of effective communication (to ensure organisational effectiveness and effective team working, to provide effective service to customers)

6.5 Types of customers and their needs: types of customer (internal and external, direct and indirect); customers with particular needs (physical difficulties, learning difficulties, sensory impairment, non-native speakers)

6.6 Principles of customer care: basic principles of customer care (establishing rapport, acknowledging the customer, communicating information); the six golden rules when dealing with problems (acknowledge the customer, establish the customer's needs, put yourself in the customer's position, accept responsibility, involve the customer in the solution, see it through)

Essential guidance for tutors

Delivery

If units are to be taught individually, it would make most sense for this unit to be delivered before any of the specialist units as it provides a general introduction to the security industry. Delivery of all or part of this unit could, however, be integrated into teaching of other units so that they are taught simultaneously. For further information on this, please refer to the relevant units.

The *Unit content* section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. It is recommended that centres take account of the test weightings (see below) when deciding what emphasis to place on the teaching of each learning outcome.

The *Unit content* section must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards, CCTV operators or vehicle immobilisers). However, teaching should, if possible, be exemplified and contextualised using material that is most relevant for the needs of the group. It is also possible to teach mixed groups containing people who are working towards different qualifications.

In learning outcome 3, learners will not be tested on the names or dates of health and safety laws or regulations. However, tutors need to understand the following legislation as it is from these acts that the *Unit content* is derived:

- Health and Safety at Work 1974
- Control of Substances Hazardous to Health 1992
- Manual Handling Operations Regulations 1992
- Workplace (Health, Safety and Welfare) Regulations 1992
- Control of Noise at Work Regulations 1995
- Reporting of Injuries, Diseases and Dangerous Occurrences 1995
- Management of Health and Safety at Work Act 1999.

Centres can make use of ‘non-contact’ delivery activities. For more information, please refer to pages 5-6.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies, access to actual equipment and real company documentation would be beneficial if available. There are a number of opportunities for practical learning activities, such as role playing of customer care and health and safety scenarios.

Assessment

This unit will be assessed using a test set and marked by Edexcel.

The questions will be based on assessment criteria and their associated *Unit content* on the preceding pages.

Tutors must ensure that learners have covered all of the content before sitting the test.

Further information about the tests can be found in the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres wishing to deliver this unit must conform to the requirements stipulated by the SIA in the Introduction to Learning Leading Towards Licence-linked Qualifications (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Indicative resource materials

Websites

www.hse.gov.uk/index.htm	Health and Safety Executive – source of information about health and safety legislation
sia.homeoffice.gov.uk	The Security Industry Authority
www.skillsforsecurity.org.uk	Skills for Security – the standards setting body for the security sector

Training materials

Training materials for this unit are available from SAFE Ltd (www.safe-training.com).

Unit 2: Working as a Door Supervisor

Unit code: K/600/6307

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit aim and purpose

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the knowledge and understanding that are relevant to the role of a door supervisor.

Unit introduction

This unit covers the specialist knowledge and understanding required to become a licensed door supervisor. Generic knowledge that applies across different parts of the security industry is covered in *Unit 1: Working in the Private Security Industry* and in *Unit 3: Conflict Management for the Private Security Industry*. In this unit, learners will be taught about the role of a door supervisor and behavioural requirements. Door supervisors need to know about the law and learners will therefore be taught about the powers available to them when the law is broken as well as other related issues such as crime scene preservation and record keeping. Several learning outcomes deal with other legal matters, including the law of force, types of assault, drug and licensing laws. They will also learn about admissions policies and how and when to conduct searches. Finally, they will learn about safety issues that are not covered in Unit 1, including human responses in an emergency and the importance of maximum occupancy figures.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Understand the behaviour appropriate for individual door supervisors, as defined by the SIA's Standards of Behaviour	1.1 Identify the key elements of the SIA's Standards of Behaviour for door supervisors 1.2 State the reasons why standards of behaviour are required 1.3 Identify the requirements specifically relating to SIA licensing 1.4 Define the role and objectives of a door supervisor 1.5 Identify the key qualities of a door supervisor

Learning outcomes	Assessment criteria
<p>2 Understand the elements of civil and criminal law relevant to door supervisors</p>	<p>2.1 State the law relating to use of force</p> <p>2.2 Identify the different types of assault as defined by law</p> <p>2.3 List offences against property that a door supervisor may come across</p> <p>2.4 State the options available to a door supervisor when the law is broken</p>
<p>3 Understand search procedures and the reasons for having them</p>	<p>3.1 State the importance of an admissions policy</p> <p>3.2 Identify common areas that can be included in an admissions policy</p> <p>3.3 Identify the reasons for searching premises</p> <p>3.4 State how to search people and their property</p> <p>3.5 State the differences between general, random and specific searches</p> <p>3.6 Identify the hazards involved with conducting searches and appropriate precautions that can be taken</p> <p>3.7 State the definitions of offensive weapons</p> <p>3.8 Outline the procedures for handling and recording articles, including drugs, seized during a search</p>
<p>4 Understand the powers of arrest and related procedures</p>	<p>4.1 Identify indictable offences</p> <p>4.2 Identify factors to consider when deciding whether to make a citizen's arrest</p> <p>4.3 Outline the procedures for making a citizen's arrest</p> <p>4.4 Outline the procedures to be followed after a citizen's arrest</p>
<p>5 Understand relevant drug legislation and its relevance to the role of the door supervisor</p>	<p>5.1 Identify aspects of current drugs legislation that apply to the role of the door supervisor</p> <p>5.2 State the common indicators of drug misuse</p> <p>5.3 Identify common types of illegal drugs</p> <p>5.4 State how to recognise signs of drug dealing</p> <p>5.5 Outline the procedure for dealing with customers found to be in possession of drugs</p> <p>5.6 State how to dispose of drug related litter and waste safely</p>

Learning outcomes	Assessment criteria
<p>6 Understand incident recording and crime scene preservation</p>	<p>6.1 Identify the types of, and reasons for, records needed to be kept by a door supervisor</p> <p>6.2 Identify incidents which need to be recorded and when the police are to be called</p> <p>6.3 State the procedures for record keeping</p> <p>6.4 Identify the different types of evidence</p> <p>6.5 Outline the rules to be followed to appropriately preserve evidence and crime scenes</p>
<p>7 Understand licensing law and social responsibility</p>	<p>7.1 State the licensing objectives under current alcohol licensing legislation</p> <p>7.2 State the different types of licences issued and the activities they allow</p> <p>7.3 State circumstances under which customers can be ejected</p> <p>7.4 State police powers with regard to licensed premises</p> <p>7.5 State the powers of entry of authorised persons</p> <p>7.6 Outline the rights and duties of licensees and door supervisors as their representatives</p> <p>7.7 Outline relevant legislation regarding children and young people</p> <p>7.8 Identify activities considered unlawful under licensing, gaming and sexual offences legislation</p>
<p>8 Understand and be able to follow procedures for emergency situations</p>	<p>8.1 Identify common human responses in an emergency situation</p> <p>8.2 State the reasons for having fire risk assessments and maximum occupancy figures</p> <p>8.3 Identify behaviours that could indicate unusual and suspicious activity</p> <p>8.4 Identify current counter terrorism issues and procedures as they relate to the role of a door supervisor</p> <p>8.5 Identify common situations requiring first aid that occur in licensed premises</p> <p>8.6 State how to safely dispose of contaminated waste</p>

Unit content

1 Understand the behaviour appropriate for individual door supervisors, as defined by the SIA's Standards of Behaviour

1.1 Elements of the SIA's standards of behaviour for door supervisors: requirements relating to appearance, professional attitude/skills, general conduct, values and standards

1.2 Reasons why standards of behaviour are required: raising standards (conduct, training, supervision); increased public confidence; maintaining good relationships with customers/police; maintenance of reputation of venue and industry

1.3 Requirements specifically relating to SIA licensing: who needs a licence; displaying and not altering a licence; when the SIA must be notified (lost licences, criminal convictions, changes in address or of right to work in UK); circumstances when a licence must be made available for inspection or returned to SIA; arrangements for organisations in Approved Contractor Scheme

1.4 Role and objectives of door supervisors: control of access; enforcement (law, policy, entry conditions); ensuring safety and security (routine, emergency); prevention of crime, disorder and unacceptable behaviour

1.5 Key qualities of a door supervisor: oral communication, interpersonal and teamworking skills; quick thinking and decisiveness; politeness and courtesy; assertiveness and calmness under pressure; honesty and fairness; observational skills

2 Understand the elements of civil and criminal law relevant to door supervisors

2.1 Law relating to use of force: Criminal Law Act 1967; concepts of 'reasonableness', 'necessity' and 'proportionality'

2.2 Types of assault: common assault; actual bodily harm; grievous bodily harm; sexual assault; rape

2.3 Offences against property: trespass; criminal damage; theft

2.4 Options available when the law is broken: asking the customer to leave; forced ejection and right to evict; arrest; confiscating relevant items; notifying the police

3 Understand search procedures and the reasons for having them

3.1 Importance of an admissions policy: as aid for managing customer expectations if clearly visible; deterrence of unacceptable behaviour; as justification for refusals/ejections

3.2 Common areas in an admissions policy: behaviour/physical state; entrance fee; search conditions; age and acceptable proofs (PASS, photo-card driving licence, passport)

3.3 Reasons for searching premises: ensuring evacuation routes are clear; checks of safety equipment; suspicious objects; ensuring relevant areas are secure

3.4 Searching people and their property: professionalism (permission, empathy, politeness, keeping control of the process, assisting where necessary); best practice (self-search, same sex searching, witnesses, facilities, search logs)

3.5 General, random and specific searches: differences between general, random and specific searches

3.6 Hazards and precautions when searching: hazards (violence, sharp objects, accusations of assault or planting of evidence); precautions (appropriate behaviour when searching, use of self-search, presence of appropriate witnesses)

3.7 Offensive weapons: definition (objects made/adapted/intended to cause injury); restrictions relating to sharply pointed and bladed objects

3.8 Handling articles seized during a search: immediate handover to supervisor; following agreed internal procedures for storage or disposal; information to record following seizure

4 Understand the powers of arrest and related procedures

4.1 Indictable offences: distinction between summary and indictable offences; common indictable offences relating to property, violence and drugs

4.2 Factors to consider before making a citizen's arrest: legal requirements to be met before a citizen's arrest can be made; whether options are available; policy of premises and local police; knock-on effects (being taken away from main duties, risk of violence)

4.3 Procedures for making a citizen's arrest: what to tell the person arrested; use of reasonable force

4.4 Procedures after making a citizen's arrest: ensuring welfare of person arrested; informing police; detention and supervision until police arrive; incident report

5 Understand relevant drug legislation and its relevance to the role of the door supervisor

5.1 Relevant aspects of current drug legislation: offences in categories of possession, supply and use of premises; controlled drugs classification system

5.2 Indicators of drug misuse: physical symptoms; behavioural signs; physical evidence of drug use

5.3 Types of illegal drugs: official/street names of common illegal drugs

5.4 How to recognise signs of drug dealing: behaviour of suspected dealers (vigilance, movements, patterns of interaction with others); locations where drug dealing often occurs

5.5 Procedure for dealing with customers in possession of drugs: typical procedures if no arrest is made (ejection, seizure and storage or disposal of drugs); procedures if arrest is made (normal arrest and detention procedures, securing of evidence, record of incident)

5.6 How to dispose of drug-related litter and waste: use of protective clothing; disposal of sharps; avoidance of contact with contaminated materials

6 Understand incident recording and crime scene preservation

6.1 Types of, and reasons for, records to be kept: types of records (duty register, pocket book, incident report); reasons (permanence, evidence, alerting others, monitoring, protection of self and organisation); the need to keep records secure

6.2 Incidents to be recorded and when the police are to be called: incidents normally recorded (ejections, use of force, visits by authorities, customer complaints, accidents, emergencies); factors that influence whether the police will be called (seriousness of situation, advice from management, venue and local police policy)

6.3 Procedures for record keeping: using a pocket book (how to make entries and corrections, information to record); what to include in an incident report (covering information, information about the incident, those involved, witnesses and actions taken)

6.4 *Different types of evidence*: direct; circumstantial; expert; hearsay; documentary

6.5 *How to preserve evidence and crime scenes*: preventing contamination of crime scenes (cordons, restricting access to authorised persons only, protecting evidence from weather or interference)

7 Understand licensing law and social responsibility

7.1 *Licensing objectives under current licensing legislation*: objectives relating to crime and disorder, public safety, public nuisance and children

7.2 *Different types of licence issued and the activities they allow*: premises licence; club premises certificate; personal licence; temporary events notice

7.3 *Circumstances under which customers can be ejected*: for breach of conditions of entry; for breaking the law; for unacceptable behaviour

7.4 *Police powers with regard to licensed premises*: right of entry to investigate licensable activities or licensing offences; right of entry and search (drugs offences, breach of the peace); power to close premises for reasons of disorder and public safety or noise

7.5 *Powers of entry of authorised persons*: right of entry to investigate licensable activities or licensing offences

7.6 *Rights and duties of licensees and door supervisors*: right of door supervisor to act as representative of licensee (to refuse entry, to withdraw consent to be on premises, to eject); duty to prevent breaches of licensing law and other illegal activities

7.7 *Relevant legislation regarding children and young people*: licensing offences related to children

7.8 *Unlawful activities under licensing, gaming and sexual offences legislation*: offences relating to drunkenness and disorderly conduct; permitting a young person to use a Category C gaming machine; soliciting/controlling prostitutes

8 Understand and be able to follow procedures for emergency situations

8.1 *Common human responses in an emergency situation*: reluctance to accept emergency is happening; calmness, increased cooperation and altruistic behaviour; fear and distress

8.2 *Fire risk assessments and maximum occupancy figures*: reasons for fire risk assessments (eliminate hazards, reduce risk); reasons for maximum occupancy figures (safety within venue, safe evacuations)

8.3 *Behaviours that could indicate unusual/suspicious activity*: surveillance; questioning about the premises; tests of security; people, objects and behaviour that are out of place

8.4 *Current counter terrorism issues and procedures*: issues (hostile reconnaissance, dry runs); vigilance and visible presence to deter and disrupt terrorist activity; screening and routine searching of premises; reporting and recording of incidents

8.5 *Common first aid situations in licensed premises*: accidents (slips, trips, cuts); violence; drugs overdose; epilepsy

8.6 *Safe disposal of contaminated waste*: avoidance of skin contact with waste contaminated with bodily fluids (sharps boxes, gloves, disposal bags, hand washing)

Essential guidance for tutors

Delivery

If units are to be delivered individually, it would make most sense for this unit to be delivered after *Unit 1: Working in the Private Security Industry*, but before *Unit 3: Conflict Management for the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated with the teaching of other units, so that they are taught simultaneously. It would be particularly appropriate for the legislation covered in learning outcomes 2, 4 and 7 to be linked to learning outcome 2 in Unit 1. Record keeping in learning outcome 6 could also be linked to the theme of communication covered by learning outcome 6 in Unit 1. Learning outcome 8 also links well to learning outcomes 3, 4 and 5 Unit 1, which deal with health, safety and emergencies. There are also numerous opportunities to link Unit 2 and Unit 3, for example when teaching about aspects of work that can lead to conflict such as admissions policies, searches and drugs.

There are also links between the content of specific assessment criteria in different learning outcomes within this unit, which could therefore be taught together. For example, there is overlap between the role of the door supervisor in assessment criteria 1.4 and 7.6, and between disposal of waste in assessment criteria 5.6 and 7.8. Similarly, much of the legislation can be taught simultaneously (in particular 2.2, 2.3, 2.4 and 4.1) and arrests are dealt with in 2.4, 4.2, 4.3, 4.4 and 5.5.

The SIA Standards of Behaviour referred to in assessment criterion 1.1 are in *Annexe E*.

For assessment criterion 5.2 the following range of illegal drugs needs to be covered: cocaine, amphetamines, ecstasy, LSD and cannabis. For each one, learners need to know about the physical symptoms, behavioural signs and physical evidence of use. Assessment criterion 5.3 needs to cover the same range of drugs as 5.2.

For assessment criterion 7.7, learners need to be taught about the offences covered in sections 145–147 of the Licensing Act 2003. For assessment criterion 7.8, the offences relating to drunkenness and disorderly conduct must cover sections 140–143 of the Licensing Act 2003, while the gaming offence is covered in section 146 of the Gambling Act 2005. Learners do not need to learn which sections of the legislation relate to which offences, only what the offences are.

The *Unit content* section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. It is recommended that centres take account of the test weightings (see page 26) when deciding what emphasis to place on the teaching of each learning outcome.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. There are a number of opportunities for practical learning activities, such as role-play search scenarios and completion of incident reports.

Assessment

This unit will be assessed using a test set and marked by Edexcel.

The questions will be based on assessment criteria and their associated *Unit content* on the preceding pages.

Tutors must ensure that learners have covered all of the content before sitting the test.

Further information about the tests can be found in the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres wishing to deliver this unit must conform to the requirements stipulated by the SIA in the Introduction to Learning Leading Towards Licence-linked Qualifications (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Indicative resource materials

Websites

www.opsi.gov.uk/acts/acts2003/ukpga_20030017_en_1	The Licensing Act 2003
www.workingthedoors.co.uk	Working the Doors – information about door supervision and other parts of the private security industry

Training materials

Training materials for this unit are available from SAFE Ltd (www.safe-training.com).

Unit 3: Conflict Management for the Private Security Industry

Unit code: K/600/6310

QCF level: 2

Credit value: 1

Guided learning hours: 8

Unit aim and purpose

This unit is intended for door supervisors, security officers and vehicle immobilisers who require an SIA licence to practise and covers knowledge and understanding of conflict management.

Unit introduction

This unit covers how to avoid and manage conflict situations across the security industry. It is better if potential conflict can be avoided altogether, so learners will be taught about ways of doing this. They will also learn about how to manage conflict that does arise, particularly ways of assessing risk to themselves and about how to behave in a way that will defuse the situation. Once a situation has been defused, the next stage is about solving problems and learners will be taught about the strategies that they can use to do this. They will also learn about post-incident considerations, such as sources of support and why it is important to share good practice.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

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

Learning outcomes	Assessment criteria
5 Understand good practice to follow after conflict situations	5.1 State the importance of accessing help and support following an incident 5.2 State the importance of reflecting on and learning from conflict situations 5.3 Identify the importance of sharing good practice 5.4 State the importance of contributing to solutions to reoccurring problems

Unit content

1 Understand the principles of conflict management appropriate to their role

1.1 Importance of positive communication to avoid conflict: the importance of constructive communication; the need to communicate in a way that is clear, professional, polite and fair

1.2 Importance of employer policies, guidance and procedures: their value as a means of reducing risk of litigation and harm to self and others; their value as source of information about own responsibilities, and action to take in different circumstances

1.3 Factors that can trigger an angry response: common triggers (feeling threatened, loss of face, frustration, physical discomfort); factors that can increase likelihood of triggering an angry response (drink, drugs, personality, medical conditions)

1.4 Factors that can inhibit an angry response: self control; fear of confrontations, retaliation or other consequences eg legal action; peer pressure; previous experience

1.5 Managing customer expectations to reduce the risk of conflict: how difficulties can be caused by customers having unrealistic expectations about a situation; how providing information can help manage customer expectations eg how long they may be required to wait, explanations of company policy, stating own expectations

1.6 Human responses to emotional and threatening situations: common responses (fear, anger, aggression); the fight, flight or freeze response; physical effects of adrenalin on the body; how to recognise symptoms of shock

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

2.1 Stages of escalation in conflict situations: the attitude-behaviour cycle; how threat levels can escalate in a confrontation (frustration → anger → aggression → violence); how own actions can lead to escalation in a situation eg an unsympathetic or rude response

2.2 How to apply dynamic risk assessment in conflict situations: need to adapt to threats posed by persons, places and objects; the reactionary gap; early warning signs of potential aggression (breathing, non-verbal signals); danger signs of imminent anger and aggression (language, non-verbal signals, personal space, actual and potential weapons); the need to be ready to adapt response depending on risk (respond verbally, take action, retreat, seek help)

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

3.1 How to use non-verbal communication in emotive situations: how to signal non-aggression through non-verbal communication (posture, positioning, movements, hand gestures, voice pitch); proxemic zones (public, social, personal, intimate)

3.2 How to overcome communication barriers: the need to recognise that a communication barrier exists; types of communication barrier (physical, attitudinal, emotional, linguistic); use of active listening to facilitate understanding; how to overcome physical barriers eg by moving to a quieter location; how to overcome attitudinal barriers eg by restating message, by being assertive; how to overcome emotional barriers by defusing the situation; how to overcome linguistic barriers eg by re-phrasing and repeating message, by slowing speech, by use of gestures, by use of intermediaries

3.3 Differences between assertiveness and aggression: characteristics of assertive behaviour (being firm but fair, remaining calm, appearing confident, politeness); how to recognise aggressive behaviour (words, tone, gestures, attitude)

3.4 Ways of defusing emotive conflict situations: use of non-verbal communication to signal non-aggression; maintaining self control; being positive and assertive; empathy and active listening

3.5 Appropriate approaches to take when confronting unacceptable behaviour: following appropriate policy and procedures; being proactive; using assertive language and behaviour

3.6 How to work with colleagues to de-escalate conflict situations: positioning in a confrontation when more than one staff member is present; the value in a confrontation of handing over to, or taking control from, a colleague

3.7 Importance of positioning and exit routes: importance of leaving potential aggressors with an exit route; importance of having own exit route available

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

4.1 Importance of viewing the situation from the customer's perspective: the value of empathy (preventing conflict, helping to defuse conflict, understanding a conflict situation better); ways of showing empathy

4.2 Strategies for solving problems: a problem-solving model to resolve situations once anger has been defused (building rapport, finding common ground, agreeing a way forward); negotiation strategies that can be used to help solve problems (stating expectations, giving reasons, offering alternatives, applying pressure, offering incentives, compromising)

4.3 Win-win approaches to conflict situations: the concept of 'win-win'; benefit of win-win approaches

5 Understand good practice to follow after conflict situations

5.1 Importance of accessing help and support following an incident: sources of help and support (colleagues, management, counsellors); value of accessing help and support (support, reassurance, dealing with shock)

5.2 Importance of reflecting on and learning from conflict situations: value of reflecting and learning from conflict (recognising trends, being able to respond better in future, identifying preventative measures)

5.3 Importance of sharing good practice: why front-line staff should contribute (value of first hand experience, sharing expertise and facilitating use of common approaches, being able to respond to changing circumstances, influencing procedures)

5.4 Importance of contributing to solutions to recurring problems: benefits of contributing (safer working environment for staff and customers, reduced stress, better customer experience)

Essential guidance for tutors

Delivery

Delivery of all or part of this unit could be integrated into teaching of other units so that they are taught simultaneously. For example, learning outcome 6 of Unit 1 covers communication and customer service skills, both of which are key considerations in learning about conflict management.

The *Unit content* section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. It is recommended that centres take account of the test weightings (see below) when deciding what emphasis to place on the teaching of each learning outcome.

The *Unit content* must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards or vehicle immobilisers). However, teaching should be exemplified and contextualised using material that is most relevant for the needs of the group using scenarios and role plays to reinforce learning. Example scenarios are given in *Annexe D*.

Centres can make use of 'non-contact' delivery activities. For more information, please refer to pages 5-6.

Assessment

This unit will be assessed using a test set and marked by Edexcel.

The questions will be based on assessment criteria and their associated *Unit content* on the preceding pages.

Tutors must ensure that learners have covered all of the content before sitting the test.

Further information about the tests can be found in the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres wishing to deliver this unit must conform to the requirements stipulated by the SIA in the Introduction to Learning Leading Towards Licence-linked Qualifications (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

In particular it should be noted that the SIA requires that trainers wishing to deliver this unit must hold a recognised qualification in conflict management training that is on the NQF or the QCF at Level 3.

Indicative resource materials

Training materials

Training materials for this unit are available from SAFE Ltd (www.safe-training.com).

Unit 4: Physical Intervention Skills for the Private Security Industry

Unit code: R/600/6303

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit aim and purpose

This unit is intended for people who want to work in the private security industry. It covers the knowledge, understanding and skills relating to physical intervention.

Unit introduction

People working in the private security industry sometimes find themselves in a position where they need to use physical intervention skills. Learners will be taught about the different types and definitions of physical intervention as well as the legal implications of its use and why it is important to use only as a last resort. They will learn about how to reduce the risks when physical intervention is used, including dynamic risk assessment, risk factors and responsibilities following a physical intervention. They will also learn about good practice to follow after a physical intervention. Learners will develop practical skills to protect against assault, including stance and positioning, disengagement and how to separate people who are fighting. They will also learn how to hold and escort, using restrictive and non-restrictive methods.

This unit builds on knowledge covered in previous units and so, when taken as part of the Edexcel BTEC Level 2 Award in Door Supervision, must not be taken until Units 1, 2 and 3 have been taught.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
<p>1 Understand physical interventions and the legal/professional implications of their use</p>	<p>1.1 Identify the differences between defensive physical skills and physical interventions</p> <p>1.2 Identify the differences between non-restrictive and restrictive interventions</p> <p>1.3 Identify positive alternatives to physical intervention</p> <p>1.4 State the importance of only using physical intervention skills as a last resort</p> <p>1.5 State legal and professional implications relating to the use of physical interventions</p>
<p>2 Understand how to reduce the risk of harm when physical intervention skills are used</p>	<p>2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used</p> <p>2.2 Identify the risk factors involved with the use of physical interventions</p> <p>2.3 Identify ways of reducing the risk of harm during physical interventions</p> <p>2.4 State responsibilities immediately following physical interventions</p> <p>2.5 State the importance of keeping physical intervention knowledge and skills current</p>
<p>3 Be able to use non-aggressive physical skills to protect self and others from assault</p>	<p>3.1 Demonstrate non-aggressive stance and positioning skills</p> <p>3.2 Demonstrate non-aggressive skills used to evade and protect against blows</p> <p>3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds</p> <p>3.4 Demonstrate non-aggressive methods to stop one person assaulting another</p> <p>3.5 Demonstrate non-aggressive team methods to separate persons fighting</p> <p>3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others from assault</p>

Learning outcomes	Assessment criteria
<p>4 Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills</p>	<p>4.1 Demonstrate the use of a method for physically prompting a person</p> <p>4.2 Demonstrate the use of a non-restrictive method of escorting a person</p> <p>4.3 Demonstrate the use of a one-person low-level restrictive standing hold that can be used as an escort</p> <p>4.4 Demonstrate the use of a two-person restrictive standing hold that can be used as an escort</p> <p>4.5 Demonstrate how to provide support to colleagues during a physical intervention</p> <p>4.6 Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties</p> <p>4.7 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques</p>
<p>5 Understand good practice to follow after physical interventions</p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from physical intervention situations</p> <p>5.3 Identify additional factors when reporting and accounting for use of force</p>

Unit content

1 Understand physical interventions and the legal/professional implications of their use

1.1 Differences between defensive physical skills and physical interventions: defensive physical skills (physical intervention skills used to protect oneself from assault); physical interventions (the use of direct or indirect force to limit another person's movement through bodily, physical or mechanical means)

1.2 Differences between restrictive and non-restrictive interventions: definition of 'restrictive' intervention as involving the use of force to limit the movement and freedom of an individual, using bodily contact, mechanical devices or changes to the person's environment; sub-divisions of restrictive intervention (highly restrictive, low-level restrictive); definition of 'highly restrictive' intervention as one that severely limits the movement and freedom of an individual; definition of a 'low-level' restrictive intervention as one that limits or contains the movement and freedom of a less-resistant individual with low levels of force; definition of 'non-restrictive' intervention as one that allows a greater degree of freedom where the subject can move away from the physical intervention if they wish; examples of non-restrictive interventions (prompting/guiding an individual to assist them walking, defensive/self-protective interventions)

1.3 Positive alternatives to physical intervention: primary controls relating to procedures (following employer safety/security policy, procedures and working practices) primary controls relating to security equipment/technology (radio for summoning assistance, CCTV, access control); secondary controls (positive and effective interpersonal communication, knowledge and skills of conflict management to reduce need for physical intervention)

1.4 Importance of using physical intervention skills only as a last resort: reasons (increased risk of harm to staff/customers, danger of allegations against staff and potential loss of licence and/or employment, possibility of staff prosecution if use of force is unnecessary/excessive/in any other way unlawful); examples of 'last resort' (when other options have failed or are likely to fail, when it is not possible or appropriate to withdraw)

1.5 Legal and professional implications of physical interventions: legal authority for use of force; duty of care considerations and possibility of being sued for negligence; possibility of employer being held responsible for excessive use of force or negligence by staff; possibility of nullifying insurance if physical intervention is used inappropriately; possible professional implications if physical intervention is used inappropriately (becoming a target for violence, loss of job, loss of licence)

2 Understand how to reduce the risk of harm when physical intervention skills are used

2.1 Use of dynamic risk assessment: to assess threat and risks of assault to staff and harm to others if physical intervention is or is not used; to evaluate options available and inform decision about whether, when and how to intervene; to identify when assistance is needed; to continuously monitor for changes in risks to all parties during and following an intervention; to inform the decision to de-escalate use of force and/or withdraw

2.2 Risk factors involved with physical interventions: danger of serious harm or death (from strikes or kicks, from an individual falling/being forced to the ground, from interventions involving the neck/spine/vital organs, from restraint face up/face down on the ground or any other position that impairs breathing and increases risk of positional asphyxia); situational factors that increase risk (environmental hazards, staff numbers, lack of availability of help, threats presented by others, increased risk of falls with one-on-one restrictive holds); personal factors that increase risk (age, size/weight, physical health, mental health, alcohol/drug use, physical exhaustion, recent ingestion of food, medical conditions or predispositions)

2.3 Ways of reducing risk of harm during physical interventions: choosing the physical intervention with the least force/least potential to cause injury in achieving the legitimate objective; ongoing communication between staff and with the subject, during and following restraint; monitoring wellbeing of the subject of intervention for adverse reactions; importance of someone taking a lead role and for others to support; de-escalation of physical intervention at the earliest opportunity to reduce exposure to risk; immediate release and assistance if subject complains or demonstrates signs of breathlessness/other adverse reactions

2.4 Responsibilities immediately following physical interventions: duty of care to the subject to be maintained following physical intervention; appropriate medical attention to be provided to any person who appears to be injured or at risk; updating any emergency services attending about circumstances, position, duration and any difficulties experienced during restraint; ensuring evidence is preserved, records made and witnesses identified

2.5 Importance of keeping physical intervention knowledge and skills current: because legislation and guidance can change; because proficiency in physical skills can fade over time, potentially reducing effectiveness and increasing risks

3 Be able to use non-aggressive physical skills to protect self and others from assault

3.1 Non-aggressive stance and positioning skills: how to position self in a way that reduces vulnerability to assault and facilitates exit or intervention while maintaining positive and unthreatening non-verbal communication

3.2 Non-aggressive skills to evade and protect against blows: how to use limbs and movement to protect against an assault while using non-aggressive stance/positioning skills

3.3 Non-aggressive methods of disengagement from grabs and holds: how to use a method of disengaging from grabs/holds to the wrist; how to use a method of disengaging from grabs/holds to clothing

3.4 Non-aggressive methods to stop one person assaulting another: how to use a one-person physical method to stop one person assaulting another

3.5 Non-aggressive team methods to separate people fighting: how to use a two-person physical method to separate people who are fighting

3.6 Communicate professionally while protecting yourself and others from assault: how to communicate with the subject of physical intervention in a way that helps calm the individual, gives instructions and checks their wellbeing

4 Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills

4.1 Physically prompting a person: how to use a non-restrictive prompt when verbal and non-verbal persuasion have not achieved, or are not likely to achieve, the legitimate objective

4.2 A non-restrictive escort: how to use a non-restrictive use of force to escort a subject where prompting is not sufficient

4.3 A one-person restrictive standing/escorting hold: how to use a one-person low-level restrictive standing hold that can be used as an escort

4.4 A two-person restrictive standing/escorting hold: how to use a two-person restrictive standing hold as an escort

4.5 How to provide support to colleagues during a physical intervention: how to use appropriate positioning to observe potential threats to colleagues and customers and to help contain the situation

4.6 How to de-escalate and disengage a physical intervention ensuring safety for both parties: how to reduce force in a controlled way up to the point where staff can safely disengage

4.7 Communicate professionally while using prompting, holding and escorting techniques: how to communicate in a way that helps calm the subject, gives instructions and checks their wellbeing

5 Understand good practice to follow after physical interventions

5.1 Importance of accessing help and support following an incident: importance of recognising the potential for physical and psychological harm following an incident where force has been used; importance of accessing appropriate support

5.2 Importance of reflecting on and learning from physical intervention: importance of sharing learning from experiences with colleagues/employers so that situations needing physical intervention can be reduced or managed more safely

5.3 Additional factors when reporting and accounting for use of force: subject's behaviour; other impact factors (subject size and gender, staff resources, bystanders, potential weapons); staff responses including physical interventions and level of force used; any injuries sustained; first aid and medical support provided; details of any admissions to hospital; support given to those involved and follow up action required

Essential guidance for tutors

Delivery

This unit builds on knowledge covered in previous units and so, when taken as part of the Level BTEC Level Award in Door Supervision, must not be taken until Units 1, 2 and 3 have been taught.

Learning outcomes 1, 2 and 5 deal with knowledge and understanding while learning outcomes 3 and 4 cover practical skills. Although the amount of *Unit content* may appear to be greater for the knowledge and understanding, in fact it is likely that most of the 10 hours allocated to this unit will need to be spent on developing and demonstrating the practical skills.

It is important to note that the 10 guided learning hours allocated relates to the time needed *per learner*. Therefore, where assessment of learners takes place sequentially rather than simultaneously, the time allowed may need to be increased accordingly.

If the centre is intending to use non-contact activities (see pages 5-6 for more information), only learning outcomes 1, 2 and 5 will be suitable for this.

Learning outcomes 1, 2 and 5

These learning outcomes are best suited to classroom-based delivery prior to the delivery of the practical skills.

In a number of places, there are links to other units. Assessment criterion 1.3 builds on the communication skills that are covered in Unit 3, learning outcome 1. Assessment criterion 1.5 builds on learners' understanding of the use of force covered in assessment criteria 2.2 and 2.4 of Unit 2. The basic principles of dynamic risk assessment dealt with in assessment criterion 2.1 will already be familiar to learners from assessment criteria 2.1 and 2.2 of Unit 3. Finally, assessment criteria 5.1 and 5.2 extend what has been taught in Unit 3, learning outcome 5, while assessment criterion 5.3 links to record keeping, which is covered in Unit 2, assessment criterion 6.1.

In assessment criterion 5.3, the reference to 'impact factors' should be understood as referring to factors that will help determine if and how physical intervention is required.

Learning outcomes 3 and 4

Learners must have the opportunity to practise the techniques in controlled conditions before they are assessed. Demonstration and instruction by the tutor, followed by time for learners to practise together whilst being coached, is an effective method for this type of learning. Periodic rotation of groups allows learners to gain richer experience. The use of practical scenarios enhances newly taught skills, and learners can benefit not only from taking part but also from observing each other.

The techniques used in assessment criteria 3.4 and 3.5 might be the same, with the only difference being the number of people intervening. This will, however, depend upon the training programme that the centre is delivering.

When teaching the one-person intervention in assessment criterion 4.3, learners should be reminded about the increased risks involved in one-on-one restraints and that two-person interventions are always preferable if circumstances permit.

Assessment

Assessment for this unit is in two parts:

- assessment of knowledge and understanding (learning outcomes 1, 2 and 5)
- assessment of practical skills (learning outcomes 3 and 4).

Learners must pass both parts of the assessment to pass the unit.

Learning outcomes 1, 2 and 5

The knowledge components of this unit will be assessed by the centre and subject to Edexcel's normal quality assurance processes.

There must be evidence that learners have met **each** assessment criterion no matter what assessment method is used.

A sample multiple-choice test paper and answer key is provided on the secure Edexcel website. Centres using this test must administer it under centre supervision, but it is not necessary to adhere to the requirements that apply to Units 1, 2 and 3. The test paper and mark sheet for each learner must be retained for external verification. If learners who have taken the multiple-choice test fail to meet a particular assessment criterion, centres need not re-administer the whole test; learners can be assessed on only those criteria that they have not met. This may involve use of individual targeted multiple choice questions or any other assessment method, for example oral questioning or short answer questions.

Centres may choose not to use any multiple-choice testing and instead use a different assessment method. Other forms of assessment that might be used include discrete short answer questions, gap fill exercises, questions based on case studies, and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment materials and learners' answers to allow external verification to take place.

Learning outcomes 3 and 4

There must be evidence that learners have met each assessment criterion, demonstrating skills accurately and safely.

Evidence of learners' performance must be recorded in writing and made available for external verification. A sample observation record is provided in *Annexe F*. Centres can use this or create their own.

In addition, there must be video evidence of each learner meeting at least **one** assessment criterion in either learning outcome 3 or learning outcome 4, which must be made available for external verification. The video evidence for different learners should, if possible, relate to different assessment criteria. Assessment criteria 3.6 and 4.7 are not suitable for video evidence.

The subject of the physical intervention could be the tutor or it could be another learner under strict guidance and supervision. Learners must have had the opportunity to practise the techniques in controlled conditions before being assessed.

Assessment criteria 3.1, 3.2 and 3.6 can be thought of as 'sub-skills' which learners should be applying at the same time they are demonstrating the skills for 3.3, 3.4 and 3.5. Similarly, in learning outcome 4, the communication skills in assessment criterion 4.7 should be applied throughout the assessment of the other skills.

There are other opportunities to link assessment criteria together. For example, 4.1, 4.2 and 4.3 could be demonstrated in a single practical scenario involving a customer who becomes increasingly uncooperative. Assessment criterion 4.6 (disengaging safely) could be demonstrated in relation to either 4.3 (single person) or 4.4 (two person) restraints.

Essential resources

- 1 Centres must have access to equipment on which learners can be recorded demonstrating their skills in learning outcomes 3 and 4.
 - 2 Centres must use a training programme endorsed by an SIA-endorsed awarding organisation.
 - 3 Centres must have employers' liability insurance, public liability insurance and professional indemnity insurance. Under 'Business activity' on the insurance documentation it must state cover for 'training in physical intervention' or equivalent wording. Where the tutor does not hold their own cover, the centre must ensure its insurer is aware of this and extended cover secured where necessary.
 - 4 Centres must have a first aid policy which includes access to staff with first-aid-at work qualifications during physical skills training, first aid equipment available during physical skills training, and access to water and a telephone in an emergency
 - 5 The centre must provide candidates with safety information prior to attendance that informs them that physical activity will be involved and that this carries risk and also informs them what is expected from them in terms of behaviour, what they should wear, and what they should do if they have any concerns about their health or fitness to participate in this training.
 - 6 The centre must demonstrate that it has a system and documentation for risk assessments of the training room and undertake to risk assess the training room(s) each time training is carried out.
 - 7 A centre that will be delivering training **in its own facilities** must demonstrate that:
 - the room(s) is/are of sufficient size and is/are suitable for the delivery and practice of physical intervention
 - an initial risk assessment has been carried out on the training room(s) and any necessary control measures are in place.
- A centres that will be delivering training **in other locations** must:
- demonstrate that it can identify factors that make a room suitable or unsuitable for physical intervention training
 - undertake to risk assess the training room each time training is carried out.
- 8 The centre must undertake to maintain a ratio of no more than 12 learners for every approved assessor at all times during the physical skills training and assessment.
 - 9 Tutors must meet all the following criteria. They must:
 - be authorised to deliver the endorsed programme being used by the centre.
 - hold a teaching or training qualification equivalent to PTLLS accredited by Ofqual, SQA or endorsed by the HE Academy
 - hold a qualification in the delivery of conflict management training that is on the NQF or the QCF at Level 3.
 - hold either a Level 3 Award in Delivering Physical Intervention Training (QCF) or an approved equivalent.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

BTEC Security Qualifications Centre Management Handbook, available from the Edexcel website: www.edexcel.com/quals/tests/sia/

Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)

Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual, August 2008)

the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the quality assurance system and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

National Occupational Standards can be downloaded from:

- www.ukstandards.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

planning for the delivery of a new programme

planning for assessment and grading

developing effective assignments

building your team and teamwork skills

developing student-centred learning and teaching approaches

building Functional Skills into your programme

building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ 0844 576 0026

GCSE 0844 576 0027

GCE 0844 576 0025

The Diploma 0844 576 0028

DiDA and other qualifications 0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

is active – ideas are developed and applied

is designed to be supportive and thought provoking

builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A – Sector qualification frameworks

Below is the Edexcel BTEC qualification framework for the sector Security, Parking and Public Services.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist qualifications	NVQ/occupational
5				
4				
3		BTEC Nationals in Public Services	BTEC Certificate in Close Protection	
2		BTEC Firsts in Public Services	BTEC Award in Community Safety for Accredited Persons BTEC Award in CCTV Operations (Public Space Surveillance) BTEC Award in Disengagement and Physical Intervention Skills BTEC Award in Door Supervision BTEC Award in Security Guarding BTEC Award in Vehicle Immobilisation	NVQ in Providing Security Services NVQ in Controlling Parking Areas

Annexe B – Wider curriculum mapping

Study of Edexcel BTEC qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification, learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. They will have the opportunity to discuss ways of respecting and valuing others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C – Mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Award in Door Supervision (QCF) against the underpinning knowledge of the Edexcel Level 2 NVQ in Providing Security Services.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units of Level 2 NVQ in Providing Security Services	Units of BTEC Award			
	1	2	3	4
HSS1 Make sure your own actions reduce risks to health and safety	#	#	#	#
SLP2 Communicate effectively and efficiently in the workplace	#	#	#	#
ICS9 Give customers a positive impression of yourself and your organisation	#	#	#	
SLP4 Control security incidents	#	#		
Unit 224 Produce documents				
HSS7 Make sure your own actions within the workplace aim to protect the environment	#			
AA1 Promote equality and value diversity	#		#	
AG12 Liaise with other services		#		
2J3 Present information to courts or at other hearings	#			
SLP6 Maintain the security of property and premises through observation				
SLP7 Control entry to and egress from premises				
SLP8 Carry out searches of people and their property for unauthorised items		#		
SLP9 Provide security at licensed venues		#		#
SLP10 Carry out searches of vehicles for unauthorised items				
SLP11 Arrest people suspected of committing an offence		#		#
SLP12 Deal with disorderly and aggressive behaviour		#	#	#
SLP13 Monitor areas using CCTV systems				
CTV13 Maintain CCTV recording media libraries and preserve potential evidence				
SLP15 Maintain the operational performance of CCTV systems				
SLP16 Provide covert security in retail environments				
SLP17 Detect loss and theft in retail environments				

Units of Level 2 NVQ in Providing Security Services	Units of BTEC Award			
	1	2	3	4
SLP18 Control a guard dog under operational conditions				
SLP22 Deal with lost and found property				
SLP25 Maintain an understanding of current legislation and regulation relevant to your role	#	#		#
SLP26 Record information relevant to your role		#		#
SLP41 Preventing unauthorised items passing through ports				
SLP50 Respond to keyholding visit requests				
SLP51 Visit sites in response to keyholding requests				

Annexe D – Conflict management scenarios

This annexe contains guidance on scenarios for security guarding, door supervision, and vehicle immobilisation. Tutors should refer to the section that is appropriate for their learners.

Scenarios for door supervision

Below are examples of scenarios which should be used as the basis for role plays, case studies and discussions. Tutors are recommended to use at least one scenario from each section.

Refusal scenarios

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

Ejection scenarios

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

Incident scenarios

- 13 Advising a customer regarding unacceptable behaviour inside the venue, trying to stop the behaviour and warning the customer about further action if the behaviour persists.
- 14 Dealing with a first aid incident where other drunken customers try to take over.
- 15 Dealing with a domestic dispute which turns into a noisy incident inside the venue.

- 16 Dealing with other disputes inside the venue, such as a customer arguing with bar staff over incorrect change given or a complaint about poor service.
- 17 Dealing with various aggressive arguments between customers, trying to prevent them from turning physical.
- 18 Dealing with customers (usually drunk) who refuse to leave at closing time.
- 19 Arresting a customer as a last resort. Some customers will comply with the arrest, while others will become argumentative or aggressive.

Scenarios for security guarding

Below are categories of scenarios which should be used as the basis for role plays, case studies and discussions. The training should be tailored to respond to the specific workplace needs of the learners (for example retail guarding or general guarding). The SIA requires that trainers use at least one scenario from each section below.

Enforcement scenarios

A situation that requires learners to demonstrate positive communication skills when dealing with people on routine matters, such as access control and identity checks.

Defusing scenarios

A situation that requires learners to demonstrate effective communication skills in calming an emotive situation, such as an angry customer.

Confronting scenarios

A situation that requires non-aggressive but firm handling of unacceptable behaviour such as foul language or a breach of rules of entry.

High risk scenarios

An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

Scenarios for vehicle immobilisation

Below are examples of scenarios which should be used as the basis for role plays, case studies and discussions. Tutors are recommended to use at least one scenario from each section below.

Vehicle clamping or removal

- 1 An angry or distressed driver returning to vehicle as it is being clamped or prepared for towing.
- 2 Intervention by third parties/bystanders, for example outside licensed premises or take-away outlets.
- 3 Dealing with an 'attended' vehicle, for example people sitting in the vehicle such as friends or children. However, the driver is not in the car and the key is not in the ignition.
- 4 Dealing with a sensitive situation that may require use of discretion, for example recognising people with special needs and those providing essential care.

Obstruction and harassment

- 5 A driver obstructing the operator from towing away the vehicle, for example by getting into the vehicle or by standing/lying on it or in front of it.
- 6 An attempt to remove or damage the clamp by non-authorised parties. The operator may need to attend the location and advise the driver that destroying the clamp is a criminal offence.
- 7 A road rage situation, such as where a driver chases/follows the clamper or tow vehicle.
- 8 A driver refusing or preventing the operator from gathering evidence of illegal abandonment of a vehicle.

Conflict over payment

- 9 An owner offering to pay immediately to release the clamp but the operator cannot accept the payment due to company policy. The operator has to re-route the owner to make the payment and this escalates the situation.
- 10 A driver appealing to the operator to avoid payment and becoming aggressive when this is not accepted.
- 11 A driver having no means of payment or their card not being authorised or they cannot prove ownership of the vehicle.

Conflict at point of release/retrieval

- 12 Aggression faced when returning to release a clamp.
- 13 Handling aggression surrounding claims made by the driver/owner that the operator has caused damage.
- 14 Managing frustration of a driver/owner left for long periods of time, waiting for an operator to remove the clamp or release the vehicle.

Annexe E – Standards of behaviour for door supervisors

Personal appearance
<p>A door supervisor should at all times:</p> <ul style="list-style-type: none"> • wear clothing which is smart, presentable, easily identifies the individual as a door supervisor, and is in accordance with the employer’s guidelines • wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side.
Professional attitude and skills
<p>A door supervisor should:</p> <ul style="list-style-type: none"> • greet visitors to the licensed premises in a friendly and courteous manner • act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the door supervisor’s responsibility • carry out his/her duties in a professional and courteous manner with due regard and consideration to others • behave with personal integrity and understanding • use moderate language which is not defamatory or abusive when dealing with members of the public and colleagues • be fit for work and remain alert at all times • develop knowledge of local services and amenities appropriately.
General conduct
<p>In carrying out his/her duty, a door supervisor should:</p> <ul style="list-style-type: none"> • never solicit or accept any bribe or other consideration from any person • not drink alcohol or be under the influence of alcohol or drugs • not display preferential treatment towards individuals • never abuse his/her position of authority • never carry any item which is or could be considered to be threatening • report all incidents to the management • cooperate fully with members of the police, local authority, Security Industry Authority and other statutory agencies with an interest in the licensed premises or the way they are run.
Organisation/company values and standards
<p>A door supervisor should:</p> <ul style="list-style-type: none"> • adhere to the employing organisation/company standards • be perceptive of the employing organisation/company culture and values • contribute to the goals and objectives of the employing organisation/company.

Annexe F – Example learner observation record

Centre:	
Name of endorsed training programme used:	
Candidate name:	

In order to have met an assessment criterion, the following must be evident:	
1	The skill has been successfully applied.
2	The skill has been applied in a manner that is safe for the learner and for the subject of the physical intervention.
3	The skill has been applied in a way that is consistent with the coaching points set out in the approved training programme.

3 Be able to use non aggressive physical skills to protect yourself and others from assault	
3.1	Demonstrate non-aggressive stance and positioning skills
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
3.2	Demonstrate non-aggressive skills used to evade and protect against blows
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
3.3	Demonstrate non-aggressive methods of disengagement from grabs and holds
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
3.4	Demonstrate non-aggressive methods to stop one person assaulting another
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
3.5	Demonstrate non-aggressive team methods to separate people fighting
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
3.6	Communicate professionally with the subject of physical intervention while protecting yourself and others from assault
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
4 Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills	
4.1	Demonstrate a method for physically prompting a person
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
4.2	Demonstrate a non-restrictive method of escorting a person
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
4.3	Demonstrate a one-person low-level restrictive standing hold that can be used as an escort
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met
4.4	Demonstrate a two-person restrictive standing hold that can be used as an escort
	<i>(tick as appropriate)</i> <input type="checkbox"/> Not met <input type="checkbox"/> Met

4.5	Demonstrate how to provide support to colleagues during a physical intervention		
	<i>(tick as appropriate)</i>	Not met	Met
4.6	Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties		
	<i>(tick as appropriate)</i>	Not met	Met
4.7	Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques		
	<i>(tick as appropriate)</i>	Not met	Met

Tutor declaration		
The learner fully participated in the training. I observed the learner throughout the training and declare the learner's ability to successfully and safely demonstrate the skills was:		Not met
Tutor's comments:		Met
Tutor name:	Date:	
Tutor signature:		

Learner declaration		
I confirm that I participated fully in the training and I demonstrated all the above skills accurately and safely.		
I confirm that I have been issued with a workbook which illustrates the physical skills that I have undertaken during this course.		
Learner's comments:		
Learner name:	Date:	
Learner signature:		

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