Pearson
BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security (QCF)

Specification

BTEC Specialist qualification

First teaching 1 January 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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All information in this specification is correct at time of publication.

Summary of specification Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security (QCF)

Issue 2 changes

Summary of changes	Page number
The information under the heading English Language Pre-requisite for Learners has changed to reflect the updated information issued by the Security Industry Authority (SIA)	74

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual 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 qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They 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.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (QCF)**
QCF Qualification Number (QN)	601/5233/3
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/01/2015
Approved age ranges	18+ 19
Credit value	3
Assessment	Centre-devised assessment (internal assessment) **and** Pearson-devised assessment (onscreen testing).
Guided learning hours	18
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below. Learners should have language skills to the equivalent of the following: • a B1 level qualification on the Home Office's list of recognised English tests and qualifications • A B1 Common European Framework of Reference for Languages (CEFR) • an ESOL qualification at (Entry Level 3) 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; and • Essential Skills Wales Communication Level 1. Centres must also follow our access and recruitment policy (see *Section 10 Access and recruitment*).

QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website at:
www.edexcel.com/iwantto/Pages/uk-information-manual

Qualification objective

The Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (QCF) aims to provide additional skills and knowledge to learners who want to work in, the security industry as door supervisors and who have previously completed a door supervision qualification which did not contain the additional requirements stipulated by the SIA from August 2010, so that they may obtain a licence to practise which is a mandatory requirement of the Security Industry Authority (SIA).

It gives learners the opportunity to:

- gain an understanding of counter terrorism issues relevant to door supervisors as well as the knowledge to be able to identify and respond to situations requiring first aid on licensed premises and an understanding of the legislation regarding children and young people relevant to the door supervisor role

- Develop physical intervention skills and their abilities in managing and resolving conflict in the context of the role of a door supervisor

- achieve a nationally-recognised Level 2 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 Level 2 for Upskilling Door Supervisors (QCF), 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 the Award can progress to related security qualifications, should they wish to change career, such as the Pearson BTEC Level 2 Award in Working as a Security Officer within the Private Security Industry (QCF). They can also progress into a level 3 qualification such as Pearson BTEC Level 3 Award in Working as a Close Protection Operative in the Private Security Industry (QCF).

Industry support and recognition

This qualification is supported by the SIA, the regulator for the private security industry.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in security. The units are written to meet the objectives of the SIA's Specification for Learning and Qualifications in Security Guarding (*see Annexe C).*

3 Qualification structure

Pearson BTEC Level 2 Award in Upskilling a Door Supervisor within the Private Security Industry (QCF)

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	4

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	T/506/7133	Safety Awareness for Door Supervisors within the Private Security Industry	2	1	3
2	K/506/7341	Physical Intervention Skills within the Private Security Industry	2	2	15

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 a summary of the assessment methods used in the qualification

Unit 1: Safety Awareness for Door Supervisors	
Length of assessment	35 minutes
Number of marks	25
Assessment availability	On demand
First assessment availability	5th January 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 and paper based 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 2 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).

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

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

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 QCF.

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. For information regarding the qualifications requirements and sector competence for trainers, please refer to Section 4 of the Requirements for Awarding Organisations and Training Providers in *Annexe E*.

- 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. For information regarding the qualifications requirements and sector competence for trainers, please refer to Section 4 of the Requirements for Awarding Organisations and Training Providers in *Annexe E.*

- 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:

- 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	Safety Awareness for Door Supervisors within the Private Security Industry	3	0.5
2	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.

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 QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF 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.

Unit 1:   Safety Awareness for Door Supervisors within the Private Security Industry

Unit reference number: T/506/7133

QCF level: 2

Credit value: 1

Guided learning hours: 3

Unit aim

This unit is intended for people who want to work in the private security industry and require an SIA licence to practise. It gives additional skills and knowledge to door supervisors who have previously completed a Door Supervision qualification that did not contain the additional requirements stipulated by the SIA from August 2010.

Unit introduction

This unit aims to give you an understanding of safety awareness issues relevant to door supervisors; this includes an understanding of counter terrorism issues relevant to door supervisors. This will enable you to identify suspicious behaviours in and around the workplace and state effective deterrents to terrorist activity.

In addition, you will be able to identify and respond to situations requiring first aid on licensed premises and will understand the legislation regarding children and young people relevant to the door supervisor role.

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* (see *Annexe E*) 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 counter terrorism issues relevant to door supervisors	1.1	Identify behaviours that could indicate suspicious or terrorist activity	□ *People behaving in a suspicious manner*: • taking particular interest in security measures • making unusual requests for information • testing security by breaching restricted areas • loitering for no apparent reason • tampering with utilities • making drawings, photographs, videos, notes of an area • with forged, altered or stolen identity documents, documents in different names or different spellings • using large amounts of cash • inappropriately dressed for season/location • multiple sightings of the same person □ *Vehicles raising suspicion*: • parked with or without occupants for long periods of time multiple sightings of same vehicle in a location

Learning outcomes	Assessment criteria		Unit amplification
	1.2	State effective deterrents to terrorist activity	☐ *Deterrents:* Ensuring a visible presence of vigilant security staff and regular patrols
			☐ Vetting of staff, (DBS check, licence to practise up to date), staff searches (vehicle/person)
			☐ Use of CCTV equipment
			☐ Maintaining organised search procedures
			☐ Securing emergency exits when not in use
			☐ Knowing and following relevant procedures for own place of work
			☐ Reporting incidents
	1.3	Identify the UK government terrorism threat levels	☐ Low – attack is unlikely
			☐ Moderate – attack is possible, but unlikely
			☐ Substantial – attack is a strong possibility
			☐ Severe – attack is highly likely
			☐ Critical – attack is expected imminently

Learning outcomes	Assessment criteria		Unit amplification
	1.4	State counter terrorism procedures as they relate to door supervisors	☐ Know and be able to follow own company evacuation plan
			☐ Incidents requiring immediate response: report to the police on 999
			☐ *Activity that does not need immediate response*: contact local police, call 101; call the Anti-Terrorist Hotline
			☐ Inform staff and customers what they are expected to do in the event of an incident
			☐ *Evacuate premises if there is*:
			• a perceived threat
			• an incident to which the police have alerted you
			• discovery of a suspect package, item, or vehicle
			☐ *In relation to observed unusual or suspicious activity, be able to describe*:
			• people, behaviour, actions, clothing, weapons, times, vehicles

Learning outcomes	Assessment criteria	Unit amplification
2 Know the role of the door supervisor when first aid situations occur in licensed premises	2.1 Identify common situations requiring first aid that occur in licensed premises	□ Situations relating to use of alcohol and/or drugs which may lead to injury, unconsciousness □ Slips, trips and falls, resulting in cuts and bruises and, in more severe cases, broken bones or unconsciousness □ Non-alcohol related, due to heart attack, asthma, heat exhaustion, epilepsy, diabetic coma, allergic reaction □ Injury as a result of arguments and fights □ Cuts, bruises, broken bones and unconsciousness resulting from the use of weapons □ Overcrowding leading to dangerous situations that may result in injury, or public disorder, claustrophobia

	2.2 Identify appropriate responses for door supervisors to situations requiring first aid	□ Assess the scene for hazards
		
		□ Instruct a colleague to call the emergency services if required
		
		□ Protect self and others from cross-infection and/or injury
		
		□ Clear others from the scene and ensure access for first aiders
		
		□ Inform relevant members of staff
		
		□ Complete a report following any accident or incident
		
		□ *Only if appropriately first aid trained and qualified*:
		
		  • carry out assessment of casualty, including level of consciousness and breathing
		
		  • administer first aid if appropriate
		
		  • place casualty in the recovery position if appropriate

Learning outcomes		Assessment criteria		Unit amplification
3	Know legislation and requirements regarding children and young people relevant to door supervisors	3.1	Identify how to comply with relevant licensing legislation when dealing with children and young people	☐ *Know current legislation*: Licensing Act 2003; an offence to admit children under the age of 16 to certain categories of relevant premises; offence to sell or allow the sale of alcohol to a child ☐ *Complying with the act*: • ask for proof of age: CitizenCard, Validate UK (PASS), do not admit people who appear too young (Challenge 25) • challenge unaccompanied children on the premises • challenge anyone who appears to be buying alcohol for a child (unless it is with a meal) • in Northern Ireland: Licensing (Northern Ireland) Order 1996: under 18s cannot consume alcohol on licensed premises in any circumstances. Children under 18 can enter licensed premises, if a venue holds a children's certificate, when accompanied by an adult with the purpose of eating a sit-down meal until 9 pm

Learning outcomes	Assessment criteria		Unit amplification
	3.2	State duty of care requirements when dealing with children and young people	☐ *Door supervisors' duty of care requirements*: • door supervisors must ensure that children are not exposed to the risk of harm • door supervisors should be alert for any child at risk of harm and take appropriate steps to prevent harm occurring • if the child or young person is on licensed or other private premises, notify a supervisor/manager • remove a child or young person who is drunk or disorderly from the premises only after arranging for a parent/suitable adult to look after them or calling the police • call the police if the child or young person is in a public place or at serious immediate danger of harm • call an ambulance if the child is ill as a result of consuming alcohol • ensure a child or young person who is sleeping, comatose or unconscious as a result of alcohol is attended to while waiting for medical assistance

Learning outcomes	Assessment criteria		Unit amplification
	3.3	State searching requirements when dealing with children and young people	□ *Searching requirements:* there is no legal distinction between children, young people and adults relating to the searching of people; same requirements as per searching adults: • gain permission from customer • same-sex search • follow the search policy • in view of CCTV if possible □ If a premises has a search policy in place as a condition of entry then it can be applied to children and young people, as well as adults □ Searching as a condition of entry can only be done with consent; for younger children may mean that they cannot be searched until a parent or suitable adult consents. Older young people who are capable of consenting may be searched in the same way as an adult □ If the searching of children and young people is considered necessary on a regular basis, the policy should include provision for their parent, guardian or other adult carer to be present or otherwise provide informed consent □ Two door supervisors to be present □ Do not ask to remove clothing, other than outer garments such as coat

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how a door supervisor can help to keep vulnerable people safe	4.1	Identify what is meant by the term 'vulnerable people'	□ *Vulnerable:* individuals aged 18 and over (who have been identified as having a mental or other disability or illness; are unable to take care of themselves; are unable to protect themselves against significant harm or exploitation); young people under the age of 18
		4.2	Recognise the risks to vulnerable people being ejected from, or refused entry to, a venue	□ *Factors which make people vulnerable*: • Being under the influence of drink or drugs • being alone • being too young to look after themselves • having a disability which means they cannot look after themselves □ *Risks*: • receiving unwanted attention • being assaulted • becoming the target of a sexual predator • becoming lost/being unable to make their own way home • having to place trust in strangers
		4.3	Identify actions that can be taken by a door supervisor to protect vulnerable people	□ Call friend or relative to assist them □ Call a licensed taxi to take them home □ Provide a safe environment for the individual to wait □ Ask street pastors or street marshals to assist □ Call the police

Learning outcomes	Assessment criteria		Unit amplification
	4.4	Recognise behaviours that could indicate potential sexual predators	☐ *Behaviours include*: • a lone individual seen pestering a customer or member of staff • heavily intoxicated person, leaving with an individual, who is aggressive, exploitative or taking advantage of them whilst seeking out sex • regular attendee often leaving with different individuals who appear intoxicated • finding a date-rape type drug on a person during a search

Learning outcomes	Assessment criteria		Unit amplification
5 Understand queue management and venue capacity responsibilities relevant to a door supervisor	5.1	Recognise the benefits of queue control	□ Decreases potential for conflict outside the venue □ Demonstrates good customer service □ Allows assessment of attitude and behaviour of different customers while queuing □ Allows enforcement of the venue's admissions policy □ Improves safety of customers and the general public
	5.2	Indicate why communication is important throughout the queuing process	□ Manages customer expectations □ Helps defuse potential conflict □ Provides good customer service □ Builds positive relationships with customers who may then return to the venue □ Allows customers to make more informed choices
	5.3	Identify why managing venue capacity is important	□ Complies with health and safety legislation □ Complies with fire safety regulations □ Complies with the venue's licence □ Complies with venue's admission policy □ Ensures customers' safety and enjoyment □ Prevents overcrowding □ Reduces risk of injury □ Ensures premises can be evacuated safely and quickly

Information for tutors

Delivery

This unit can be delivered in any way that suits the needs of learners, for example in-class or distance learning. 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. Delivery should, if possible, be exemplified and contextualised using material that is most relevant for the needs of the specific learner group.

For learning outcome 1, learners could be given a broad overview of counter terrorism issues relevant to door supervisors, using the NaCTSO DVD available from the SIA or other relevant material. This could be followed by a class discussion, in which the main points are noted.

For learning outcome 2, learners could brainstorm situations commonly needing first aid which may occur in licensed premises. The tutor could then select some examples of these situations, which the learners could role-play their responses to. Notes could then be given by the tutor to summarise the situations and the correct responses.

For learning outcome 3, learners are required to know legislation and requirements regarding children and young people relevant to door supervisors. The tutor should outline all laws referred to in the *unit amplification*, emphasising duty of care and searching requirements when dealing with children and young people.

A group discussion to identify vulnerable people and the risks to them would be beneficial as an introduction to learning outcome 4. Following on from this, case studies and scenario examples could be given where the learner identifies how to deal with the situations exemplified.

Learning outcome 5 could be taught using role plays of how to deal with queues effectively to demonstrate good communication techniques and queue management. The benefits of these could then be summarised in note form. The tutor could then provide a synopsis of the key points and outline the importance of venue capacity management.

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 35 minutes and is worth 25 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 978-1-4469-0010-9

Walker A and Dyson, J – *Door Supervisors Course Book*, *7th edition* (Highfield, 2013) ISBN 978-1-909749-27-6

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 – security industry regulator

www.skillsforsecurity.org.uk
Skills for Security – standards setting body for the security sector

www.cpni.gov.uk/documents/publications/2010/2010002-protecting_ against_terrorism_3rd_edition.pdf
Centre for the Protection of National Infrastructure (CPNI) – advice and guidance on protecting against terrorism

www.nactso.gov.uk/managing-the-risks – National Counter Terrorism Security Office – provides help, advice and guidance on all aspects of counter terrorism protective security

Other

Eyes Wide Open: counter terrorism DVD produced by NaCTSO available from the SIA

Unit 2: Physical Intervention Skills within the Private Security Industry

Unit reference number:	K/506/7341
QCF level:	2
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. You 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. You 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. You will also learn about good practice to follow after a physical intervention. You will develop practical skills to protect against assault, including stance and positioning, disengagement and how to separate people who are fighting. You 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 Level 2 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	□ Defensive physical skills
		  • skills used to protect oneself from assault
		□ Physical interventions
		  • 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	□ *Non-restrictive interventions:* 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)
		□ *Restrictive interventions:* 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: limit severely the movement and freedom of an individual
		  • Low Level Restrictive: limit or contain the movement and freedom of an individual who is less resistant with low levels of force

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Identify positive alternatives to physical intervention	☐ Primary Controls • following employer safety and security policy, procedures and working practices; guidance on physical intervention • 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 • positive and effective interpersonal communication • knowledge and skills of conflict management in reducing the need for physical intervention
	1.4	State the importance of only using physical intervention skills as a last resort	☐ *Physical intervention can:* • increase risk 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 • lead to becoming a target of violence ☐ *Situations of 'last resort' include when:* • other options have failed or are likely to fail • it is not possible or appropriate to withdraw

Learning outcomes	Assessment criteria		Unit amplification
	1.5	State legal implications relating to the use of physical intervention	□ Can only use minimum level of force for least amount of time
			□ Justification as a legal defence must be appropriate for the circumstances, i.e. only to prevent injury or in self defence; to be justifiable in court.
			□ Duty of care considerations concerning use of physical intervention
			□ Can lead to civil law action for damages
	1.6	State the professional implications relating to the use of physical intervention	□ Importance of familiarising oneself with legislation, professional guidance and standards relevant to area of employment
			□ Nullifying insurance
			□ Loss of licence
			□ Job loss

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	☐ *Dynamic risk assessment:* the continuous assessment of risk in a rapidly changing and often unforeseen environment ☐ *Used to:* • 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
		2.2	Identify the risk factors involved with the use of physical intervention	☐ *Potential Medical Consequences - serious harm or death can result from:* • strikes, kicks, pushes and punches • an individual falling or being forced to the 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 the risk of death through positional asphyxia • any forceful restraint that leads to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present

Learning outcomes	Assessment criteria	Unit amplification
		☐ Stress and emotional trauma • 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 ☐ 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) ☐ 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

Learning outcomes	Assessment criteria		Unit amplification
	2.3	State the specific risks of dealing with physical intervention incidents on the ground	□ 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 security 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
	2.4	Identify the importance of dealing with physical intervention incidents on the ground appropriately	□ To ensure that the individual can breathe without difficulty
			□ To ensure the safety of the individual.
			□ To try to de-escalate the situation so as to bring it to an end at the earliest opportunity
			□ To identify if there are signs of concern or a medical emergency
			□ So that security staff know the appropriate control measures

Learning outcomes	Assessment criteria		Unit amplification
	2.5	Identify ways of reducing the risk of harm during physical interventions	☐ 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	☐ 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	☐ 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 • 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

Learning outcomes	Assessment criteria		Unit amplification
			☐ 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	☐ 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
	2.9	State responsibilities immediately following physical interventions	☐ 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

Learning outcomes	Assessment criteria		Unit amplification
	2.10	State the actions to take in a medical emergency	☐ *Follow emergency procedures and training which can include:* ● 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	□ *Acute Behavioural Disturbance or excited delirium:* a combination of physical and psychological • Signs: high temperature, bizarre behaviour, sustained mental and physical exhaustion; 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	□ *Definition:* positional asphyxia occurs during forceful restraint resulting in weight or pressure on the preventing the person from breathing adequately □ *Risks:* • Method of restraint: forceful restraints on the ground carry heightened risk • Position: forceful holds face up or face down increase risks of positional asphyxia. Duration • Duration: 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	□ The longer the duration of the restraint the greater the exposure to risk and to complications □ Escalation of conflict □ Injuries associated with the intervention

Learning outcomes	Assessment criteria		Unit amplification
	2.14	State the importance of keeping physical intervention knowledge and skills current	☐ Changes in legislation and guidance
			☐ To keep knowledge current and up to date
			☐ 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	□ 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	□ 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	□ 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	□ 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	□ 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	□ 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	□ *Use positive verbal and non-verbal communications to:* • 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	*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	□ How to use a non-restrictive prompt when verbal and □ Non-verbal persuasion have not achieved, or are not likely to achieve, the legitimate objective
		4.2	Demonstrate the use of a non-restrictive method of escorting a person	□ 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	□ 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	□ 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	□ 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	□ 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	□ Escorting an individual on a stairway • when they are intoxicated or ill and require assistance • when 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	□ To recognise potential of physical and psychological harm following an incident where force has been used □ To access appropriate support
	5.2	State the importance of reflecting on and learning from previous physical intervention situations	□ Learning from experiences can be shared with colleagues and employers, so that situations needing physical intervention can be reduced, or managed more safely □ To prevent it happening again □ To improve procedures □ To develop a common response to incidents □ To identify training needs
	5.3	State the importance of fully reporting on the use of force	□ To aid in the description of subject/s behaviour □ To relay other 'impact factors' □ To record staff responses including description of physical interventions and level of force used □ To aid in description of any injuries sustained □ To ensure first aid and medical support is provided □ To record details of admission to hospital □ To support those involved □ To decide on follow up action required □ To recognise potential for physical and psychological harm following an incident where force has been used □ So that those affected can access appropriate support □ To record witness details

Information for tutors

Delivery

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

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

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

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 competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in for Upskilling a Door Supervisor working within the Private Security Industry against the underpinning knowledge of the Edexcel Level 2 Certificate in Providing Security Services (QCF). Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\#   indicates partial coverage of knowledge in the Competence-based qualification unit

A blank space indicates no coverage of the knowledge

Competence-based units		BTEC Specialist units	
		Unit 1	Unit 2
1	Reducing the risks to health and safety at work	#	
2	Communicate effectively with others	#	#
3	Portray a positive personal image		
4	Control security incidents	#	#
5	Maintain the security of property and premises through observation	#	
6	Control entry to and egress from premises	#	
7	Carry out searches of people and their property	#	
8	Provide security at licensed venues		
9	Carry out searches of vehicles for unauthorised items		
10	Arrest by security operative		
11	Deal with disorderly and aggressive behaviour	#	#
12	Monitor areas using CCTV systems		
13	Maintain CCTV recording media libraries and preserve potential evidence		
14	Maintain the operational performance of CCTV systems		
15	Provide covert security in retail environments		
16	Detect loss and theft in retail environments		
17	Control a guard dog under operational conditions		
18	Deal with lost and found property		
19	Maintain understanding of current legislation and regulation relevant to the security officer role		

Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (QCF)
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BTEC Specialist units	Unit 1	Unit 2
Competence-based units		
20	Record information relevant to the security operative role		
21	Preventing unauthorised items passing through ports		
22	Respond to keyholding visit requests		
23	Visit sites in response to keyholding requests		
24	Protecting from the risk of violence at work		#
25	Promote a healthy and safe workplace	#	
26	Work effectively with other agencies	#	
27	Assess and address risk to the environment	#	
28	Use radio communications effectively		#

Annexe B

Unit mapping overview

The table below shows the relationship between the new QCF qualification in this specification and the predecessor qualifications: Edexcel BTEC Level 2 Award for Upskilling Door Supervisors (QCF) (last registration 31/12/2014).

Old units / New units	Unit 1	Unit 2
Unit 1	X	
Unit 2		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 Supervising

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 1: 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 Annexe 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

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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

- understand 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 and 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

Contents

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 have as a minimum language skills equivalent to the following:

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications

- A B1 Common European Framework of Reference for Languages (CEFR)

- an ESOL qualification at (Entry Level 3) 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; and

- 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 (QCF) 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 (TQFE)
- 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/QCF 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 (QCF); 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 Appendix 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.

Appendix A details the minimum number of days over which the learning for the qualifications must be delivered England, Wales and Northern Ireland and Appendix 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 licenced-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 posses 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 Question's 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 of 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.

19 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.

20 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.

21 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.

22 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.

23 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.

Appendix A

Guided Learning Hours, required contact time and credit value for new units (England, Wales and Northern Ireland)

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value	Unit Number
Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry	CCTV Unit 1: Working as a CCTV Operator within the Private Security Industry	14	14	2	T/506/7147
	CCTV Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry	8	8	1	A/506/7148
	CU: Working within the Private Security Industry	10	1	1	K/506/7176
	Total	**32**	**23 (min 3 days)**	**4**	
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	CP Unit 1: Working as a Close Protection Operative	56	56	7	Y/506/7884
	CP Unit 2: Planning, Preparing and Supporting a Close Protection Operation	76	76	9	D/506/7885
	CM: Conflict Management within the Private Security Industry	8	7.5	1	Y/506/7125
	Total	**140**	**139.5 (min 12 days)**	**17**	

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value	Unit Number
Level 2 Award for Working as a Cash and Valuables in Transit Operative within the Private Security Industry	CViT:Introduction to the CViT industry	10	10	1	H/506/7614
	CViT: Working as a CViT operative within the Private Security Industry	18	18	2	K/506/7615
	Total	**28**	**28 (min 4 days)**	**3**	
Level 2 Award for Working as a Door Supervisor within the Private Security Industry	DS: Working as a Door Supervisor within the Private Security Industry	12	12	2	L/506/7140
	CU: Working within the Private Security Industry	10	1	1	K/506/7176
	PI: Physical Intervention Skills within the Private Security Industry	15	12	2	K/506/7341
	CM: Conflict Management within the Private Security Industry	8	7.5	1	Y/506/7125
	Total	**45**	**32.5 (min 4 days, see Section 9 of guidance)**	**6**	
Level 2 Award for Working as a Security Officer within the Private Security Industry	SO: Working as a Security Officer within the Private Security Industry	10	10	1	Y/506/7108
	CU: Working within the Private Security Industry	10	1	1	K/506/7176
	CM: Conflict Management within the Private Security Industry	8	7.5	1	Y/506/7125
	Total	**28**	**18.5 (min 3 days)**	**3**	

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value	Unit Number
Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry	VI: Working as a Vehicle Immobiliser within the Private Security Industry	9	9	1	A/506/7215
	CU: Working within the Private Security Industry	10	1	1	K/506/7176
	CM: Conflict Management within the Private Security Industry	8	7.5	1	Y/506/7125
	Total	**27**	**17.5 (min 3 days)**	**3**	
Level 2 Award for Upskilling a Door Supervisor Working within the Private Security Industry	SA: Safety Awareness for Door Supervisors within the Private Security Industry	3	0.5	1	T/506/7133
	PI: Physical Intervention Skills within the Private Security Industry	15	12	2	K/506/7341
	Total	**18**	**12.5 (min 2 days)**	**3**	