



Pearson BTEC Award for Working as a Door Supervisor within the Private Security Industry (Scotland) at SCQF Level 6

Specification

BTEC Specialist qualification

First teaching February 2015

Edexcel, BTEC and LCCI qualifications

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Purpose of this specification

The purpose of a specification is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

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.

2 Qualification summary and key information

Qualification title	Pearson BTEC Award for Working as a Door Supervisor within the Private Security Industry (Scotland) at SCQF Level 6
SQA accreditation code	TBC
Qualification framework	Scottish Credit and Qualifications Framework (SCQF)
Accreditation start date	TBC
Approved age ranges	18+ 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment) and Pearson-devised assessment (onscreen testing)
Guided learning hours	45
Grading information	The qualification and units are at pass grade.
Entry requirements	<p>For details of entry requirements see below. Learners should have language skills to the equivalent of the following;</p> <ul style="list-style-type: none"> • A BI level qualification on the Home Office's list of recognised English tests and qualifications • An ESOL qualification at Entry 3 or higher (e.g. Level 1 or 2) on the Ofqual register taken in England, Wales or Northern Ireland • An ESOL qualification at Scottish Qualifications Framework levels 4, 5 or 6 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland • Functional Skills Entry Level 3 in English • SQA Core Skills at Scottish Qualifications Framework Levels 4, 5 or 6. Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).

BTEC Specialist qualification titles covered by this specification

The Person BTEC Award for Working as a Door Supervisor within the Private Security Industry (Scotland) at SCQF Level 6

SQA accreditation code number and qualification title

The qualification title, unit titles and SQA accreditation code will appear on each candidate's final certificate. You should tell your candidates this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Qualification objective

The Pearson BTEC Award for Working as a Door Supervisor within the Private Security Industry (Scotland) at SCQF Level 6 is for learners who work in, or who want to work in, the security industry as a Door Supervisor

It gives learners the opportunity to:

- develop knowledge related to the Private Security industry, including, the purpose of the industry, the functions of the regulator, governing legislation and the acceptable work practices, procedures and standard
- develop skills in conflict management and their abilities in managing and resolving conflict in the context of the role of a Door Supervisor
- learn about the role, duties and responsibilities of a Door supervisor. This covers areas such as, searching procedures, physical protection systems, physical intervention skills, reporting and record keeping, as well as legislation relevant to a Door Supervisor.
- achieve a nationally-recognised Level 6 qualification
- achieve a licence to practise
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Award in Door Supervision (Scotland), which has now expired. Information about how the new and old units relate to each other is given in *Annexe B*.

Progression opportunities through Pearson qualifications

Learners who have achieved this qualification can progress to other related security qualifications, should they wish to change career, such as the Pearson BTEC Award for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6.

Industry support and recognition

This qualification is supported by the SIA, the regulator for the private security industry. The units in this qualification are written to meet the objectives of the SIA's Specification for Learning and Qualifications in Door Supervision (*See Annex C*).

Relationship with National Occupational Standards

This qualification is designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS) in security.

NOS form the basis of National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs). BTEC qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

3 Qualification structure

Pearson BTEC Award for Working as a Door Supervisor within the Private Security Industry (Scotland) at SCQF Level 6

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit	Mandatory units	Level	Credit	Guided learning hours
1	Working as a Door Supervisor within the Private Security Industry	6	2	12
2	Working within the Private Security Industry	6	1	10
3	Conflict Management within the Private Security Industry	6	1	8
4	Physical Intervention Skills within the Private Security Industry	6	2	15

Unit 2: Working within in the Private Security Industry and Unit 3: Conflict Management within 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 qualification in any of the following areas, they may not need to take them again.

- ♦ Security Officer
- ♦ Vehicle Immobilisation
- ♦ CCTV Operations (Public Space Surveillance)
- ♦ Cash and Valuables in Transit

4 Assessment

External assessment

Pearson sets and marks the externally assessed onscreen tests. These tests must be taken by the learner under examination conditions.

The table below gives information about the onscreen tests available for this qualification.

Unit 1: Working as a Door Supervisor within the Private Security Industry	
Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	February 2015
Unit 2: Working within the Private Security Industry	
Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	February 2015
Unit 3: Conflict Management within the Private Security Industry	
Length of assessment	The external assessment will be 45 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	February 2015

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen/paper-based test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions for the external assessments.

Centres need to make sure that learners are:

- fully prepared to sit the on screen multiple choice tests
- entered for the tests at appropriate times, with due regard for resit opportunities as necessary.

All centres offering onscreen assessment must comply with the Joint Council for Qualifications (JCQ) document Instructions for the Conduct of Examinations (ICE).

The current version of this document is available on our website at:

www.edexcel.com

Please also refer to Section 5 of the *Requirements for Awarding Organisations and Training Providers in Annexe E*.

Internal assessment

The following unit is assessed internally through a Portfolio of Evidence only.

Unit 4 Physical Intervention Skills within the Private Security Industry

This unit has specified learning outcomes and assessment criteria. To pass this unit, learners must meet all of the unit's learning outcomes and assessment criteria.

This unit will be assessed by an externally set and internally marked practical assessment and an externally set and internally marked knowledge assessment. Both the practical and the knowledge assessment will be externally quality assured.

No learner should pass the knowledge assessment without correctly answering all questions on the risks involved in physical intervention (including positional asphyxia).

For the practical assessment, learners will be assessed performing each of the techniques taught. The assessor will only pass them when all of the techniques have been demonstrated satisfactorily.

Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Pearson has written assignment briefs for learners to show what evidence is required. The assignment briefs indicate clearly which assessment criteria are being targeted. (This will be available for centres to download from a secure area of the website).

Centres should ensure that learners produce valid, sufficient and reliable evidence of meeting the assessment criteria.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: www.edexcel.com/policies

Comment [CJ1]: Waiting for feedback from SQA request to add in SIA information here

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the SCQF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Pearson does not normally define the mode of delivery for BTEC qualifications. However, this qualification has been developed in conjunction with the Security Industry Authority (SIA), which has placed certain restrictions on how training may be delivered. In line with the SIA requirements, detailed in Section 12 of the *Requirements for Awarding Organisations and Training Providers in Annexe E*, centres can offer the following parts of this qualification by distance learning if that meets their learners' needs:

- the learning (**not** assessment) for the unit Working within the Private Security Industry
- thirty minutes of learning for preparation for training for the Conflict Management unit.

All other learning must be completed face-to-face. Centres may adopt a flexible approach to delivery as long as it complies with the requirements of Section 12 of the *Requirements for Awarding Organisations and Training Providers in Annexe E*.

Contact time

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment, for example, direct teaching, class discussions and supervised practice activities. This time does not include;

- Breaks in the delivery of the course
- Checking ID.

The table below states the GLH and the required contact time for each unit in the qualification. 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 giving them the opportunity to do so if they choose. Centres can continue to delivering the entire programme as contact time.

Unit	Title	GLH	Minimum contact time
1	Working as a Door Supervisor within the Private Security Industry	12	12
2	Working within the Private Security Industry	10	1
3	Conflict Management within the Private Security Industry	8	7.5
4	Physical Intervention Skills within the Private Security Industry	15	12

The stipulated contact time must occur over a minimum of three days. Each day should not exceed eight hours of learning. For further information on the delivery of the qualification, please refer to Sections 11 and 12 of the *Requirements for Awarding Organisations and Training Providers* in *Annexe E*,

Centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the SCQF and this form of words will appear on the learner's Notification of Performance (NOP).

SCQF level

All units and qualifications within the SCQF have a level assigned to them. There are twelve levels of achievement, from Level 1 to Level 12. The SCQF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

All legislation cited in the units is current at the time of publishing. The most recent legislation should be taught and assessed internally. Any external assessment will use the most recent legislation

Unit 1: Working as a Door Supervisor within the Private Security Industry

SCQF level:	6
Credit value:	2
Guided learning hours:	12

Unit aim This unit is intended for people who want to work in the private security industry and require a Security Industry Authority (SIA) licence to practise. The unit covers the knowledge and understanding relevant to the role of door supervisor.

The unit covers the specialist knowledge and understanding required to become a licensed door supervisor. The generic knowledge that applies to different parts of the security industry is covered in *Unit 2: Working in the Private Security Industry* and in *Unit 3: Conflict Management for the Private Security Industry*.

In this unit, you will be taught about the role of a door supervisor and the behaviour required for the role. As a door supervisor you will need to know about the law and the powers available to you when the law is broken. You will also need to know about related issues such as crime scene preservation and record keeping. You will learn about arrest, the law of force, types of assault, and drug and licensing laws. You will gain understanding of your role when dealing with emergencies, when helping to keep vulnerable people safe, the importance of queue management and venue capacity.

Essential resources

Centres must meet the requirements stipulated by the SIA (for facilities, trainer qualifications, sector competence of trainers and examination facilities) in the document *Introduction to Learning Leading Towards Licence-linked Qualifications: Guidance for Awarding Bodies and Training Providers*, available on the SIA website.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the role and objectives of a door supervisor	1.1	State the role of a door supervisor	<ul style="list-style-type: none"> □ Work under the direction of the Designated Premises Supervisor □ Ensure customers and other members of staff on the premises are safe: <ul style="list-style-type: none"> ◆ control entry and access ◆ maintain order on premises ◆ deal with unacceptable behaviour ◆ ensure those on the premises comply with the law ◆ comply with licensing objectives ◆ carry out security checks before opening ◆ carry out searches as required ◆ deal with emergencies calmly and effectively, in line with organisational procedures □ Record incidents and preserve crime scenes
		1.2	State the objectives of a door supervisor	<ul style="list-style-type: none"> □ Provide effective customer service □ Ensure that venue policies are adhered to □ Comply with SIA Standards of Behaviour for Door Supervisors □ Be vigilant in order to deter and detect crime □ Contribute to the safety and security of staff and customers

Learning outcomes		Assessment criteria		Unit amplification
		1.3	State the importance of an admissions policy	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure compliance with the law <input type="checkbox"/> Maximise safety and security of those within the venue <input type="checkbox"/> Comply with age restrictions <input type="checkbox"/> Maintain dress requirements <input type="checkbox"/> Allow for searching to detect and prevent illegal or prohibited items <input type="checkbox"/> Provide justification for refusals/ejections <input type="checkbox"/> Deter unacceptable behaviour <input type="checkbox"/> Manage customer expectations <input type="checkbox"/> Ensure that all customers are dealt with fairly and equally
2	Understand civil and criminal law relevant to a door supervisor	2.1	State the law relating to the use of force	<ul style="list-style-type: none"> <input type="checkbox"/> Use of force must be reasonable, necessary, fully justified, properly reported and recorded <input type="checkbox"/> Force may be used only: as self-defence, to make a lawful arrest and prevent a crime, to eject a trespasser from private premises, to prevent a breach of the peace <input type="checkbox"/> Door supervisors can be prosecuted if they use unnecessary/excessive force
		2.2	Identify different types of crimes against the person as defined by law	<ul style="list-style-type: none"> <input type="checkbox"/> Murder, manslaughter <input type="checkbox"/> Common assault, battery, wounding, poisoning, inflicting grievous bodily harm, assault occasioning actual bodily harm <input type="checkbox"/> Rape, sexual assault
		2.3	Identify common crimes against property that a door supervisor may come across	<ul style="list-style-type: none"> <input type="checkbox"/> Arson <input type="checkbox"/> Criminal damage, threats to damage, robbery, burglary, theft
		2.4	State the definition of an 'offensive weapon'	<ul style="list-style-type: none"> <input type="checkbox"/> Definition (any object made or adapted for use to cause injury to the person, or intended by the person having it with them for such use)

Learning outcomes		Assessment criteria	Unit amplification
3	Understand searching relevant to a door supervisor	3.1	State the differences between general, random and specific searches <ul style="list-style-type: none"> <input type="checkbox"/> General: when every customer is searched <input type="checkbox"/> Random: when a random selection of customers are searched <input type="checkbox"/> Specific: when specific individuals at the venue are searched for specific reasons
		3.2	Identify a door supervisor's right to search <ul style="list-style-type: none"> <input type="checkbox"/> No automatic legal right to search <input type="checkbox"/> As a part of the admissions policy <input type="checkbox"/> As a condition of entry, only with the consent of the person prior to the search <input type="checkbox"/> Only in a public place with a witness <input type="checkbox"/> Can only search outer clothing, pockets and bags <input type="checkbox"/> If permission withdrawn, the search must be stopped
		3.3	Recognise possible hazards when conducting a search <ul style="list-style-type: none"> <input type="checkbox"/> Needles, sharp objects, weapons <input type="checkbox"/> Malicious allegations (defamation of character, victim of gossip, false accusation) <input type="checkbox"/> Confrontation, defensive, difficult behaviour <input type="checkbox"/> Violence
		3.4	State the precautions to take when carrying out a search <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate personal protective equipment (PPE) (needle proof gloves) <input type="checkbox"/> Use of a dedicated search area <input type="checkbox"/> Conduct search in pairs; in view of CCTV, a witness <input type="checkbox"/> Use self-search techniques (customer empties own pockets, removes coat, empties any bags)

Learning outcomes	Assessment criteria	Unit amplification
	3.5 State how to search people and their property	<ul style="list-style-type: none"> □ Follow organisational search policy □ Obtain permission of person being searched prior to the search □ Only same-sex searching □ Follow policy on searching children and young people □ Maintain a search log
	3.6 Identify reasons for carrying out a premises search	<ul style="list-style-type: none"> □ Ensuring evacuation routes are clear □ Checking safety of equipment □ Identifying potential hazards □ Search for drugs and/or weapons □ Search for suspicious packages and objects
	3.7 Identify actions to take in the event of a search refusal	<ul style="list-style-type: none"> □ Explain conditions of entry □ Explain reasons for search □ Deny entry
	3.8 Identify search documentation that a door supervisor is required to complete	<ul style="list-style-type: none"> □ Search log, search report, incident log, pocket book
	3.9 Identify actions to take if a prohibited or restricted item is found during a search	<ul style="list-style-type: none"> □ Follow venue's policy □ Non-illegal items against entrance policy: follow venue policy (return item and refuse entry; inform supervisor, hold item securely, record and return on exit) □ Illegal items: seize item, call police if appropriate, handing-over both person and item to police; record the find in line with venue policy

Learning outcomes		Assessment criteria		Unit amplification
		3.10	Identify additional considerations to take when searching individuals	<ul style="list-style-type: none"> □ Cultural (wearing of turban, dishdasha) □ Religious (prayer times, symbols such as symbolic kirpan (short dagger)) □ Disability (items potentially secreted in aids – wheelchair, walking stick) □ Children and young people (ensuring young person is able to give consent or waiting for parent or guardian to consent on their behalf)
4	Understand powers of arrest relevant to a door supervisor	4.1	Identify offences for which a door supervisor can make an arrest	<ul style="list-style-type: none"> □ Door supervisors have only the same powers of arrest as every citizen, i.e. that any person can arrest a person who is in the act of committing an indictable offence □ Indictable offences are more serious offences (aggravated burglary, theft, indecent assault, drug-trafficking offences, murder, manslaughter)
		4.2	Identify the limitations to a door supervisor's powers of arrest	<ul style="list-style-type: none"> □ Legal requirements (limited to indictable offences) □ Other available options (arrest by police, giving a warning) □ Policy of premises and local police □ Knock-on effects (being taken away from main duties, risks of violence)
		4.3	State why an arrest should only be made as a last resort	<ul style="list-style-type: none"> □ Human rights issues (e.g. serious matter to take away a person's liberty), risk of false arrest, risk of prosecution, personal safety could be compromised
		4.4	State arrest procedures to be followed by a door supervisor	<ul style="list-style-type: none"> □ Conduct the arrest as discreetly as possible, identify self, inform person that they are under arrest and give reason; show firmness of intent, use of reasonable force only if necessary detain the person safely, treat fairly, avoid use of aggression

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Identify procedures to take following an arrest	<ul style="list-style-type: none"> □ Ensure welfare of person arrested and own safety; separate if more than one person; inform police; detention and supervision until police arrive; preservation of evidence; incident report; assist police with a statement if required; attend court at a later date if required
5	Understand drug-misuse issues and procedures relevant to the role of a door supervisor	5.1	Identify key areas of drug-misuse legislation	<ul style="list-style-type: none"> □ Misuse of Drugs Act 1971 (possession of drugs; intent to supply; supply; manufacture; use of premises) Classification of drugs (A, B, C)
		5.2	Recognise the indicators of drug misuse	<ul style="list-style-type: none"> □ Physical symptoms (dilated pupils, sniffing, watering eyes, running nose) □ Behavioural signs (excessive giggling, non-stop talking, moving, sleepy, gagging inexplicable fear, tearfulness, aggressiveness) □ Physical evidence of drug use (torn-up card, papers, folded card/foil, empty sweet wrappers, syringes, spoons, traces of powder on face, surfaces)
		5.3	Identify common types of illegal drugs	<ul style="list-style-type: none"> □ Common illegal drugs: cannabis, heroin, cocaine, amphetamine, methamphetamine, MDMA, rohypnol, ecstasy, ketamine, mephedrone, magic mushrooms, GHB
		5.4	Recognise signs of drug dealing	<ul style="list-style-type: none"> □ Suspicious behaviour: frequent trips to toilets, meetings with lots of strangers, lots of people approaching one individual, covert exchanges of items/cash, hiding in areas out of view of staff and CCTV □ Information from other customers or members of staff □ Reduction in alcohol sales □ Drug litter found in the venue

Learning outcomes	Assessment criteria	Unit amplification
	5.5 State the procedure for dealing with individuals found to be in possession of drugs	<ul style="list-style-type: none"> □ Seize drugs □ Secure the drugs □ Follow venue policy on refusal, ejection or arrest □ Inform supervisor, manager and/or licence holder □ Record incident in line with venue □ Follow local policy on drugs
	5.6 State the procedure for handling seized drugs	<ul style="list-style-type: none"> □ Think safety first (including use of safety gloves) □ Avoid contact with any contaminated materials □ Follow local policy □ Ensure drugs are put somewhere secure □ Ensure seizure is recorded correctly □ Inform supervisor, manager and/or licence holder
	5.7 State how to dispose of drug-related litter and contaminated waste	<ul style="list-style-type: none"> □ Drug-related litter: syringes, swabs, foils, spoons, plastic bottles, cans, blood-soiled tissues □ Use Personal Protective Equipment (i.e. safety gloves, needle-proof gloves) □ Use tongs, dustpan and brush to move □ Use sharps boxes/empty bottles for needles (report to local authority; collection scheme)

Learning outcomes		Assessment criteria		Unit amplification
6	Understand incident recording and crime scene preservation relevant to the role of a door supervisor	6.1	Identify different types of evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Direct, circumstantial, hearsay, documentary, real, physical, material, oral (testimony), forensic
		6.2	State how to preserve evidence after an incident	<ul style="list-style-type: none"> <input type="checkbox"/> Protect from weather or interference, cordon off the area and restrict access <input type="checkbox"/> Store securely (safe), marked and recorded <input type="checkbox"/> Show police any potential evidence <input type="checkbox"/> Record actions
		6.3	Identify records to complete when an incident has occurred	<ul style="list-style-type: none"> <input type="checkbox"/> Incident log (reports/books) <input type="checkbox"/> Accident reports/books <input type="checkbox"/> Personal notebooks <input type="checkbox"/> Search registers <input type="checkbox"/> Police witness statements
		6.4	Identify the reasons for recording incidents	<ul style="list-style-type: none"> <input type="checkbox"/> Permanent written record <input type="checkbox"/> Potential use as evidence <input type="checkbox"/> To assist outside agencies or court cases <input type="checkbox"/> To help justify actions taken <input type="checkbox"/> To help prevent malicious allegations or civil actions

Learning outcomes	Assessment criteria	Unit amplification
	6.5 Identify the types of incidents which need to be recorded	<ul style="list-style-type: none"> <input type="checkbox"/> Ejections <input type="checkbox"/> Arrests <input type="checkbox"/> Use of force <input type="checkbox"/> Accidents <input type="checkbox"/> Drugs/weapons/property seizures <input type="checkbox"/> Serious crimes <input type="checkbox"/> Visits by officials, authorities <input type="checkbox"/> Disputes or complaints <input type="checkbox"/> Suspicious behaviour <input type="checkbox"/> Any other emergencies
	6.6 Identify incidents when a door supervisor should call the police	<ul style="list-style-type: none"> <input type="checkbox"/> Arrests <input type="checkbox"/> Serious crimes <input type="checkbox"/> Serious public order <input type="checkbox"/> Other serious incidents outside of the venue <input type="checkbox"/> Finding suspicious package/device

Learning outcomes		Assessment criteria	Unit amplification
		6.7 Identify the requirements for completing incident records	<ul style="list-style-type: none"> □ Complying with local procedures/company policy □ Using correct type of record □ Recording fact only, as accurately as possible □ Recording information as soon as practicable after the event □ Using notebook rules (how to make an entry, corrections, information to record) □ Records need to show when and where it happened, what happened, how it happened, what was seen and heard, what was done, what the result was, details of any witnesses, evidence or description, whether police were called
7	Understand licensing law and social responsibility relevant to the role of a door supervisor	7.1 Identify the licensing objectives	<ul style="list-style-type: none"> □ Under current legislation, the objectives are: (The Licensing (Northern Ireland) Order 1996) □ Prevent crime and disorder □ Public safety □ Prevention of public nuisance □ Protection of children from harm
		7.2 State the rights and duties of licensees and door supervisors as their representatives	<ul style="list-style-type: none"> □ Door supervisor acts as representative of licensee □ Refuse entry to premises □ Eject from premises □ Licensee: ensure premises comply with licensing objectives and all other relevant legislation; decides on admission policy and other house rules, withdraw consent to be on the premises □ Door supervisors: act on behalf of licence holder (to refuse entry, to withdraw consent to be on premises, to eject), prevent breaches of law

Learning outcomes	Assessment criteria	Unit amplification
	7.3 State the law in relation to refusing entry and ejecting customers	<ul style="list-style-type: none"> □ Any person can be refused entry to licensed premises by the licence holder and any member of their staff who is authorised by the licence holder or the premises manager □ Refusal to leave the premises when asked constitutes trespass, lawful ejection using reasonable force permissible
	7.4 Identify police powers regarding licensed premises	<ul style="list-style-type: none"> □ Right of entry to licensed premises at any time to investigate licensable activities or licensing offences □ Power to search at any time (drugs offences, breach of the peace) □ Reasonable force may be used □ Power to close venue for reasons of disorder and public safety or noise
	7.5 State the law regarding children and young persons on licensed premises	<ul style="list-style-type: none"> □ Licensing offences relating to children and young people include: <ul style="list-style-type: none"> • sale of alcohol • serving alcohol • collecting alcohol • young people drinking alcohol with meals • unaccompanied children

Learning outcomes	Assessment criteria	Unit amplification
	7.6 Identify acceptable forms of proof of age	<ul style="list-style-type: none"> □ Passport, photo-card, driving licence, proof-of-age scheme cards (not applicable to Northern Ireland), Local Challenge 21 and Challenge 25 schemes (not applicable to Northern Ireland)
	7.7 State conduct that is unlawful under licensing, gaming and licensing of sex establishments legislation	<ul style="list-style-type: none"> □ Allowing anyone under 18 years to enter the premises □ Drunkenness and disorderly conduct □ Serving someone who is drunk □ Serving alcohol to someone under the legal age □ Permitting a young person to use a Category C gaming machine □ Unlawful soliciting on licensed premises □ Controlling prostitutes on licensed premises □ Running a sex establishment without a licence □ Contravention of other licence terms, conditions and/or restrictions
	7.8 State the powers of entry of authorised persons	<ul style="list-style-type: none"> □ Authorised persons: licensing authorities' agent, fire safety inspector, fire service, environmental health officer, H M Revenue and Customs, local authority agent □ Right of entry: <ul style="list-style-type: none"> ◆ at any reasonable time ◆ to investigate licensable activities ◆ if offences are suspected ◆ issue closure orders ◆ to revoke licences

Learning outcomes		Assessment criteria		Unit amplification
8	Understand emergency procedures which should be followed by a door supervisor	8.1	State the importance of knowing the venue's evacuation procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Procedures for different types of evacuations (emergencies; fires, bomb threats, floods, fights, serious crimes) <ul style="list-style-type: none"> ◆ where entrances and all fire exits are ◆ how people react in emergencies ◆ role of the door supervisor in specific emergencies <input type="checkbox"/> Importance: to help keep people safe; to ensure orderly and timely evacuation of premises; to help defuse panic
		8.2	State the role of a door supervisor when dealing with threats of terrorism	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain vigilance to identify suspicious behaviour and vehicles <input type="checkbox"/> Carry out search procedures <input type="checkbox"/> Make regular patrols <input type="checkbox"/> Implement evacuation procedures where required
		8.3	Identify sources of information on terrorism awareness	<ul style="list-style-type: none"> <input type="checkbox"/> National threat levels <input type="checkbox"/> Local information (police intelligence) <input type="checkbox"/> Home Office and security services websites <input type="checkbox"/> National and local anti-terrorism initiatives
		8.4	Identify appropriate responses to situations requiring first aid	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the scene for hazards <input type="checkbox"/> Protect self and others from cross-infection and/or injury <input type="checkbox"/> Clear others from the scene and ensure access for first aiders <input type="checkbox"/> Get help (first aiders, emergency services, additional staff) <input type="checkbox"/> Report completion following any accident or incident <input type="checkbox"/> Only if appropriately first-aid trained and qualified <input type="checkbox"/> Carry out assessment of casualty including level of consciousness and breathing <input type="checkbox"/> Administer first aid if appropriate <input type="checkbox"/> Place casualty in the recovery position if appropriate

Learning outcomes		Assessment criteria		Unit amplification
9	Understand how a door supervisor can help to keep vulnerable people safe	9.1	Recognise the risks to vulnerable people being ejected from, or refused entry to a venue	<ul style="list-style-type: none"> □ Factors that make people vulnerable: <ul style="list-style-type: none"> ◆ being under the influence of drink or drugs ◆ being alone ◆ being too young to look after themselves □ Risks: <ul style="list-style-type: none"> ◆ receiving unwanted attention ◆ being assaulted ◆ domestic violence ◆ becoming the target of a sexual predator ◆ of self-harm
		9.2	Identify actions that can be taken by a door supervisor to protect vulnerable people	<ul style="list-style-type: none"> □ Call friend or relative to assist them □ Call a licensed taxi to take them home □ Ask street pastors or street marshals to assist □ Call the police
		9.3	Recognise behaviours that could indicate potential sexual predators	<ul style="list-style-type: none"> □ Behaviours often include: <ul style="list-style-type: none"> ◆ a lone male seen pestering a customer or member of staff ◆ heavily intoxicated female leaving with a male ◆ regular attendee often leaving with different intoxicated females ◆ finding a date-rape-type drug on a person during a search

Learning outcomes		Assessment criteria		Unit amplification
10	Understand queue management and venue capacity responsibilities relevant to a door supervisor	10.1	Recognise the benefits of queue control	<ul style="list-style-type: none"> □ Assessment of attitude and behaviour of customers □ Helps to enforce admissions policy □ Improves safety (prevents collisions, prevents arguments/fights, reduces crime) □ Reduces potential for excessive queue lines □ Provides good customer service (increases efficiency, reduces customer waiting time, enhances customer experience)
		10.2	Indicate why communication is important throughout the queuing process	<ul style="list-style-type: none"> □ Manages customer expectations □ Enables a positive reaction to unexpected situation □ Helps reduce potential conflict □ Provides good customer service □ Builds positive relationships
		10.3	Identify why managing venue capacity is important	<ul style="list-style-type: none"> □ To comply with health and safety legislation, fire-safety regulations, licensing laws □ To manage entry and egress from premises □ To avoid risk of overcrowding □ Ensures customer safety and enjoyment □ To allow safe evacuation in case of an emergency

Information for tutors

Delivery

Although this is a knowledge-based unit, delivery should draw on scenarios and real examples of what the learner may experience in the role of door supervisor.

Delivery of all or part of this unit could be integrated into teaching of other units so that they are taught simultaneously. For example *Unit 2: Working within the Private Security Industry* covers legislation, incidents and emergencies, licensing and customer care, all of which are relevant to the delivery of this unit.

For learning outcome 1, learners could be given the SIA Code of Conduct for Security Operatives and asked to discuss in groups how it applies to their role as a door supervisor. Learners should be clear about the importance of premises admission policies in maintaining security at any venue where they may work. This could be taught in conjunction with learning outcome 3, using a role play to demonstrate correct searching procedures and how customers should be handled in the process.

Learning outcome 2 builds on learning from *Unit 2: Working within the Private Security Industry*. Learners should be introduced to different types of crime and be clear about the use of force in their role. A talk by a police officer could be used to cover this, with learners asking questions and taking notes. This could be taught alongside learning outcome 4, with the speaker outlining powers of arrest for door supervisors and the procedures that must be followed to make a citizen's arrest, as a last resort.

In learning outcome 5, learners are introduced to the issues related to misuse of drugs that they may encounter in their role. Learners could examine the materials available on the Metropolitan Police website (see *Suggested resources*). Learners could prepare a presentation on how to identify indicators of drug misuse and how to deal with the seizure of illegal substances.

For learning outcome 6, learners could role play the management of an incident, for example dealing with an abusive customer. They could then complete exemplar documentation such as incident logs, providing evidence that they can manage incidents, preserve evidence and record those incidents, and understanding when to call the police.

For learning outcome 7, the tutor could outline the licensing law as appropriate to the door supervisor's role and the premises they are supervising. Learners could then go on to look at given scenarios and specify which laws are relevant and how they apply.

Learners will have a clear understanding of their role, and of the limitations of their role, from studying *Unit 2: Working within the Private Security Industry*. For learning outcome 8, learners should describe how they would deal with emergencies, emphasising that first aid should be administered only by those who are trained and qualified. This could be done in the form of a flow chart or report.

For learning outcome 9, learners will gain an understanding of the factors that make a person vulnerable and how they should deal with these to ensure the safety of those who may be vulnerable. The tutor could outline the main points relevant to door supervisors using the *OPG Safeguarding Vulnerable Adults Procedures and Guidance* available on the website www.justice.gov.uk (see *Suggested resources*) and then lead a class discussion to determine how learners would deal with specific scenarios.

For learning outcome 10, the tutor could give learners examples of situations in which queues were managed efficiently and situations where they were managed poorly. Learners could then be asked to discuss their strategies for queue management. Tutors could then give learners examples of venue capacity procedures, which they could summarise in a leaflet aimed at new door supervisors. Learners will be able to draw on their knowledge from *Unit 2: Working within the Private Security Industry* when considering the importance of effective communication with customers in managing queues.

Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 75 minutes and is worth 60 marks. The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Andy Walker and Jason Dyson – *Door Supervisors Course Book* (Highfield, November 2013, 7th Edition) ISBN: 9781909749276

Debra Gray – *Door Supervision and Security Guarding* (Pearson Education Limited, 2011) ISBN: 9781446900109

Websites

<http://content.met.police.uk/Site/drugsdirectorate> – drugs action and advice from the Metropolitan Police website

www.hse.gov.uk/index.htm

Health and Safety Executive – information about health and safety legislation

www.justice.gov.uk/downloads/protecting-the-vulnerable/mca/sva-procedures-guidance-1208.pdf – comprehensive document from the Office of the Public Guardian (OPG), detailing how to deal with vulnerable people

www.sia.homeoffice.gov.uk/

The Security Industry Authority – industry regulator

www.skillsforsecurity.org.uk

Skills for Security – standards setting body for the security sector

Unit 2: Working within the Private Security Industry

SCQF level:	6
Credit value:	1
Guided learning hours:	10

Unit aim

This unit is for individuals who wish to work in the private security industry and who require an SIA licence to practise. It covers the following areas of knowledge that are common across different sub-sectors: door supervision, security guarding, CCTV operations and vehicle immobilisation.

Unit introduction

In this unit, you will look at the key areas of understanding and knowledge that are common across the security sector, including how the security sector operates, the key legislation that applies to the industry, and how to keep yourself and others safe in the workplace. You will also learn about standards of behaviour, effective communication and customer care.

Essential resources

For this unit, centres 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.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the main characteristics of the Private Security Industry	1.1	Identify the key purposes of the private security industry	<ul style="list-style-type: none"> □ Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs) □ Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents) □ Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies) □ Provide personnel and appropriate protection systems for people, property and premises
		1.2	State the functions of the Security Industry Authority (SIA)	<ul style="list-style-type: none"> □ Protect the public and regulate the security industry (licensing, industry regulations) □ Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses) □ Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation) □ Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes) □ Keep under review the private security industry and the operation of the legislative framework

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Identify standards of behaviour required of a security operative	<ul style="list-style-type: none"> □ Personal appearance (smart, presentable attire, meet employer guidelines, carry SIA licence while on duty) □ Professional attitudes and skills (act without discrimination; with professionalism, courtesy, personal integrity and understanding, moderate language, be alert and fit) □ General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines) □ Organisation/company values and standards (adhere to employer standards, procedures and policies; awareness of employer culture and values)
	1.4 Identify different sectors within the private security industry	<ul style="list-style-type: none"> □ Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, key holding □ Other sectors: private investigation; events security (stewarding); electronic security and fire security systems, dog handling
	1.5 Identify the benefits of linking with crime reduction initiatives	<ul style="list-style-type: none"> □ Crime reduction initiatives: National Pubwatch, local Pubwatch initiatives; Crimestoppers; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with local authority and police) □ Benefits: reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer

Learning outcomes	Assessment criteria	Unit amplification
2 Understand legislation as it applies to the individual in carrying out a licensable activity	2.1 Identify the differences between Civil and Criminal Law	<ul style="list-style-type: none"> □ Main features of civil law: purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities <ul style="list-style-type: none"> • types of offences: trespass, breach of contract □ Main features of criminal law: purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt <ul style="list-style-type: none"> • types of offences: common assault, actual bodily harm, grievous bodily harm, violence undertaking licensable activities without an SIA licence; permitting drug-related activities to take place on licensed premises (supplying and/or consuming illegal drugs)
	2.2 State the main aims of the Private Security Industry Act 2001	<ul style="list-style-type: none"> □ Raise standards in the private security industry □ Increase public confidence in the private security industry □ Increase public safety □ Remove criminal elements from the private security industry □ Establish the SIA (Security Industry Authority) □ Establish licensing
	2.3 Identify key legislation relating to promoting equality and diversity in the workplace	<ul style="list-style-type: none"> □ Key Legislation: Equalities Act 2010; Human Rights Act 1998 □ Protection from discrimination in the workplace: <ul style="list-style-type: none"> • protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity • direct and indirect discrimination □ Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal □ Employer's duty to make reasonable adjustments

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the importance of safe working practices to comply with legal requirements	3.1	State the importance of Health & Safety in the work environment	<ul style="list-style-type: none"> □ Duty of care □ To keep employees and customers safe □ To avoid damage to equipment and property □ To comply with legislation; consequences of failure to comply (prosecution, fines, business closure) □ To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation)
		3.2	State the meaning of 'duty of care'	<ul style="list-style-type: none"> □ Definition: requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law □ Exercising duty of care: deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities
		3.3	Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation	<ul style="list-style-type: none"> □ Responsibilities of employees and the 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; to follow processes and procedures put in place by their employer □ Responsibilities 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
		3.4	Identify methods for safe manual handling	<ul style="list-style-type: none"> □ Assessment of load: know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull

Learning outcomes	Assessment criteria	Unit amplification
	3.5 Recognise 'risks' in relation to health and safety at work	<ul style="list-style-type: none"> □ Definition of risks: likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard □ Risk factors: drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures □ Risks to health and safety: injury, ill health, fatality □ Risk assessment process: identify hazards; evaluate risks (low, medium, high); record findings; review and implement changes to remove or minimise hazards
	3.6 State how to minimise risk to personal safety and security	<ul style="list-style-type: none"> □ Awareness of potential hazards □ Understanding the risk assessment process □ Following health and safety and organisational procedures and policies □ Use of appropriate personal protective equipment, personal alarms and mobile phones, radios □ Procedures for lone working
	3.7 Identify typical workplace hazards	<ul style="list-style-type: none"> □ Definition of 'hazard': potential source of harm; adverse health effect on a person or persons □ Typical workplace hazards: conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working
	3.8 Identify safety signs and signals	<ul style="list-style-type: none"> □ Types of safety signs: prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety □ Types of safety signals: hand; acoustic
	3.9 State reporting procedures for Health and Safety accidents and incidents	<ul style="list-style-type: none"> □ Reportable incidents and accidents under RIDDOR: work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas-related incident □ Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents) □ Reporting methods: online; telephone; by post)

Learning outcomes		Assessment criteria		Unit amplification
		3.10	Identify who to contact in first aid situations	<ul style="list-style-type: none"> □ First aid situations: bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke ☒ Who to contact: designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation, supervisor

Learning outcomes		Assessment criteria		Unit amplification
4	Understand fire procedures in the workplace	4.1	Identify basic fire safety measures	<ul style="list-style-type: none"> □ Control of fuel and ignition sources (bins and waste disposal) □ Safe storage of flammables □ Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire blanket/extinguishers sprinkler systems) □ Staff training □ Avoidance of overloading electrical points □ Fire plan: fire walls; fire doors; emergency exits
		4.2	Identify the elements that must be present for fire to exist	<ul style="list-style-type: none"> □ Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)
		4.3	Identify classifications of fire	<ul style="list-style-type: none"> □ A – Ordinary combustible: includes paper, wood, textiles, rubber □ B – Flammable liquids, e.g. petrol, paint, solvents □ C – Flammable gas, e.g. butane, propane □ D – Metal fires, e.g. powdered and metal shavings, alkali-based metals □ Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel) □ F – Hot cooking oils
		4.4	Identify basic fire fighting equipment	<ul style="list-style-type: none"> □ Equipment: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)
		4.5	State the different types of fire extinguishers and their uses	<ul style="list-style-type: none"> □ Water: use with paper, wood, fabric □ General foam: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary) □ CO₂ gas: use with electrical fires (primary) □ Wet chemical: cooking oil fires □ Powder: use with most fires, including liquid and electrical fires
		4.6	State the actions to be taken upon discovering a fire	<ul style="list-style-type: none"> □ Sound the alarm and inform emergency services □ FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger □ Identify area where fire is, isolate other areas

Learning outcomes	Assessment criteria	Unit amplification
	4.7 State the importance of understanding fire control panels	<ul style="list-style-type: none"> □ Ensure full understanding of extent of area of incident □ To pass on correct message to emergency services (materials, chemicals stored in affected area) □ To act according to the notifications □ To take necessary precautions as signalled by the systems
	4.8 State the importance of understanding fire evacuation procedures	<ul style="list-style-type: none"> □ To keep self and others safe □ To save time in an emergency □ To assist emergency services □ To confirm evacuation
	4.9 Identify the role and responsibilities of a fire marshal	<ul style="list-style-type: none"> □ Daily duties to check: <ul style="list-style-type: none"> • exit doors are available for use, unlocked and unobstructed • escape routes are clear of storage and combustible materials • fire extinguishers are in position with seals in place • fire safety signs are in position • fire alarm call points are unobstructed • fire-resisting doors are closed and functioning properly • any malfunction of the weekly fire alarm test is reported □ In event of emergency: <ul style="list-style-type: none"> • on hearing the alarm • check allocated area to ensure that everybody has left, take roll call • take control of the evacuation and ensure that anybody with evacuation difficulties is aided • proceed to the assembly area and report to the fire co-ordinator

Learning outcomes		Assessment criteria		Unit amplification
5	Understand emergencies and the importance of emergency procedures	5.1	Identify responses to different types of emergencies	<ul style="list-style-type: none"> □ Definition of emergency: situation that is unexpected, threatens safety or causes serious disruption and requires immediate action □ Types of emergencies: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat □ Responses to emergencies: <ul style="list-style-type: none"> • 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 • prioritisation of incidents
		5.2	State how to make emergency calls	<ul style="list-style-type: none"> □ Stay calm □ Dial appropriate emergency telephone number and ask for relevant emergency service □ Provide relevant information: location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident
		5.3	Identify actions to be taken in the event of personal injury	<ul style="list-style-type: none"> □ Contact designated first aider or call the emergency services, as appropriate □ Ensure safety of self and others □ Deal with injury within limits of own ability and authority □ Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses)
		5.4	Identify factors which may indicate individuals could be vulnerable and at risk of harm	<ul style="list-style-type: none"> □ Individuals: adults, young people and children who the private security operative may come into contact with while on duty □ Factors indicating vulnerability: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18; having a physical or learning disability

Learning outcomes	Assessment criteria	Unit amplification
	5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm	<ul style="list-style-type: none"> □ Seeking help of street pastors, street marshals or any other active schemes □ Calling a relative to assist in the case of a younger or vulnerable adult □ Calling for a licensed taxi to take the vulnerable person home □ Using 'safe havens' or other local initiatives run by organisations such as St John Ambulance □ Calling the police
	5.6 Identify how to report indicators of child sexual exploitation	<ul style="list-style-type: none"> □ Indicators of child sexual exploitation: <ul style="list-style-type: none"> • children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars □ Reporting: <ul style="list-style-type: none"> • contact the police or call Crimestoppers • report as soon as possible
	5.7 Identify behaviours that could indicate suspicious or terrorist activity	<ul style="list-style-type: none"> □ Person taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities □ Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings □ Parked vehicles with people inside; empty parked vehicles left unattended for long period □ Multiple sightings of same suspicious person, vehicle, or activity

Learning outcomes		Assessment criteria	Unit amplification
		5.8 Identify actions to be taken in the event of a security threat	<ul style="list-style-type: none"> □ Ensuring a visible presence of vigilant security staff; regular patrols □ Maintaining organised search procedures □ Ensuring emergency exits are secured when not in use □ Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority) □ Reporting incident requiring immediate response to the police □ Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
		5.9 State the importance of a business continuity plan	<ul style="list-style-type: none"> □ Ensures important business operations continue in event of an emergency or incident □ Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the importance of communication skills and customer care	6.1	State the basic elements of communication	<ul style="list-style-type: none"> □ Communication process: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback
		6.2	Identify the different types of communication	<ul style="list-style-type: none"> □ Non-verbal communication: body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication □ Verbal communication: speaking (tone); listening
		6.3	State the importance of communication in delivering customer care	<ul style="list-style-type: none"> □ Features of effective communication: choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding □ Importance of effective communication: greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations
		6.4	Identify different types of customers and how their needs can vary	<ul style="list-style-type: none"> □ Types of customer: internal and external, direct and indirect □ Customer needs/expectations: information, assistance, directions, product and/ service □ Customers with particular needs: physical difficulties; learning difficulties; sensory impairment; English as second language; under influence of drugs and/or alcohol; speech impediment
		6.5	State the principles of customer care	<ul style="list-style-type: none"> □ Principles: establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable □ Dealing with problems: acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through

Learning outcomes	Assessment criteria	Unit amplification
	6.6 Identify best practice in relation to telephone communications	<ul style="list-style-type: none"> □ Best practice: polite and professional approach and language; appropriate greeting when answering phone; clear distinct voice with moderate pitch and volume; listening to verbal and vocal expressions; use of questioning techniques; providing appropriate information; maintaining confidentiality; leaving, taking and passing on messages accurately; recognise limits of own authority; use of phonetic alphabet; completing relevant phone logs and records
	6.7 Identify best practice in relation to radio communications	<ul style="list-style-type: none"> □ Check equipment; battery charged; check all parts are in working order □ Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings □ Methods used to communicate clearly and accurately over a radio network: use of radio protocols to signal start/end of transmissions; use of clear and concise language; ensure clear and effective communication; ensure urgent incidents are dealt with quickly □ How to deal with an emergency incident: local organisational protocols (identification of self, call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident
	6.8 Recognise the call signs of the NATO phonetic alphabet	<ul style="list-style-type: none"> □ Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated

Information 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.

The *Unit amplification* specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria.

The *Unit amplification* must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards, CCTV operators or vehicle immobilisers).

Delivery should, if possible, be exemplified and contextualised using material that is most relevant for the needs of the specific learner group. It is also possible to teach mixed groups containing people who are working towards different qualifications.

For learning outcome 1, learners should be given a broad overview of the key purposes of the private security industry, the functions of the Security Industry Authority (SIA) and the main aims of the Private Security Industry Act 2001.

They should have an awareness of the different sectors in the private security industry.

Learners should be provided with the SIA Standards of Behaviour for Door Supervisors (*see Annexe D*) and understand the importance of complying with SIA standards and demonstrating appropriate skills and qualities as required of their role.

Learners should be provided with local examples of crime reduction initiatives and have an understanding of how these initiatives can benefit both the security industry and those working in that industry.

For learning outcome 2, 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 2002*
- *Manual Handling Operations Regulations 1992*
- *Workplace (Health, Safety and Welfare) Regulations 1992*
- *Control of Noise at Work Regulations 2005*
- *Reporting of Injuries, Diseases and Dangerous Occurrences 1995*
- *Management of Health and Safety at Work Regulations 1999.*

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 is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 75 minutes and is worth 60 marks. The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray Debra - *Door Supervision and Security Guarding* (Pearson Education Limited 2011) ISBN: 9781446900109

Andy Walker and Jason Dyson - *Door Supervisors Course Book* (Highfield November 2013, 7th Edition) ISBN: 9781909749276

Websites

www.hse.gov.uk/index.htm

Health and Safety Executive – information about health and safety legislation

www.hse.gov.uk/pubns/indg143.pdf - HSE guide to Manual Handling

www.sia.homeoffice.gov.uk/

The Security Industry Authority – Industry regulator

www.skillsforsecurity.org.uk

Skills for Security – standards setting body for the security sector

Unit 3: Conflict Management within the Private Security Industry

SCQF level:	6
Credit value:	1
Guided learning hours:	8

Unit aim

This unit forms part of the SIA licence-to-practise qualifications for door supervisors, security officers and vehicle immobilisers. It covers the principles of conflict management which security operatives are required to know and understand.

Unit introduction

It is better if potential conflict can be avoided altogether, so you will be taught techniques to prevent potential conflict situations arising. You will also learn about how to manage conflict that does occur, particularly ways of assessing risk to yourself 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 you will be taught about the strategies that you can use to do this. You will also learn about post-incident considerations, such as sources of support and why it is important to share good practice.

Essential resources

For this unit, centres must adhere 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.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles of conflict management appropriate to their role	1.1	State the importance of positive and constructive communication to avoid conflict	<ul style="list-style-type: none"> □ Constructive communication: be positive, listen, appropriate to the situation, calm, clear and polite □ Importance: good communication skills are vital to defuse and avoid conflict; to maintain a secure environment, to avoid risks to staff and customers
		1.2	State the importance of employer policies, guidance and procedures relating to workplace violence	<ul style="list-style-type: none"> □ Meeting health and safety at work legislation □ Sets an expectation for both staff and customers as to what behaviour is and is not acceptable □ Staff will be aware of their responsibilities in regards to workplace violence □ Staff will be aware of the procedures to follow in the event of a violent situation □ Sets out reporting procedures □ Helps reduce risk of litigation and harm to self and others
		1.3	Identify factors that can trigger an angry response in others	<ul style="list-style-type: none"> □ Common triggers include: feeling embarrassed, insulted, threatened, fear of loss of face, being ignored, being patronised, peer pressure, fear of not being taken seriously □ Alcohol, drugs and medical conditions may increase the chances of triggering an angry response
		1.4	Identify factors that can inhibit an angry response in others	<ul style="list-style-type: none"> □ Inhibiting factors: self-control, fear of confrontation and/or retaliation □ Personal values □ Potential social or legal consequences

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Identify human responses to emotional and threatening situations	<ul style="list-style-type: none"> □ Threatening situations: freeze, flight, fight, fright, faint response (fear, anger, aggression, shock) □ Emotional situations: upset, anger, frustration □ Positive responses: distraction, deflection, empathy, staying calm □ Negative responses: avoidance, distancing, rumination, worrying

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to recognise, assess and reduce risk in conflict situations	2.1	State how managing customer expectations can reduce the risk of conflict	<ul style="list-style-type: none"> □ Managing expectations: understand customer expectations, show understanding and care about their concerns, explain how help can be given and when, offer alternative options, explain procedures □ Reducing the risk of conflict: customers' frustrations/anger are acknowledged, clear communication of actions being taken and next steps, demonstrating care and consideration of customer concerns, giving an explanation of decision- making process and involving the customer in decision making, timescales and outcome; customer concerns are addressed, customer feels more valued
		2.2	Identify the stages of escalation in conflict situations	<ul style="list-style-type: none"> □ 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 (an unsympathetic or rude response)
		2.3	State how the application of dynamic risk assessment can reduce the risk of conflict	<ul style="list-style-type: none"> □ Dynamic risk assessment: definition; identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing □ Reducing risk of conflict: identifies potential threats; ready to adapt response to situation; possibility of removing hazards/threats; maintaining control
		2.4	State the importance of positioning and exit routes	<ul style="list-style-type: none"> □ To maintain personal space, maintain a non-aggressive stance; avoids blocking; avoids being hemmed in; reduces the likelihood of feeling intimidated; reduces likelihood of a fight □ To ensure an exit route visible to all parties; exit strategy for getting out of a situation; discussing approaches; aggressors have an exit route; ensure you have an exit route available

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to communicate in emotive situations to de-escalate conflict	3.1	State how to use non-verbal communication in emotive situations	<ul style="list-style-type: none"> □ Use of non-verbal communication: body language (stance, positioning, personal space, movements, hand gestures, eye contact); voice (pitch, inflection, volume)
		3.2	State how to overcome communication barriers	<ul style="list-style-type: none"> □ Communication barriers: physical barriers; psychological barriers □ How to overcome communication barriers: <ul style="list-style-type: none"> ♦ Physical barriers (speak clearly, adopt non-aggressive stance, use of gestures and signs, maintain space, move to quieter/lighter space) ♦ Psychological barriers (active listening, empathising, speaking clearly, make sure actions are non-threatening, explain what actions are being taken, move to a quieter/lighter space)
		3.3	Identify the differences between assertiveness and aggression	<ul style="list-style-type: none"> □ Aggressive behaviour: threatening tone and positioning, gestures and words intended to hurt or intimidate, □ Assertive behaviour: firm but fair, calm, appearing confident, normal positioning and body language, polite, managing expectations and finding common ground
		3.4	Identify ways of defusing emotive conflict situations	<ul style="list-style-type: none"> □ Empathy, maintaining self-control, building rapport, positive communication, active listening □ Working for win-win outcome (negotiation and compromise)
		3.5	Identify approaches to take when addressing unacceptable behaviour	<ul style="list-style-type: none"> □ Non-aggressive body language, empathy, being positive and assertive, actively listening, verbal warning □ Follow appropriate organisational policies and procedures (refuse, admittance, ask to leave, call police if necessary, ejection)
		3.6	State how to work with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> □ Positioning of staff members in a confrontation (work in close proximity to colleagues to provide assistance) □ Be ready to step back and hand over to a colleague before switching back where appropriate □ Be ready to support colleagues who are dealing with anger or potential conflict □ Look beyond the outward signs of anger and upset to identify what the underlying issues are □ Use of dynamic risk assessment

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Establish needs/wants, anticipate customer reaction □ Provides explanation for the conflict; shows understanding, enables empathy, builds rapport with the customer; customer feels valued □ Helps to defuse conflict situations
		4.2	Identify strategies for solving problems	<ul style="list-style-type: none"> □ Diagnosing the problem, providing information, suggesting solutions, identifying ways forward, seeking a resolution acceptable to both parties
		4.3	Identify win-win approaches to conflict situations	<ul style="list-style-type: none"> □ Based on problem solving, negotiation, maintaining a relationship, working together, focusing on interests not positions, generating options which offer gains to all parties □ Both sides come out of encounter accepting the result

Learning outcomes		Assessment criteria		Unit amplification
5	Understand good practice to follow after conflict situations	5.1	State the importance of accessing help and support following an incident	<ul style="list-style-type: none"> □ Sources of support: colleagues, management and counsellors □ Support, reassurance, dealing with shock □ Reduces the chances of long-term problems (depression, anxiety, fear, post-traumatic stress)
		5.2	State the importance of reflecting on and learning from conflict situations	<ul style="list-style-type: none"> □ Recognise and acknowledge trends □ Recognise poor practice □ Make improvements to both personal and organisational practice □ Sharing good practice □ Increasing safety for staff and customers □ Reducing potential conflict situations
		5.3	State the benefits of sharing good practice	<ul style="list-style-type: none"> □ Helps prevent reoccurrence of the same problem □ Improved procedures for conflict situations □ Develop common response to situations □ Supports development of individuals; improves working relationships; improves future performance
		5.4	State why security operatives should contribute to solutions to recurring problems	<ul style="list-style-type: none"> □ To increase safety for staff and customers □ To identify procedures or methods to deal with situations effectively □ To help reduce stress (employee and customer) □ To improve the customer experience

Information for tutors

Delivery

Delivery of all or part of this unit could be integrated into the teaching of other units so that they are taught simultaneously. For example, *Unit 2: Working within the Private Security Industry* covers communication and customer service skills, both of which are key considerations in learning about conflict management.

The *Unit amplification* section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. The unit amplification 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. Centres should ensure that learners take part in relevant role plays and should record which scenarios have been used with each learner group. Exemplar scenarios are given in *Annexe G*.

Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth 35 marks.

The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray D, Burke A and Element A – *BTEC Level 2 Award Door Supervision and Security Guarding Candidate Handbook* (Pearson Education Limited, 2011) ISBN: 9781446900109

Walker A and Dyson, J – *Door Supervisors Course Book*, 7th edition (Highfield, 2013) ISBN: 9781909749276

Websites

www.hse.gov.uk/index.htm

Health and Safety Executive – information about health and safety legislation

www.sia.homeoffice.gov.uk/

Security Industry Authority – the security industry regulator

www.skillsforsecurity.org.uk

Skills for Security – standards setting body for the security sector

Unit 4: Physical Intervention Skills within the Private Security Industry

SCQF level:	6
Credit value:	2
Guided learning hours:	15

Unit aim

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 Pearson BTEC Award in Door Supervision, must not be taken until Units 1, 2 and 3 have been taught.

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 centre 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) and complete refresher training 12 months which is certificated

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand physical interventions and the implications of their use	1.1	Identify the differences between defensive physical skills and physical interventions	<ul style="list-style-type: none"> □ Defensive physical skills <ul style="list-style-type: none"> ◆ skills used to protect oneself from assault □ Physical interventions <ul style="list-style-type: none"> ◆ the use of direct or indirect force ◆ through bodily, physical or mechanical means, to limit another person's movement
		1.2	Identify the differences between non-restrictive and restrictive interventions	<ul style="list-style-type: none"> □ Restrictive interventions <ul style="list-style-type: none"> ◆ the use of force to limit the movement and freedom of an individual ◆ bodily contact ◆ mechanical devices or changes to the person's environment □ Highly Restrictive <ul style="list-style-type: none"> ◆ limit severely the movement and freedom of an individual □ Low Level Restrictive <ul style="list-style-type: none"> ◆ limit or contain the movement and freedom of an individual who is less resistant with low levels of force □ Non-restrictive interventions <ul style="list-style-type: none"> ◆ Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to (including prompting and guiding an individual to assist them walking)
		1.3	Identify positive alternatives to physical intervention	<ul style="list-style-type: none"> □ Primary Controls <ul style="list-style-type: none"> ◆ following employer safety and security policy, procedures and working practices ◆ use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control) ◆ being positive and proactive in service delivery □ Secondary Controls <ul style="list-style-type: none"> ◆ positive and effective interpersonal communication ◆ knowledge and skills of conflict management in reducing the need for physical intervention

Learning outcomes	Assessment criteria	Unit amplification
	1.4 State the importance of only using physical intervention skills as a last resort	<ul style="list-style-type: none"> □ Physical intervention can: <ul style="list-style-type: none"> ◆ increase risks of harm to staff and customers ◆ result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful ◆ lead to allegations against staff and potentially loss of licence and/or employment ◆ possibility of becoming a target of violence □ Examples of 'last resort' include when: <ul style="list-style-type: none"> ◆ other options have failed or are likely to fail ◆ it is not possible or appropriate to withdraw
	1.5 State legal implications relating to the use of physical intervention	<ul style="list-style-type: none"> □ Legal authority (to use force under Statute and Common Law) □ Justification, reasonable and necessary otherwise assault □ Duty of care considerations concerning use of physical intervention
	1.6 State the professional implications relating to the use of physical intervention	<ul style="list-style-type: none"> □ Sector specific legislation and professional guidance <ul style="list-style-type: none"> ◆ importance of familiarising oneself with legislation and professional guidance and standards relevant to area of employment ◆ nullifying insurance ◆ job loss ◆ loss of licence

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to reduce the risk of harm when physical intervention skills are used	2.1	State the importance of dynamic risk assessment in situations where physical intervention skills are used	<ul style="list-style-type: none"> □ Dynamic risk assessment used to: <ul style="list-style-type: none"> ◆ assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not ◆ evaluate options available and inform decision whether to intervene, when and how ◆ identify when assistance is needed ◆ continuously monitor for changes in risks to all parties during and following an intervention ◆ inform decision to de-escalate use of force and/or withdraw

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> □ Potential Medical Consequences - serious harm or death can result from: <ul style="list-style-type: none"> ◆ Strikes, kicks, pushes and punches ◆ an individual falling or being forced to ground ◆ interventions involving the neck, spine or vital organs ◆ restraint on the ground (face up and face down), or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia ◆ any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present □ Stress and emotional trauma <ul style="list-style-type: none"> ◆ recognise the potential stress and emotional trauma individuals can suffer in situations where physical methods and restraints are used ◆ considering the difficulty for individuals who have prior experience of abuse and trauma ◆ ensuring staff respect the dignity of individuals they are managing, however challenging they may find them □ Risk factors <ul style="list-style-type: none"> ◆ Nature of the restraint can increase risk (method of restraint, position held, duration of restraint) ◆ Situational factors that increase risk (setting and location constraints and risks, environmental hazards, staff numbers, availability of help, access to medical attention, threats presented by others, options available, increased risk of falls with one on one restrictive holds) ◆ Individual factors that can increase risk (age, size and weight, physical health, mental health, alcohol, drug abuse, physical exhaustion, recent ingestion of food, medical conditions/predispositions, history of violence)

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ Vulnerable groups (some groups are especially vulnerable to harm when subject to physical contact and restraint including children and young people, older adults and individuals with mental health difficulties) □ Staff likely to physically intervene with people from vulnerable groups should receive additional training.
		2.3	State the specific risks of dealing with physical intervention incidents on the ground	<ul style="list-style-type: none"> □ Potential restraint related deaths occur where an individual is held forcefully face down on the ground □ Potential restraint related deaths occur when an individual has been held forcefully face up on the ground □ Potential restraint related deaths occur when an individual has been held forcefully on the ground with door staff on their chest, neck or head □ Staff and the individual restrained are at risk of harm (during forceful takedowns or falls to the ground and impact with the floor and/or objects, glass or debris on the ground) □ Vulnerable to assault from others

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.4 Identify the importance of dealing with physical intervention incidents on the ground appropriately</p>	<ul style="list-style-type: none"> □ If a situation goes to the ground you should try to get the individual up, or to a comfortable seated or recovery position as quickly as possible. In the meantime: <ul style="list-style-type: none"> ◆ ensure that the individual is monitored to ensure they can breathe without difficulty ◆ where there is more than one member of the security team involved, one of them should be designated “team leader”. The team leader will be in charge of the team and take responsibility for the safety of the individual. The team leader will also make every effort to maintain dialogue with the individual and try to de-escalate the situation so as to bring it to an end at the earliest opportunity ◆ if the team leader is not in a position to communicate and monitor the subject he/she should ensure a colleague positioned close to their head is fulfilling that role ◆ De-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency □ Due to increased risks with ground restraints <ul style="list-style-type: none"> ◆ where restraint on the ground is foreseeable, employers/security contractors and venue/event operators must assess the risks relating to this and implement control measures and provide guidance to staff ◆ staff that are likely to legitimately use such methods should receive additional training approved by their employer

Learning outcomes	Assessment criteria		Unit amplification
	2.5	Identify ways of reducing the risk of harm during physical interventions	<ul style="list-style-type: none"> □ Choosing the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective) □ Avoid high risk positions including ground restraints □ Avoid high risk methods of restraint such as neck holds and other holds that can adversely affect breathing or circulation □ Communication the importance of on-going communication between staff and between staff and the subject during and following restraint □ Monitoring the wellbeing of the subject of intervention for adverse reactions of subject □ Leadership and Teamwork – importance of someone taking a lead role and for others to support as team members □ Ensure practice follows the procedures taught and is not allowed to deviate significantly □ De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk □ Emergency procedures: Immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions
	2.6	State how to support colleagues during physical intervention	<ul style="list-style-type: none"> □ Switch with colleagues where appropriate □ Monitor staff safety □ Observe the person restrained and inform colleagues of any concerns for their well being □ Contain the immediate area and manage bystanders □ Monitor and communicate with others e.g. colleagues, staff from other agencies

Learning outcomes	Assessment criteria	Unit amplification
	2.7 State how to manage and monitor a person's safety during physical intervention	<ul style="list-style-type: none"> □ Ensure that nothing impedes the person's ability to breathe or their circulation □ Talk to the person restrained and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia. Act on 'red flags' which include: <ul style="list-style-type: none"> ◆ effort with breathing ◆ blocked airway and/or vomiting ◆ passivity or reduced consciousness ◆ individual being non responsive ◆ signs of head or spinal injury ◆ facial swelling ◆ evidence of alcohol or drug overdose ◆ blueness around lips, face or nails (signs of asphyxia) ◆ individual held complaining of difficulty breathing ◆ high body temperature, profuse sweating/hot skin ◆ exhaustion ◆ confusion, disorientation and incoherence ◆ hallucinations, delusions, mania, paranoia ◆ bizarre behaviour ◆ extreme fear ◆ high resistance and abnormal strength □ Listen to concerns of others present □ Ensure a staff member is continuously monitoring well being □ Act promptly on concerns
	2.8 State responsibilities during physical interventions	<ul style="list-style-type: none"> □ All staff involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention □ Where more than one member of staff is involved in a physical intervention, one member of staff should be in charge of the intervention □ Duty of care to the subject is maintained following restraint □ Respect the dignity of the people they are dealing with □ Appropriate medical attention is provided to any person who appears to be injured or at risk □ Staff should challenge unnecessary and excessive use of force by colleagues

Learning outcomes	Assessment criteria		Unit amplification
	2.9	State responsibilities immediately following physical interventions	<ul style="list-style-type: none"> □ Duty of care to the subject is maintained following use of force/restraint □ Appropriate medical attention is provided to any person who appears to be injured or at risk □ Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event □ Evidence is preserved and witnesses secured □ Staff involved must fully report and account individually for their actions
	2.10	State the actions to take in a medical emergency	<ul style="list-style-type: none"> □ Follow emergency procedures and training which can include: <ul style="list-style-type: none"> ◆ immediately ceasing the restraint (if restraint was being applied) ◆ find a trained first aider if not trained ◆ checking airway – breathing – circulation ◆ placing in recovery position ◆ calling appropriate emergency services ◆ commencing CPR/defibrillator if necessary ◆ providing emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration. ◆ if appropriate, require an announcement to be made over the public address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services) ◆ clear the immediate area of bystanders

Learning outcomes	Assessment criteria	Unit amplification
	2.11 Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis	<ul style="list-style-type: none"> □ Acute behavioural disturbance (sometimes referred to as Excited Delirium) is a term used to cover a combination of physical and psychological factors including: <ul style="list-style-type: none"> ◆ High temperature ◆ Bizarre behaviour □ Sustained mental and physical exhaustion and metabolic acidosis □ Psychosis which can result from underlying mental illness and/or be drug induced. Signs include hallucinations, paranoia and extreme fear as part of delusional beliefs □ This combination of circumstances can result in sudden death and signs should be treated as a medical emergency
	2.12 State the specific risks associated with Positional Asphyxia	<ul style="list-style-type: none"> □ Method of restraint <ul style="list-style-type: none"> ◆ Positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso. Whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia. □ Position <ul style="list-style-type: none"> ◆ Forceful holds in certain positions increase risks of positional asphyxia. These positions include face up or face down restraint on the ground or other surface such as a bed, and seated or standing positions where breathing and/or circulation are compromised e.g. by being bent forward □ Duration <ul style="list-style-type: none"> ◆ The longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm and death
	2.13 State the specific risks associated with prolonged physical interventions	<ul style="list-style-type: none"> □ The longer the duration of the restraint the greater the exposure to risk and to complications □ Escalation of conflict <p>Injuries associated with the intervention</p>
	2.14 State the importance of keeping physical intervention knowledge and skills current	<ul style="list-style-type: none"> □ Because legislation and guidance can change □ To keep knowledge current and up to date □ Because proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use non-aggressive physical skills to protect yourself and others	3.1	Demonstrate non-aggressive stance and positioning skills	<ul style="list-style-type: none"> □ How to position self in a way that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non verbal communication
		3.2	Demonstrate non-aggressive skills used to evade and protect against blows	<ul style="list-style-type: none"> □ How to use of limbs and movement can protect against an assault while using non-aggressive stance/positioning skills
		3.3	Demonstrate non-aggressive methods of disengagement from grabs and holds	<ul style="list-style-type: none"> □ 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	Demonstrate non-aggressive methods to stop one person assaulting another	<ul style="list-style-type: none"> □ How to use a one-person physical method to stop one person assaulting another
		3.5	Demonstrate non-aggressive team methods to separate persons fighting	<ul style="list-style-type: none"> □ How to use a two-person physical method to separate people who are fighting
		3.6	Communicate professionally with the subject of physical intervention while protecting yourself and others	<ul style="list-style-type: none"> □ How to communicate with the subject of physical intervention in a way that helps calm the individual □ Give instructions and check well being
		3.7	Demonstrate continuous communication to de-escalate a situation	<ul style="list-style-type: none"> □ Use positive verbal and non-verbal communications to: <ul style="list-style-type: none"> ◆ calm and reassure the individual restrained ◆ calm and reassure others present ◆ check understanding with the person restrained ◆ check the physical and emotional well-being of the person restrained ◆ negotiate and manage safe de-escalation with the person restrained and with the staff involved

Learning outcomes		Assessment criteria		Unit amplification
		3.8	Demonstrate how to protect against risk immediately following disengagement	<ul style="list-style-type: none"> □ Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through: □ Controlled physical de-escalation i.e. transition to less forceful holds □ Continuous positive communication with the person held including explanation of what is happening and reassurance □ Safe positioning during de-escalation and disengagement □ Positive communication with colleagues and other people present □ Safe handover to others with a briefing e.g. the police or ambulance personnel

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills	4.1	Demonstrate the use of a method for physically prompting a person	<ul style="list-style-type: none"> □ How to use a non-restrictive prompt when verbal and <ul style="list-style-type: none"> ◆ non-verbal persuasion have not achieved, or are not likely to achieve, the legitimate objective
		4.2	Demonstrate the use of a non-restrictive method of escorting a person	<ul style="list-style-type: none"> □ How to use a non-restrictive use of force to escort a subject where prompting is not sufficient
		4.3	Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort	<ul style="list-style-type: none"> □ Low level intervention option for use to hold and escort □ How to use a one-person low-level restrictive standing hold that can be used as an escort
		4.4	Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort	<ul style="list-style-type: none"> □ A more restrictive hold and escort skill involving a minimum of two persons □ How to use a two-person restrictive standing hold as an escort
		4.5	Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties	<ul style="list-style-type: none"> □ Demonstrate controlled reduction of use of force to the point where staff can safely disengage □ How to use appropriate positioning to observe potential threats to colleagues and customers and to help contain the situation
		4.6	Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques	<ul style="list-style-type: none"> □ Helping to calm the individual, give instructions and check well being □ How to reduce force in a controlled way up to the point where staff can safely disengage
		4.7	Demonstrate how to escort an individual on stairways	<ul style="list-style-type: none"> □ Escorting an individual on a stairway <ul style="list-style-type: none"> ◆ because they are intoxicated or ill and require assistance ◆ because they are non-compliant and need to be moved

Learning outcomes		Assessment criteria		Unit amplification
5	Understand good practice to follow after physical interventions.	5.1	State the importance of accessing help and support following an incident	<ul style="list-style-type: none"> □ Recognise potential for physical and psychological harm following an incident where force has been used □ Importance of accessing appropriate support
		5.2	State the importance of reflecting on and learning from previous physical intervention situations	<ul style="list-style-type: none"> □ Importance of sharing learning from experiences with colleagues and employers, so that situations needing physical intervention can be reduced, or managed more safely
		5.3	State the importance of fully reporting on the use of force	<ul style="list-style-type: none"> □ Description of subject/s behaviour □ Other 'impact factors' □ Staff responses including description of physical interventions and level of force used □ Description of any injuries sustained, □ First aid and medical support provided □ Details of admission to hospital, □ Support to those involved and follow up action required

Information for tutors

Delivery

This unit builds on knowledge covered in previous units and so, when taken as part of the Pearson BTEC Award for Working as a Door Supervisor within the Private Security Industry (Scotland) at SCQF Level 6, 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.

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 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

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be met.

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.

The unit will be assessed by an externally set and internally marked practical assessment and an externally set and internally marked and knowledge assessment. Both assessments will be externally quality assured. A learner must meet all the assessment criteria.

Learning outcomes 1, 2 and 5

There must be evidence that learners have met each assessment criterion.

Learning outcomes 1, 2 and 5 are to be internally assessed by an externally set written assignment. The assignment must be completed under the direct supervision of the tutor/assessor and while limited learner collaboration is acceptable, learners must complete and evidence achievement individually. Learners may have access to related resources, for example, a course guide, to support them in completing the tasks.

Learners should be given sufficient time to complete the assignment and the assignment can be completed over a number of days. If learners fail to meet a particular assessment criterion, then they can be re-assessed on only those criteria that they have not met. This may be achieved through the learner re-writing the parts of the assignment relating to the assessment criteria they have not met.

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.

Learning outcomes 3 and 4 are to be internally assessed through observation of a scenario-based practical carried out in a simulated environment. The scenarios will be externally set by Pearson. Where possible the assessment of the different learning outcomes should be integrated and linked.

Evidence of learners' performance must be recorded in writing and made available for external verification.

In addition, video evidence must be provided of each learner meeting at least one assessment criterion in either learning outcome 3 or learning outcome 4, which can be made available for external verification. The video evidence for different learners should, if possible, relate to different assessment criteria.

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.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

Edexcel: www.edexcel.com/contactus

BTEC: www.edexcel.com/btec

Pearson Work Based Learning and Colleges: www.edexcel.com/about-wbl

books, software and online resources for UK schools and colleges:

www.pearsonschoolsandfecolleges.co.uk

Key publications:

Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))

Equality Policy (Pearson)

Recognition of Prior Learning Policy and Process (Pearson)

UK Information Manual (Pearson)

UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at:

www.edexcel.com/resources/publications/Pages

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: www.edexcel.com/contactus

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages

Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

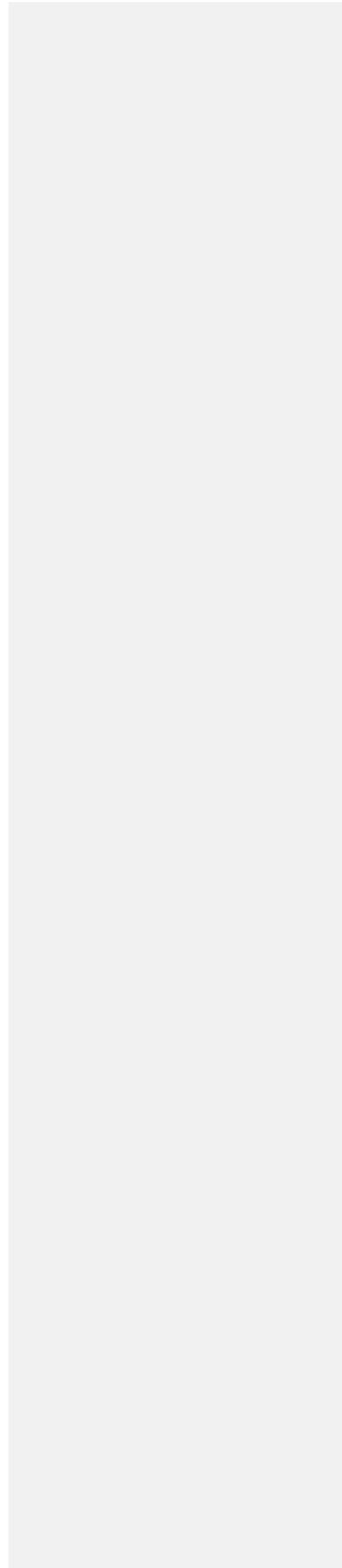
The grid below maps the knowledge covered in the Pearson BTEC Specialist qualifications in for Working as a Door Supervisor within the Private Security Industry (Scotland) against the National Occupational Standards in Security and Loss Prevention Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4
NOS					
SLP 6.1	Monitor property and premises using security and protection systems	#	#		
SLP 6.2	Patrol designated areas to maintain security	#			
SLP 7.1	Control entry by employees	#	#		
SLP 7.2	Control entry by visitors	#	#		
SLP 7.3	Control entry and exit of vehicles	#	#		
SLP 7.4	Respond to unauthorised entry to premises	#	#		
SLP 8.1	Search people and their property for unauthorised items	#	#		
SLP 10.1	Control entry and exit of vehicles		#		
SLP 10.2	Search vehicles for unauthorised items		#		
SLP 10.3	Respond to finding unauthorised items	#	#		
SLP 11.1	Apprehend suspected people	#	#		#
SLP 11.2	Detain suspected people	#	#		#
SLP 11.3	Preserve the integrity of potential evidence	#			#
SJ3.1	Present information to courts or other hearings	#			#
SLP2.1	Provide written information related to your work	#			#
SLP 2.2	Communicate effectively to work with others	#	#	#	#
SLP 2.3	Communicate using telecommunications	#	#		
SLP 26	Record information relevant to your role	#	#		#



Annexe B

Unit mapping overview

The table below shows the relationship between the new SCQF qualification in this specification and the predecessor qualification: Pearson BTEC Award in Door Supervision SCQF (last registration 31/01/2015).

New units \ Old units	Old units			
	Unit 1	Unit 2	Unit 3	Unit 4
Unit 1		P		
Unit 2	P			
Unit 3			p	
Unit 4				x

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe C

SIA Specification for Learning and Qualifications in Door Supervision

Foreword

The SIA recognises that it is essential for door supervisors to have undergone a structured programme of learning and education resulting in recognised qualifications if they are to be effective and professional in their role. Increasingly, industry stakeholders also recognise that the individuals who work to provide a more secure leisure environment must have a broad range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from security personnel will increase.

This document is intended to provide a clear specification on the approach that has been agreed by the SIA and industry stakeholders in relation to the core learning and resulting qualifications required by SIA licensing

Section I: Learning Programme Overview

Training leading to an SIA licence-linked qualification for door supervisors must include the following areas:

Session	Topic
Session 1	Behavioural Standards
Session 2	Civil and Criminal Law
Session 3	Searching
Session 4	Arrest
Session 5	Drugs Awareness
Session 6	Recording Incidents and Crime Scene Preservation
Session 7	Licensing Law
Session 8	Emergency Procedures
Session 9	Dealing with vulnerable individuals
Session 10	Dealing with queues and crowds

Section 2: Learning Programme Details

Session 1: Behavioural Standards

Aim:

- ♦ To discuss behaviour appropriate for individual door supervisors using the SIA Standards of Behaviour at Appendix A.

Objectives:

By the end of this session learners will be able to:

- ♦ State the reasons for having behavioural standards
- ♦ State the standards of behaviour required of door supervisors
- ♦ Define the role and objectives of the door supervisor
- ♦ Identify the qualities of a security operative

National Occupational Standards:

None relevant – training relevant to the industry only

Session 2: Civil and Criminal Law

Aim:

- ♦ To discuss civil and criminal law relevant to door supervision.

Objectives:

By the end of this session learners will be able to:

- ♦ State the requirements relating to the use of force
- ♦ State what is meant by 'reasonable' and 'necessary force'
- ♦ Identify types of assault
- ♦ List common crimes against property that door supervisors may come across
- ♦ Define an 'offensive weapon'

National Occupational Standards:

SLP 11 – Arrest people suspected of committing an offence – SKILLS FOR SECURITY

Session 3: Searching

Aim:

- ◆ To understand search procedures.
- ◆ To demonstrate effective search procedures

Objectives:

By the end of this session learners will be able to:

- ◆ State the reasons for searching premises
- ◆ State how to search people and their property
- ◆ State 'conditions of entry' and the importance of obtaining permission to search
- ◆ State the hazards of conducting a search
- ◆ State what search techniques exist
- ◆ State the procedures for recording articles seized during searches
- ◆ Identify the options available to door supervisors if they find items during searches
- ◆ State additional considerations for the searching of minors
- ◆ State the precautions to be taken against HIV, Hepatitis and other infectious diseases.
- ◆ State the cultural and religious considerations in searching individuals.
- ◆ State additional considerations when searching people with a disability.

National Occupational Standards:

SLP 8 – Carry out searches of people and property for unauthorised Items – SfS

SLP 11 – Arrest people suspected of committing an offence – SfS

Session 4: Arrest

Aim:

- ♦ To discuss arrest procedures.

Objectives:

By the end of this session learners will be able to:

- ♦ Identify offences for which Door Supervisors can make an arrest.
- ♦ State the agreed procedures for arrest
- ♦ State the limitations to a door supervisor's powers of arrest
- ♦ Specify why arrests should only be made as a last resort
- ♦ State the procedures following an arrest

National Occupational Standards:

SLP 5 – Produce documents manually SfS

SLP 11 – Arrest people suspected of committing an offence – SfS

Session 5: Drugs Awareness

Aim:

- ◆ To discuss drugs and drug abuse.

Objectives:

By the end of this session learners will be able to:

- ◆ Identify key areas of drugs misuse legislation
- ◆ Identify the signs and symptoms of drug abuse
- ◆ Identify the most common types of illegal drugs
- ◆ Identify signs of drug dealing
- ◆ State how to deal with customers found in possession of drugs
- ◆ State the procedure for handling seized drugs
- ◆ Identify Health and Safety issues in relation to illegal drugs
- ◆ State how to dispose of contaminated waste

National Occupational Standards:

SLP 8 – Carry out searches of people and property for unauthorised Items - SfS

SLP 11 – Arrest people suspected of committing an offence – SfS

Session 6: Recording Incidents and Crime Scene Preservation

Aim:

- ◆ To demonstrate incident recording and crime scene preservation.

Objectives:

By the end of this session learners will be able to:

- ◆ Identify the types and reasons for records
- ◆ State the reasons for recording incidents
- ◆ Identify incidents that need recording and when to call the police
- ◆ Explain what information a record should contain
- ◆ State the rules for incident book/notebook entries
- ◆ Identify the different types of evidence
- ◆ State how evidence can be obtained and preserved at a crime scene

National Occupational Standards:

CTV13 – Maintain videotape storage systems – SfS

SLP 2.1 – Provide written information related to your work – SfS

SLP 26 – Record information – SfS

U224 – Produce written documents – NOSU224

2J3 – Present evidence in court and at other hearings – SfJ

Session 7: Licensing Law

Aim:

- ♦ To discuss licensing law and the licensee's social responsibility

Objectives:

By the end of this session trainees will be able to:

- ♦ State the licensing objectives under the Licensing Law
- ♦ State the law in relation to refusing entry and ejecting customers
- ♦ State police powers in relation to licensed premises
- ♦ State the rights and duties of licensees and door supervisors as their representatives
- ♦ State the law in relation to young persons
- ♦ State the conduct that is considered unlawful under licensing, gaming and sexual offences legislation
- ♦ Identify acceptable forms of proof of age

National Occupational Standards:

SLP 9 – Provide security at licensed venues

Session 8: Emergency Procedures

Aim:

- ♦ To learn the basic procedures for emergency situations

Objectives:

By the end of this session learners will be able to:

- ♦ Explain the importance of knowing the venue's fire and evacuation procedures
- ♦ Demonstrate an awareness of the threat of terrorism as applies to the role of a Door Supervisor
- ♦ Identify further courses that are available to help manage the threat of terrorism
- ♦ Briefly describe the first aid procedures to be observed for the most common injuries sustained on licensed premises.
- ♦ State key national initiatives to raise awareness of the terror threats.

National Occupational Standards:

SLP 4 – Control security incidents - SfS

SLP 4.1 – Deal with security emergencies

SLP 4.2 – Deal with security threats

SLP 4.3 – Recognise and deal with actual or potential breaches of the law or security requirements

Please note:

Awarding organisations and training providers will be expected to maintain and update the currency of training in the light of any changes to procedures or legislation.

Awarding organisations are reminded of the importance of signposting and supporting candidates in developing basic and/or key skills.

Session 9: Dealing with vulnerable people

Aim:

To develop an awareness of how to keep vulnerable people safe.

Objectives:

By the end of this session learners will be able to:

- ♦ identify factors that make a person vulnerable
- ♦ Understanding the risks to vulnerable people being ejected from, or refused entry to, a venue, and what actions can be taken to protect them.
- ♦ state factors to consider when ejecting or refusing entry to a person that may be vulnerable
- ♦ identify the behaviours of potential sexual predators
- ♦ Identify and know how to report indicators of child sexual exploitation

Session 10: Dealing with queues and crowds

Aim:

To ensure door staff are aware of their crowd management role within a queue system and understand crowd capacity responsibilities within a venue

Objectives:

By the end of this session learners will be able to:

- ◆ State responsibilities regarding queue control
- ◆ State reasons queue control can help with customer behaviour
- ◆ Identify the qualities of a Door Supervisor within this role
- ◆ Describe why communication is important throughout the queuing process
- ◆ State requirements to follow crowd capacity regulations
- ◆ State responsibilities regarding crowd capacity regulations (including specific areas of venues)
- ◆ State reasons why crowd capacity is important to your venue
- ◆ State reasons why crowd capacity is important for your customers

Annexe D

SIA Standards of Behaviour for Door Supervisors

Personal Appearance

A door supervisor should at all times:

- ♦ Wear clothing which is smart, presentable, easily identifies the individual as a security operative, 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 & Skills

A security operative should:

- ♦ 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 security operatives' 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

In carrying out his/her duty, a security operative should:

- ♦ 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
- ♦ Co-operate fully with members of the Police and partners, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run.

Organisation / Company Values and Standards

A security operative should:

- ◆ 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 E

SIA Introduction to Learning Leading towards Licence-linked Qualifications: Requirements for Awarding Organisations and Training Providers October 2014

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Introduction

The SIA recognises that all holders of a front-line licence, with the exception of Key Holders, need to have undergone learning resulting in recognised qualifications if they are to be effective and professional in their role. Industry stakeholders also recognise that individuals who work to provide a more secure environment must have a range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from people working in the private security industry will increase.

This document provides an overview of the approach agreed between the SIA and awarding organisations in relation to the learning and resulting licence-linked qualifications needed for operatives to gain a front-line licence. The term awarding organisations in this document also refers to awarding bodies operating in Scotland. The requirements for the common industry knowledge and the specialist knowledge for each of the industry areas is detailed in the SIA documents 'Specification for learning and qualifications' and can be found on the SIA website. Each individual specification has been developed with industry and stakeholders, and reflects up to date and relevant core knowledge and skills used in industry.

1 Implications of the Private Security Industry Act 2001

Section 1 of the Private Security Industry Act 2001 specifies that the functions of the SIA include *"to set or approve standards of training"* and *"to make recommendations and proposals for the maintenance and improvements of standards in the provision of security industry services and other services involving the activities of security operatives"*.

The Act continues, in Section 7 to state that licensing criteria *"may include such criteria as the Authority considers appropriate for securing that those persons have the training and skills necessary to engage in the conduct for which they are licensed"* and later in Section 9, that the Authority may *"prescribe or impose conditions as to training"*.

The legislation applies to the whole of the UK. As a result the awarding organisations have produced content specific to the needs of the differing legal systems of the nations.

2 National Occupational Standards (NOS)

NOS are statements of competence and specify performance outcomes. A significant function of the standards has been as a key component for vocational qualifications. However, they have many other uses including

training design, training needs analysis, appraisals, recruitment, skills matrices, skills benchmarking and quality assurance. The detailed specialist content of the SIA learning specifications has been mapped to the respective NOS.

3 English Language Pre-requisite for Learners

Security operatives are likely in the course of their work to be required to make calls to the emergency services, or need to communicate to resolve conflict. It is essential that security operatives are able to communicate clearly.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must be conducted in the medium of English and/or Welsh as appropriate. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment.

As a guide, learners should as a minimum have language skills equivalent to the following;

- ◆ a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- ◆ an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland
- ◆ an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- ◆ Functional Skills Level 1 in English
- ◆ SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5
- ◆ Essential Skills Wales Communication Level 1.

4 Criteria for Learning Delivery

4.1 Facilities

Training for approved licence-linked qualifications must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment. This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and downstairs for the physical intervention skills unit.

Arrangements for the assessment/examination environment are described in 5 and 6 below.

Training facilities must comply with ongoing approval arrangements of the respective awarding organisation.

4.2 Trainers involved in the delivery of licence-linked qualifications

Approved trainers delivering programmes included in this specification must have successfully completed a formal teaching or training qualification.

Qualification requirements for Trainers

All trainers seeking to deliver licence-linked qualifications must either have achieved the Level 3 Award in Education and Training SCQF or a teaching or training qualification at SVQ level 3 (or equivalent), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:

- ◆ PTLLS, CTLLS or DTLLS
- ◆ Certificate in Education
- ◆ Post Graduate Certificate in Education
- ◆ SVQ levels 3 and 4 in Learning and Development
- ◆ Scottish Training Qualification for Further Education (TOFE)
- ◆ Professional Graduate Diploma in Education (PGDE)

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting any SIA endorsed awarding organisation.

4.3 Qualifications for Trainers of Conflict Management

The SIA requires all trainers delivering scenario-based conflict management training for licence-linked qualifications to have received relevant training. Trainers are required to hold a qualification at or above NQF/SCQF Level 3 in The Delivery of Conflict Management Training.

The SIA may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements as communicated by the relevant awarding organisation.

4.4 Additional Criteria for Approved Trainers Wishing to Deliver Physical Intervention Skills Training

All trainers delivering physical intervention skills training for the door supervisor licence-linked qualifications must hold all of the following:

- ◆ a suitable teaching/training qualification as defined in 4.2
- ◆ a suitable level 3 qualification in conflict management training as defined in 4.3

- a level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry SCQF; and
- a current certificate (updated annually) from an approved level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved level 2 programme (see 7 below).

4.5 Sector Competence for Approved Trainers

Trainers delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

Awarding organisations will require sufficient information about a trainer's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that trainers have the right occupational expertise, the SIA and awarding organisations require trainers new to the sector to have three years frontline operational experience in the last ten in the UK, relevant to the qualifications that they are delivering.

Existing trainers must demonstrate to the awarding organisations that they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector. Trainers must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least thirty hours every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

4.6 Delivery of content specific to the devolved nations.

Whilst the learning and assessment outcomes apply across the UK, the awarding organisations have provided indicative content that is specific to each of the devolved nations. This content mainly deals with differences between the Law of England and Wales, and that of Scotland and of Northern Ireland. Where the indicative content allows for variations, training providers should deliver only the content that reflects the nation where the training is taking place.

5 Examination Venue Criteria

To gain approval for knowledge-based assessment, all examination venues must comply with the policy, standards and regulations specified by the appropriate Qualifications Regulatory Authority:

- ◆ The seating arrangement for candidates must ensure there can be no cheating or collusion between candidates'.
- ◆ Each candidate must be a minimum of 1.25 metres (centre to centre) each way from the next candidate's chair.
- ◆ Each candidate must be seated at a separate desk, table or workstation of sufficient size to undertake a written examination.
- ◆ There must be a place for the invigilator to sit.
- ◆ Walls must be clear of any material that would provide help to the candidates.
- ◆ If the room or desks are changed after approval, this should be done in agreement with awarding organisation procedures.
- ◆ Awarding organisations retain the right to make spot checks on examination days to ensure the approved room and numbers are being adhered to.
- ◆ The awarding organisation must be made aware of the training and assessment venues in advance. Only these can be used; not substitutes, unless there has been an emergency, such as fire in which case this must be notified to the awarding organisation before the examination commences.
- ◆ Invigilation can only be carried out by an individual that does not have an interest in any of the candidates passing the qualification. This means that a trainer may not invigilate when the learners take their exam for the subject(s) which the trainer has delivered.

6 Additional Centre and Venue Criteria for Delivery of Physical Intervention Training

6.1 Insurance Requirements

In line with general insurance requirements, the minimum for an approved centre offering this unit of qualification is:

- ◆ Employers Liability
- ◆ Public Liability
- ◆ Professional Indemnity

In order to ensure that the insurance cover is 'fit for task', it should actively specify inclusion of the activities being carried out. In this case

under 'Business activity' on the insurance documentation it must state cover for 'training in physical intervention'.

Insurance details must be evidenced to the awarding organisation by the centre prior to approval being granted, however, it is the centre's responsibility to ensure that their insurance remains valid and current. This level of insurance cover is mandatory for approved centres and individual trainers delivering physical intervention training at the approved centre. Where the individual tutor does not hold their own cover the approved centre must ensure its insurer is aware of this and extended cover secured where necessary. Documentation should clearly detail the cover for trainers.

6.2 Venue Requirements for physical intervention skills training

Training venues must be risk assessed for suitability for physical intervention training. Venues will need to be assessed for each training episode. Approved centres are responsible for maintaining and updating assessment documentation.

Centres are required to have in place a policy and procedures in relation to risk assessment.

Physical skills training must take place in safe conditions, as regards:

- ◆ size and suitability of training rooms, ensuring that learners have space to demonstrate techniques safely
- ◆ ratio of trainers to learners (1 trainer to maximum 12 learners for the delivery of practical skills).

Centres must have a first aid policy which must include:

- ◆ access to staff with first aid at work qualifications during physical skills training
- ◆ first aid equipment available during physical skills training
- ◆ access to water
- ◆ access to a telephone in an emergency.

The centre must furnish candidates with safety information prior to attendance that includes;

- ◆ informing them that physical activity will be involved and that this carries risk
- ◆ what is expected from them in terms of behaviour
- ◆ what they should wear
- ◆ what they should do if they have any concerns about their health or fitness to participate in this training.

7 Rules for the use of Physical Intervention Training Programmes

Only those physical intervention programmes that appear on the SIA website on the list 'Physical Intervention Skills: Trainer Training' can be used to train learners registered to achieve the licence-linked physical intervention unit.

Only centres who are approved to offer the full qualification may offer this unit as a standalone and centres must adhere to the following conditions:

The SIA regulations state that this unit may only be delivered as a standalone unit under the following conditions:

- ◆ Learners need to hold a current SIA licence in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection.

or

- ◆ Learners need to have the relevant SIA licence-linked certificate / qualification which is under 3 years old in one of the following: Door Supervision, Security guarding, Vehicle immobilising or Close Protection.

It is the centres responsibility to ensure that all learners sitting this unit as a standalone unit meet these requirements and to keep and maintain the relevant records.

8 Additional requirements for the Delivery of Level 2 Award for Upskilling a Door Supervisor Working within the Private Security Industry and the Award for Upskilling a Door Supervisor Working within the Private Security Industry (Scotland)

All learners must have a Door Supervisors SIA licence. It is the centres responsibility to check this and ensure that relevant records are available for audit purposes.

9 Additional requirements for the Delivery of Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

It is an SIA requirement that centres must confirm that each learner has a valid first aid qualification OR can evidence sufficient training or experience to the:

- ◆ Level of the First Person on Scene (FPOS) Intermediate Award - 30 hours (Pearson / IHCD) or

- ◆ Level 3 Award in First Aid Response (HABC) or equivalent.

Learners should present their valid first aid certificate or evidence of equivalent training and experience to their training provider before they start training. If the learner does not have a recognised first aid award and cannot demonstrate equivalent experience they will need to get an award. This is in addition to the minimum 139.5 hours knowledge and practical skills training.

It is the centre's responsibility to check the learners' first aid certificate and maintain relevant records of how a learner meets this requirement for audit purposes.

Centres are permitted to deliver suitable first aid qualifications together with the close protection qualification as part of a training package.

10 Additional Requirements for the Delivery of Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry and the Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)

To be able to deliver and assess the learning outcomes and assessment criteria of the unit : Practical Operation of CCTV Equipment for the Private Security Industry, centres must have at the minimum a control room environment and a CCTV system with at least two PTZ cameras and associated recording and monitoring equipment.

11 Standard Delivery Times for Units in Licence-linked Qualifications

Please refer to Annex A/B for details on qualification delivery times

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time DOES NOT include;

- ◆ Breaks in the delivery of the course
- ◆ Checking ID.

Annex A details the minimum number of days over which the learning for the qualifications must be delivered England, Wales and Northern Ireland and Annex B has the details for Scotland.

Each day should not exceed eight hours of learning. For the delivery of the Level 2 Award for Working as a Door Supervisor within the Private Security Industry or the Award for Working as a Door Supervisor within

the Private Security Industry (Scotland). The SIA recognises that one day may be eight and a half hours to accommodate the assessment arrangements.

The SIA also recognises that the delivery of the Close Protection qualifications may include exercises that will exceed eight hour days. To reflect this practice there is no restriction on the length of a training day, although all Close Protection courses should be delivered over a minimum of twelve days.

12 Use of Flexible and/or Distance Learning in the Delivery of Licence-linked Qualifications

The SIA and the awarding organisations recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning.

Where a centre wishes to use flexible learning in this way, they must firstly inform their awarding organisation. The centre must detail within their quality management processes each of the following:

- ◆ Which areas of learning are to be delivered by distance learning
- ◆ The method of distance learning to be used
- ◆ A robust and auditable method for determining that learners have undertaken the distance learning.

This will be quality assured through the awarding organisations external quality assurance processes.

Distance Learning may be used to deliver;

- ◆ The learning (NOT assessment) for the unit Working in the Private Security Industry
- ◆ Thirty minutes of learning for preparation for training for the Conflict Management unit
- ◆ Three hours learning for preparation for training for the Physical Intervention unit
- ◆ The learning for the Safety Awareness for Door Supervisors unit.

Suitable methods of flexible learning include;

- ◆ Prepared, high quality on-line learning materials or courses that the learner must navigate
- ◆ Prepared, high-quality work-books that the learner must work through and complete

- ♦ Prepared, high quality learning materials that the learner can use to cover specified areas of content.

13 Order of Delivery of the Units

It is a requirement that learners on the Door Supervision licence-linked qualification are trained in Conflict Management before Physical Intervention.

14 Identification Checking

The training provider must check the ID of learning before assessment. Awarding organisations should provide confirmation of acceptable ID to centres. This will reflect the SIA list of acceptable Group A and Group B ID documents.

A learner unable to produce the correct documents to satisfy the SIA ID may write to the SIA at the following address with an explanation of why they do not possess the required documents, and an explanation of the documents that they do have. The SIA will assess this evidence on a case-by-case basis.

Learners can write to;

Department RA 2
PO Box 49768
London
WC1V 6WY.

15 Reasonable Adjustments

Awarding organisations require each training provider to operate a reasonable adjustments policy.

16 Age Restrictions for Qualifications

Only those aged 18 or over may hold an SIA licence.

Due to the nature of the work and training, only those aged 18 or over should be enrolled to licence-linked qualifications for Cash and Valuables in Transit, Door Supervision and Close Protection. However, 16-17 year olds may enrol on Security Guarding, CCTV and Vehicle Immobilisation qualifications' providing it is made clear to them, that they cannot possess a licence until the age of 18.

17 Use of Role Play in Training

Awarding organisations will ensure that all training providers are providing practical learning in Conflict Management and Searching that is delivered as part of the Close Protection, Door Supervision, Security Guarding and Vehicle Immobilisation qualifications. Awarding organisations must satisfy themselves that each centre is delivering

these areas of learning through role-play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required.

18 Assessment of Qualifications

Each awarding organisation will provide suitable mechanisms for assessment of the qualifications. The following are descriptions of the MINIMUM standards of assessment awarding organisations must fulfil for each unit.

These rules apply to the units in use in England, Wales, Northern Ireland and Scotland.

Working within the Private Security Industry

This unit will be assessed by an externally set and marked multiple choice question paper consisting of a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Working as a Security Officer within the Private Security

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Conflict Management within the Private Security Industry

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 20 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Physical Intervention

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be passed. The practical assessment will be externally quality assured.

This unit will be assessed by an externally set and internally marked practical assessment and an externally set, internally marked and externally marked or verified knowledge assessment. The practical assessment will be externally quality assured. The externally set, internally marked or externally verified knowledge assessment will combine a mix of Multiple Choice Questions and/or short answer questions. A learner must pass all of the assessment criteria.

No learner should pass the knowledge assessment without correctly answering all questions on the risks involved in physical intervention (including positional asphyxia).

Working as a Close Protection Operative

This unit can be assessed by either of the following methods:

- ♦ externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain at minimum of 25 questions. The short answer question/portfolio will contain a minimum of 13 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above. The practical task can only be passed by those demonstrating 100% achievement
- ♦ internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above

Planning, Preparing and Supporting a Close Protection Operation

This unit can be assessed by either of the following methods:

- ♦ externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain a minimum of 28 questions. The short answer question/portfolio will contain a minimum of 21 questions. The assessment can only be passed by those demonstrating 70% achievement or above.
- ♦ internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

Working as a CCTV Operator within the Private Security Industry

Assessment for this unit will be by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Practical Operation of CCTV Equipment within the Private Security Industry

This unit will be assessed by an externally set and internally marked practical assessment. The practical assessment will be externally quality assured. The learner should achieve all the learning outcomes.

Working as a Door Supervisor within the Private Security Industry

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 45 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Introduction to the Cash and Valuables in Transit Industry

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 30 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Working as a Cash and Valuables in Transit Operative within the Private Security Industry

Assessment of this unit will be by an externally set and marked multiple choice paper containing a minimum of 25 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Vehicle Immobilisation

This unit will be assessed by an internally set, internally marked and externally verified assignment

Safety Awareness for Door Supervisors

This unit will be assessed by an externally-set and externally-marked multiple choice question paper containing a minimum of 15 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

17 Certification

Only full certification from a recognised and approved awarding organisation or a QAA higher education body will be acceptable evidence of successful achievement of the core competency training.

18 Audit Criteria

Centres offering this training are required to allow representatives from the SIA, awarding organisations and associated organisations including relevant qualifications regulators to inspect and/or audit training venues and/or training delivery and/or assessment, in order to ensure consistent quality of delivery and assessment. Each awarding organisation, as part of the process of gaining SIA endorsement, will have given assurances as to the quality assurance processes that they intend to run, which include the commitment that every new centre is visited, and that centres continue to be monitored on the basis of risk thereafter.

19 Exemption from Core Competency Training

Learners with previous relevant qualifications, training and/or experience may be exempt from part or all of the licence-linked

qualifications. Details of specific exemptions, and the SIA Exemptions policy, can be viewed on the SIA website training pages.

20 Legal Systems and Local Laws

The legal systems of Scotland and Northern Ireland differ from that of England and Wales. Differences in the legal systems are reflected in the delivery of relevant sections of the qualifications. Employers however may not know which version of the qualification an employee may have taken, so the SIA advises that operatives and their employers remain responsible for being familiar with the laws and legal system relating to the area in which they will be working.

21 Regulated Qualification Frameworks

The SIA requires licence-linked qualifications to be regulated by the relevant national qualifications regulator. The SIA works closely with qualification regulators in England, Wales, Scotland and Northern Ireland to ensure that only qualifications that provide sufficient coverage of the learning and qualifications specifications become accredited, licence-linked qualifications. The SIA may look at other approaches when considering exemption arrangements and suitable methods to reflect a learner's prior learning and experience.

22 Appendix A

Guided Learning Hours, required contact time and credit value for new units (Scotland)

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)	CCTV Unit 1: Working as a CCTV Operator within the Private Security Industry	14	14	2
	CCTV Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry	8	8	1
	CU: Working within the Private Security Industry	10	1	1
	Total	32	23 (min 3 days)	4
Award for Working as a Door Supervisor within the Private Security Industry (Scotland)	DS: Working as a Door Supervisor within the Private Security Industry	12	12	2
	CU: Working within the Private Security Industry	10	1	1
	PI: Physical Intervention Skills within the Private Security Industry	15	12	2
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	45	32.5 (min 4 days, see section 9 of guidance)	6
Award for Working as a Security Officer within the Private Security Industry (Scotland)	SG: Working as a Security Officer within the Private Security Industry	10	10	1
	CU: Working within the Private Security Industry	10	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	28	18.5 (min 3 days)	3

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Award for Upskilling a Door Supervisor Working within the Private Security Industry (Scotland)	SA: Safety Awareness for Door Supervisors within the Private Security Industry	3	0.5	1
	Physical Intervention Skills within the Private Security Industry	15	12	2
	Total	18	12.5 (min 2 days)	3

Annexe F

Exemplar searching role-play

Role play to accompany delivery of the searching content in the door supervision specialist unit.

1. All learners should have the opportunity to perform a practical demonstration of searching. This document gives guidance on the use of role play in the delivery of the content on searching.
2. Each awarding body will be monitoring that the role play activity has been taken place, and will supply instructions as to how to record the delivery of this requirement.

The Role Play

3. During the delivery of the content relating to searching, each learner should have the opportunity to demonstrate their understanding of how to conduct a search.
4. The role play should be set up so that each learner has the chance to play a door supervisor responsible for letting customers in to a bar, pub or club.
5. Training providers can develop their own role plays, but must ensure that scenarios represent a typical search. The scenario must also allow the door supervisors to explain to a customer what their right to search is, and shows that they know the appropriate method of searching.
6. Each participant in the role play should be given a brief beforehand. An example of a brief for the door supervisor is as follows;
 - ♦ You are the door supervisor working on the door of a busy night club. The venue policy is that all bags carried by customers must be searched as a condition of entry to the club. There have in the past been incidents where customers have taken bottles of their own drink into the club. This has led to very drunk customers and to bottles being left in the club premises. A customer wants to gain entry to the club. He/She is carrying a bag/handbag. You are responsible for ensuring the customer is searched appropriately.
7. The second participant in the role play must be given a compatible brief that allows the scenario to work and reflect a realistic situation. An example of a brief that would complement the above would be;
 - ♦ You are a customer wanting to enter the club. You have a bag/handbag on you. You do not have anything in the bag/handbag that you consider will cause problems. You do however have some private correspondence in the bag, and you are not keen for a stranger to go through your possessions. You do really want to get into the club and join your friends, but you don't see what right the door supervisor has to look at your belongings.
8. Where the training provider has developed their own scenario, then a copy of this must be retained so that the awarding body has a record.

Annexe G

Exemplar conflict management scenarios

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.

Conflict Management for the Private Security Industry Scenario Declaration

The Conflict Management unit covers a number of security roles performed in a diverse range of environments. Although the environments may contrast there are common elements to most security roles in terms of communication and conflict management and these can be defined in the generic core of learning objectives set out below.

Delivery of this unit to Security Guards and Close Protection Officers the below scenarios must be covered:

- ♦ **Enforcement Scenario:** A situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as, access control and identity checks.
- ♦ **Defusing Scenario:** A situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.
- ♦ **Confronting Scenario:** A situation that requires non aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.
- ♦ **High Risk Scenario:** An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

Delivery of this unit to Door Supervisors the below scenarios must be covered:

- ♦ **Refusing entry to a customer:** learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.
- ♦ **Ejecting a customer from the venue:** learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.
- ♦ **Incidents inside the venue:** learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict

Trainer Declaration

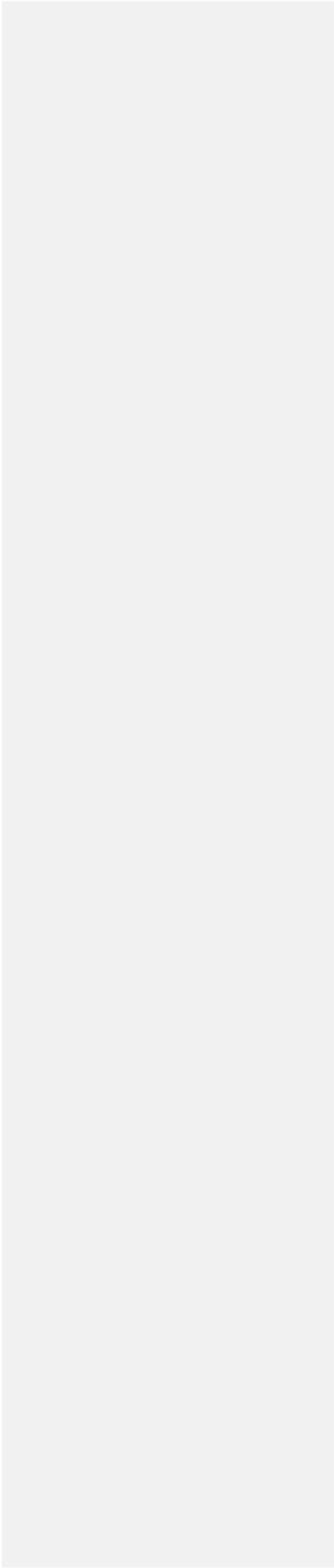
During delivery of the Conflict Management for the Private Security Industry unit on (insert date) at (insert venue address) I can confirm that the relevant scenarios were delivered to the group. All learners on the course participated and contributed to these scenarios to a satisfactory level.

Trainers Name:

Trainers Signature:

Date:

This declaration will be checked by the Standards Verifier as part of the quality assurance process.



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