

Pearson BTEC Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry

Specification

BTEC Specialist qualification

First teaching January 2015

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. 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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Summary of specification Pearson BTEC Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry Issue 3 changes

Summary of changes	Page number
The GLH of the qualification has changed from 27 to 18	4
Total Qualification Time has been allocated to the qualification – this is 27	4
Unit 2 Working within the Private Security Industry – unit GLH has changed from 10 to 1	33

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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

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. 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.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry
Qualification Number (QN)	601/5249/7
Accreditation start date	01/01/2015
Approved age ranges	18+ 19+
Credit value	3
Assessment	Centre-devised assessment (internal assessment) and Pearson-devised (external assessment)
Total Qualification Time (TQT)	27
Guided learning hours	18
Grading information	The qualification and units are at pass grade.
Entry requirements	<p>Learners should have language skills to the equivalent of the following:</p> <ul style="list-style-type: none"> • A BI level qualification on the Home Office's list of recognised English tests and qualifications • an ESOL qualification at Entry 3 or higher (e.g. Level 1 or 2) on the Ofqual register taken in England, Wales or Northern Ireland • an ESOL qualification at Scottish Qualifications Framework levels 4, 5 or 6 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland • Functional Skills Level 1 in English • SQA Core Skills at Scottish Qualifications Framework Levels 4, 5 or 6. <p>Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).</p>

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

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, qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry is for learners who work in, or who want to work in, the security industry as a Vehicle Immobiliser.

It gives learners the opportunity to:

- develop knowledge related to the Private Security industry, including, the purpose of the industry, the functions of the regulator, governing legislation and the acceptable work practices, procedures and standard
- develop skills in conflict management and their abilities in managing and resolving conflict in the context of the role of a Security Officer
- learn about the role, duties and responsibilities of a Vehicle Immobiliser. This covers areas such as: legislation, signage and information, when to immobilise, remove and relocate, use of technology, reporting and record keeping, payments and appeals
- 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 Award for Working as a Vehicle Immobiliser within the Private Security Industry (QCF) (601/5249/7). The qualification has been updated to reflect the revised GLH and credit figures issued by the Security Industry Authority (SIA). *Annexe B* shows how the units in this qualification maps to the old units in the predecessor qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved this qualification can progress to related security qualifications, should they wish to change career, such as the BTEC level 2 Working as a Security Officer within the Private Security Industry. Learners may wish to progress onto the apprenticeship in Providing Security Services, which also has units common to this qualification and therefore these can be recognised as prior learning. They can also progress into a level 3 qualification such as BTEC level 3 Working as a Close Protection Operative in the Private Security Industry, having already completed the conflict management unit, which can also be used as RPL.

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 and provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work. This qualification does not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

3 Qualification structure

Pearson BTEC Level 2 Award in Vehicle Immobilisation within the Private Security Industry

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	3
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	D/506/8759	Working as a Vehicle Immobiliser within the Private Security Industry	2	1	9
2	K/506/7176	Working within the Private Security Industry	2	1	1
3	Y/506/7125	Conflict Management within the Private Security Industry	2	1	8

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment methods
Unit 1	Centre-devised assessment
Unit 2 Unit 3	Pearson-devised assessment: onscreen test/paper-based test

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

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

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

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

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 re-sit 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: qualifications.pearson.com

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

Unit 2: Working within the Private Security Industry	
Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	September 2017
Unit 3: Conflict Management within the Private Security Industry	
Length of assessment	The external assessment will be 45 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	September 2017

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

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, qualifications.pearson.com

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.
- 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 and Apprenticeships.

Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Pearson uses external quality assurance processes to verify that assessment, internal quality assurance and evidence of achievement meet nationally defined standards. Our processes enable us to recognise good practice, effectively manage risk and support centres to safeguard certification and quality standards.

Our Standards Verifiers provide advice and guidance to enable centres to hold accurate assessment records and assess learners appropriately, consistently and fairly. Centres will receive at least one visit from our Standards Verifier, followed by on-going support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Further guidance on the requirements please go to the BTEC Security Centre Management Handbook 2017 on our website.

9 Programme delivery

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

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

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

Contact time

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

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

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

Unit	Title	GLH	Minimum contact time
1	Working as a Vehicle Immobiliser within the Private Security Industry	9	9
2	Working within the Private Security Industry	1	1
3	Conflict Management within the Private Security Industry	8	7.5

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.

As all the units are 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: qualifications.pearson.com/policies

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

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

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

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

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

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

Unit 1: Working as a Vehicle Immobiliser within the Private Security Industry

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit covers the specialist knowledge and understanding required to become a licensed vehicle immobiliser. Generic knowledge that applies across different parts of the security industry is covered in *unit 2: Working within the Private Security Industry*.

Unit introduction

In this unit, you will find out about the legal basis on which vehicle immobilisation can take place, and about the signage and information required. You will then learn how and when to remove or immobilise a vehicle as well as about the technology and record keeping connected to their role, including photographs, communications technology and how to use a notebook. Finally, you will find out about the appeals process and how to deal with disputes in the first instance, which will link with what they will cover in *unit 3: Conflict Management within the Private Security Industry*.

Essential resources

For this unit, centres 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.

Centres must also have copies of the British Parking Association's Code of Practice for the Approved Operator Scheme, which can be made available to learners.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the law and standards relating to vehicle immobilisation and removal	1.1	Identify the legal basis under which vehicle immobilisation can take place	<p><i>Legal basis for vehicle immobilisation:</i></p> <ul style="list-style-type: none"> □ Contract land implied consent by driver to landowner's conditions outlined in signage □ How trespass applies to vehicles parked without landowner's permission; key judgements □ Who needs frontline/non-frontline licences/How long licences issued for /SIA conditions of licensing □ Legislation Road Safety Act 2006, The Road Safety Immobilisation, Removal and Disposal of Vehicles Regulations 2009
		1.2	Identify the purpose of vehicle immobilisation and removal	<p><i>Purpose of vehicle immobilisation and removal:</i></p> <ul style="list-style-type: none"> □ Car park management compliance, deterrence, public safety □ Vehicle & Operator Services Agency VOSA compliance, deterrence, public safety
		1.3	Identify SIA's Standards of Behaviour for vehicle immobilisers	<p><i>SIA's Standards of Behaviour for vehicle immobilisers:</i></p> <ul style="list-style-type: none"> □ Appearance □ Professional attitude and skills □ General conduct □ Organisation/company values and standards

Learning outcomes		Assessment criteria		Unit amplification
		1.4	State the purpose of the SIA's Standards of Behaviour	<i>Purpose of the SIA's Standards of Behaviour:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Raising standards <input type="checkbox"/> Increased public confidence <input type="checkbox"/> Improved relationship with public

Learning outcomes		Assessment criteria		Unit amplification
2	Understand signage and information relating to vehicle immobilisation and removal	2.1	State the requirements relating to signs giving notice of vehicle immobilisation or removals	<i>Requirements relating to signs giving notice of vehicle immobilisation or removals:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Size <input type="checkbox"/> Clarity and legibility <input type="checkbox"/> Information to be included
		2.2	State the information that should be displayed on enforcement vehicles	<i>Information to be displayed on enforcement vehicles:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Livery/company name <input type="checkbox"/> When non liveried vehicles can be used
		2.3	Identify the information required for notices on vehicles that have been immobilised	<i>Information required for notices on immobilised vehicles:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Information to be included in a clamping notice
3	Know how to immobilise, removal and relocate vehicles	3.1	Identify devices and other methods for immobilising a vehicle	<i>Devices and other methods for immobilising a vehicle:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Commonly used clamps triangle, TMP Professional, Wheelok Police Model P11 <input type="checkbox"/> Booking In
		3.2	State how to apply and remove a home office clamp without causing damage to vehicles	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Apply and remove a home office clamp without causing damage to vehicles:</i> <input type="checkbox"/> Which wheel to clamp <input type="checkbox"/> Applying a clamp; photographs before and after applying, inspection of/behind wheels <input type="checkbox"/> Use of undamaged clamps, careful application of chains <input type="checkbox"/> Removing a clamp; inspection of clamp, photographs before and after removal <input type="checkbox"/> Checks to see if handbrake is on or wheels turned, careful removal of chains

Learning outcomes	Assessment criteria	Unit amplification
	3.3 Identify types and uses of lifting equipment	<i>Types and uses of lifting equipment:</i> <ul style="list-style-type: none"> □ Jack/dolly systems, e.g. Go Jacks; low loaders; hiabs
	3.4 State how to use lifting equipment safely and without causing damage to vehicles	<i>Using lifting equipment safely and without causing damage to vehicles:</i> <ul style="list-style-type: none"> □ Jack/dolly systems, wheel position, awareness of terrain, sufficient numbers of personnel □ Low loaders, positioning of low loader, use of towing eye, securing the vehicle after lifting □ Hiabs, checks of hydraulics before use, ensuring legs are down and locked, positioning of crabs, use of rubber mats, avoiding use of worn rubbers
	3.5 Identify safe working practices for vehicle tow-away	<i>Safe working practices for vehicle tow-away:</i> <ul style="list-style-type: none"> □ Use of two person teams □ Vigilance and awareness of surroundings □ Weather conditions □ Use of personal protective equipment, boots, hi vis jackets, gloves, some organisations may stipulate the wearing of a hard hat

Learning outcomes		Assessment criteria		Unit amplification
4	Know when to immobilise, remove and relocate vehicles	4.1	Distinguish between UK and foreign registered vehicles	<p><i>Distinguishing between vehicles:</i></p> <ul style="list-style-type: none"> □ UK vehicles, diplomatic, non-diplomatic □ Foreign possible communication issues if immobilising foreign-registered vehicles □ By law foreign registered vehicles can be brought into the country temporarily, used for up to six months in a 12 month period, once this period expires they need to pay a registration fee, road tax and if more than three years old get an MOT.
		4.2	Identify different types of parking schemes and permits	<p><i>Types of parking schemes and permits:</i></p> <ul style="list-style-type: none"> □ Commercial pay and display, e-tickets, season tickets □ Residential, e.g. housing associations; staff parking; patient and visitor parking permits
		4.3	Identify when a vehicle can be immobilised	<p><i>When a vehicle can be immobilised:</i></p> <ul style="list-style-type: none"> □ Vehicles parked in unauthorised locations □ Vehicles breaking conditions displayed on signage
		4.4	Identify when a vehicle should be relocated or removed	<p><i>When a vehicle can be removed or relocated:</i></p> <ul style="list-style-type: none"> □ Cases when removal is preferred over immobilisation for repeat offenders, on instruction from landowner, when causing obstruction or endangering safety □ Relocation within site for vehicles that should not be removed, where relocated vehicles should be positioned □ Maximum distance for pounds

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Identify when vehicles should not be immobilised or removed	<p><i>Vehicles not to be immobilised or removed:</i></p> <ul style="list-style-type: none"> □ Recommended grace periods for legitimately parked and recently released vehicles □ Emergency vehicles □ Vehicles displaying appropriate badges; disabled, British Medical Association, Health Emergency

Learning outcomes	Assessment criteria		Unit amplification
Understand the uses of technology and record keeping in vehicle immobilisation and removal	5.1	State how and when to take photographs of vehicles	<p><i>How and when to take photographs:</i></p> <ul style="list-style-type: none"> □ Photographic equipment that can be used □ What photographs must show; vehicle registration, confirmation of breach of parking conditions, position of vehicle in relation to signs, time and date stamp □ Best practice for when to take photographs; before and after applying clamp, before and after removal of clamp
	5.2	State the factors that can affect the quality of photographs	<p><i>Factors that can affect the quality of photographs:</i></p> <ul style="list-style-type: none"> □ Light □ Weather □ Positioning equipment □ Camera specification
	5.3	Identify how to use radios and mobile phones correctly	<p><i>Using radios and mobile phones correctly:</i></p> <ul style="list-style-type: none"> □ Being clear and concise □ Use of call signs □ Avoidance of personal names □ Panic buttons □ Use correct level of language; no jokes, offensive language, do not shout, not for personal use
	5.4	State the NATO phonetic alphabet	<p><i>Using the phonetic alphabet:</i></p> <ul style="list-style-type: none"> □ The NATO phonetic alphabet

Learning outcomes	Assessment criteria	Unit amplification
	5.5 Identify ways of finding and remedying common faults with communication equipment	<i>Finding and remedying faults with communication equipment:</i> <ul style="list-style-type: none"> □ Common faults □ Faults; batteries, loss of coverage □ Fault finding checks; pre-use, in-use □ Remedies; use of alternative equipment, relocation to areas with coverage, replacement batteries
	5.6 Identify how the use of different technologies can help the vehicle immobiliser in their duties	<i>How different technologies can help the vehicle immobiliser</i> <ul style="list-style-type: none"> □ Head/epaulet cams for defusing conflict and recording evidence □ Hand held ticketing technology for recording details of parking breaches □ Handheld enforcement technology for checking permits, payments and time periods □ Chip and pin machines for processing payments □ Global positioning systems for monitoring location to ensure safety
	5.7 State how and when to use a notebook	<i>How and when to use a notebook:</i> <ul style="list-style-type: none"> □ Supplementary evidence to back up photographs □ Records of aggravating factors □ Details of witnesses in case of incidents □ How to complete a notebook to allow its future use as evidence

Learning outcomes		Assessment criteria		Unit amplification
		5.8	State the importance of recording information accurately	<p><i>Importance of recording information accurately:</i></p> <ul style="list-style-type: none"> □ Audit trails; clamp log, clamping notice, warning notice, vehicle check sheet □ Use of notebooks for evidential purposes □ Implications of incorrect recording of information on clamping notice □ Importance of following a process in record keeping

Learning outcomes		Assessment criteria		Unit amplification
6	Understand payments and appeals in vehicle immobilisation and removal	6.1	Identify acceptable payment methods	<p><i>Acceptable payment methods:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Methods, e.g. phone, online, in person <input type="checkbox"/> Types, e.g. cash, debit card, credit card <input type="checkbox"/> Preferred payment method credit/debit card by telephone
		6.2	Identify what information needs to be on a release receipt	<p><i>Information needed on a release receipt:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Company information <input type="checkbox"/> Vehicle details <input type="checkbox"/> Person issuing receipt <input type="checkbox"/> Person receiving receipt <input type="checkbox"/> Payment details <input type="checkbox"/> Time and date <input type="checkbox"/> Appeals procedure <input type="checkbox"/> Place of immobilisation/removal <input type="checkbox"/> Serial Number
		6.3	State what a vehicle immobiliser should say and do if a driver disputes the immobilisation or removal of their vehicle	<p><i>Dealing with disputes:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explanations that should be given in first instance <input type="checkbox"/> Leaflets and invitations to appeal/challenge in writing <input type="checkbox"/> How long it may take for a reply to appeals/challenges

Learning outcomes		Assessment criteria		Unit amplification
		6.4	Identify valid reasons for appeals	<p><i>Valid reasons for appeals:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-compliant signage <input type="checkbox"/> Incorrect information recorded on clamping notification <input type="checkbox"/> Permission given to park <input type="checkbox"/> Valid ticket or permit displayed

Information for tutors

Delivery

If units were to be taught individually, it would make most sense for this unit to be delivered after *unit 2: Working within the Private Security Industry*, but before *unit 3: Conflict Management within the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated into teaching of other units, so that they are taught simultaneously. This can be done, for example, with learning outcome 1, which has links to learning outcomes 1 and 2 of Unit 2. It would also be particularly appropriate for learning outcomes 6, which could be linked to learning outcome 6 in Unit 2 and to the whole of unit 3.

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

A number of assessment criteria are based on the BPA Approved Operator Scheme Code of Practice, which is available from the BPA website. The assessment criteria to which this code relates are: 2.1, 2.2, 2.3, 4.4, 4.5, 4.6, 5.8, 6.1, 6.2 and 6.3. For these, centres should refer to the most current version available from the BPA and ensure their learning materials reflect this.

The SIA Standards of Behaviour referred to in learning outcome 1 can be found in *Annexe D*. The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies and real company documentation would be beneficial if available. Access to, and practical demonstrations of equipment would also be useful, particularly for learning outcomes 3 and 5. There are a number of opportunities for practical learning activities, such as practice with applying clamps and taking photographs.

Assessment

This unit is assessed internally through a Portfolio of Evidence.

Suggested resources

Websites

www.britishparking.co.uk The British Parking Association – the standards setting body and trade association for the parking industry

Unit 2:

Working within the Private Security Industry

Level: 2

Credit value: 1

Guided learning hours: 1

Unit aim

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

Unit introduction

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

Essential resources

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

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

Learning outcomes		Assessment criteria		Unit amplification
2	Understand legislation as it applies to the individual in carrying out a licensable activity	2.1	Identify the differences between civil and criminal Law	<ul style="list-style-type: none"> □ <i>Main features of civil law</i>: purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities <ul style="list-style-type: none"> ○ types of offences: trespass, breach of contract □ <i>Main features of criminal law</i>: purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt <ul style="list-style-type: none"> ○ <i>types of offences</i>: common assault, actual bodily harm, grievous bodily harm, violence undertaking licensable activities without an SIA licence; permitting drug-related activities to take place on licensed premises (supplying and/or consuming illegal drugs)
		2.2	State the main aims of the Private Security Industry Act 2001	<ul style="list-style-type: none"> □ Raise standards in the private security industry □ Increase public confidence in the private security industry □ Increase public safety □ Remove criminal elements from the private security industry □ Establish the SIA (Security Industry Authority) □ Establish licensing

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Identify key legislation relating to promoting equality and diversity in the workplace	<ul style="list-style-type: none"> □ <i>Key Legislation:</i> Equalities Act 2010; Human Rights Act 1998 □ <i>Protection from discrimination in the workplace:</i> <ul style="list-style-type: none"> ○ protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity ○ direct and indirect discrimination □ <i>Areas where equal opportunities legislation applies:</i> recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal □ Employer's duty to make reasonable adjustments

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the importance of safe working practices to comply with legal requirements	3.1	State the importance of health and safety in the work environment	<ul style="list-style-type: none"> □ Duty of care □ To keep employees and customers safe □ To avoid damage to equipment and property □ To comply with legislation; consequences of failure to comply (prosecution, fines, business closure) □ To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation)
		3.2	State the meaning of 'duty of care'	<ul style="list-style-type: none"> □ <i>Definition</i>: requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law □ <i>Exercising duty of care</i>: deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities
		3.3	Identify the responsibilities of employees, employers and the self-employed under health and safety at work legislation	<ul style="list-style-type: none"> □ <i>Responsibilities of employees and the self-employed</i>: to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to follow processes and procedures put in place by their employer □ <i>Responsibilities of employers</i>: to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs
		3.4	Identify methods for safe manual handling	<ul style="list-style-type: none"> □ <i>Assessment of load</i>: know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull

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

Learning outcomes		Assessment criteria		Unit amplification
		3.9	State reporting procedures for health and safety accidents and incidents	<ul style="list-style-type: none"> □ <i>Reportable incidents and accidents under RIDDOR</i>: work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas-related incident □ <i>Procedures</i>: in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents) □ <i>Reporting methods</i>: online; telephone; by post)
		3.10	Identify who to contact in first aid situations	<ul style="list-style-type: none"> □ <i>First aid situations</i>: bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke ☒ <i>Who to contact</i>: designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation, supervisor
4	Understand fire procedures in the workplace	4.1	Identify basic fire safety measures	<ul style="list-style-type: none"> □ Control of fuel and ignition sources (bins and waste disposal) □ Safe storage of flammables □ Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire blanket/extinguishers sprinkler systems) □ Staff training □ Avoidance of overloading electrical points □ Fire plan: fire walls; fire doors; emergency exits
		4.2	Identify the elements that must be present for fire to exist	<ul style="list-style-type: none"> □ <i>Components of fire</i>: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)

Learning outcomes		Assessment criteria	Unit amplification
		4.3 Identify classifications of fire	<ul style="list-style-type: none"> □ A – Ordinary combustible: includes paper, wood, textiles, rubber □ B – Flammable liquids, e.g. petrol, paint, solvents □ C – Flammable gas, e.g. butane, propane □ D – Metal fires, e.g. powdered and metal shavings, alkali-based metals □ Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel) □ F – Hot cooking oils
		4.4 Identify basic fire fighting equipment	<ul style="list-style-type: none"> □ <i>Equipment</i>: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)
		4.5 State the different types of fire extinguishers and their uses	<ul style="list-style-type: none"> □ <i>Water</i>: use with paper, wood, fabric □ <i>General foam</i>: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary) □ <i>CO₂ gas</i>: use with electrical fires (primary) □ <i>Wet chemical</i>: cooking oil fires □ <i>Powder</i>: use with most fires, including liquid and electrical fires
		4.6 State the actions to be taken upon discovering a fire	<ul style="list-style-type: none"> □ Sound the alarm and inform emergency services □ FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger □ Identify area where fire is, isolate other areas

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

Learning outcomes		Assessment criteria		Unit amplification
5	Understand emergencies and the importance of emergency procedures	5.1	Identify responses to different types of emergencies	<ul style="list-style-type: none"> □ <i>Definition of emergency</i>: situation that is unexpected, threatens safety or causes serious disruption and requires immediate action □ <i>Types of emergencies</i>: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat □ <i>Responses to emergencies</i>: <ul style="list-style-type: none"> ○ follow correct procedures depending on emergency ○ ensure safety of self and others ○ report to appropriate authorities ○ appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm ○ prioritisation of incidents
		5.2	State how to make emergency calls	<ul style="list-style-type: none"> □ Stay calm □ Dial appropriate emergency telephone number and ask for relevant emergency service □ Provide relevant information: location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident
		5.3	Identify actions to be taken in the event of personal injury	<ul style="list-style-type: none"> □ Contact designated first aider or call the emergency services, as appropriate □ Ensure safety of self and others □ Deal with injury within limits of own ability and authority □ Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses)

Learning outcomes		Assessment criteria		Unit amplification
		5.4	Identify factors which may indicate individuals could be vulnerable and at risk of harm	<ul style="list-style-type: none"> □ <i>Individuals</i>: adults, young people and children who the private security operative may come into contact with while on duty □ <i>Factors indicating vulnerability</i>: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18; having a physical or learning disability
		5.5	State actions to take when individuals have been identified as vulnerable and at risk of harm	<ul style="list-style-type: none"> □ Seeking help of street pastors, street marshals or any other active schemes □ Calling a relative to assist in the case of a younger or vulnerable adult □ Calling for a licensed taxi to take the vulnerable person home □ Using 'safe havens' or other local initiatives run by organisations such as St John Ambulance □ Calling the police
		5.6	Identify how to report indicators of child sexual exploitation	<ul style="list-style-type: none"> □ <i>Indicators of child sexual exploitation</i>: <ul style="list-style-type: none"> ○ children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars □ <i>Reporting</i>: <ul style="list-style-type: none"> ○ contact the police or call Crimestoppers ○ report as soon as possible

Learning outcomes		Assessment criteria		Unit amplification
		5.7	Identify behaviours that could indicate suspicious or terrorist activity	<ul style="list-style-type: none"> □ Person taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities □ Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings □ Parked vehicles with people inside; empty parked vehicles left unattended for long period □ Multiple sightings of same suspicious person, vehicle, or activity
		5.8	Identify actions to be taken in the event of a security threat	<ul style="list-style-type: none"> □ Ensuring a visible presence of vigilant security staff; regular patrols □ Maintaining organised search procedures □ Ensuring emergency exits are secured when not in use □ Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority) □ Reporting incident requiring immediate response to the police □ Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
		5.9	State the importance of a business continuity plan	<ul style="list-style-type: none"> □ Ensures important business operations continue in event of an emergency or incident □ Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure

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

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

Information for tutors

Delivery

If units were to be taught individually, it would make most sense for this unit to be delivered before any of the specialist units as it provides a general introduction to the security industry.

Delivery of all or part of this unit could, however, be integrated into teaching of other units so that they are taught simultaneously.

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

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

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

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

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

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

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

For learning outcome 2, learners will not be tested on the names or dates of health and safety laws or regulations. However, tutors need to understand the following legislation as it is from these acts that the *Unit content* is derived:

- *Health and Safety at Work 1974*
- *Control of Substances Hazardous to Health 2002*
- *Manual Handling Operations Regulations 1992*
- *Workplace (Health, Safety and Welfare) Regulations 1992*
- *Control of Noise at Work Regulations 2005*
- *Reporting of Injuries, Diseases and Dangerous Occurrences 1995*
- *Management of Health and Safety at Work Regulations 1999.*

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification.

Case studies, access to actual equipment and real company documentation would be beneficial if available.

There are a number of opportunities for practical learning activities, such as role-playing of customer care and health and safety scenarios.

Assessment

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

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

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

Suggested resources

Books

Gray Debra – *Door Supervision and Security Guarding* (Pearson Education Limited 2011) ISBN 978-1-4469-0010-9

Andy Walker and Jason Dyson – *Door Supervisors Course Book* (Highfield November 2013, 7th Edition) ISBN: 978-1-909749-27-6

Websites

www.hse.gov.uk/index.htm

Health and Safety Executive – information about health and safety legislation

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

www.sia.homeoffice.gov.uk/

The Security Industry Authority – Industry regulator

www.skillsforsecurity.org.uk

Skills for Security – standards setting body for the security sector

Unit 3: Conflict Management within the Private Security Industry

Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

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

Unit introduction

It is better if potential conflict can be avoided altogether, so you will be taught techniques to prevent potential conflict situations arising. You will also learn about how to manage conflict that does occur, particularly ways of assessing risk to yourself and about how to behave in a way that will defuse the situation.

Once a situation has been defused, the next stage is about solving problems and you will be taught about the strategies that you can use to do this. You will also learn about post-incident considerations, such as sources of support and why it is important to share good practice.

Essential resources

For this unit, centres must adhere to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (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 the principles of conflict management appropriate to their role	1.1	State the importance of positive and constructive communication to avoid conflict	<ul style="list-style-type: none"> □ <i>Constructive communication:</i> be positive, listen, appropriate to the situation, calm, clear and polite □ <i>Importance:</i> good communication skills are vital to defuse and avoid conflict; to maintain a secure environment, to avoid risks to staff and customers
		1.2	State the importance of employer policies, guidance and procedures relating to workplace violence	<ul style="list-style-type: none"> □ Meeting health and safety at work legislation □ Sets an expectation for both staff and customers as to what behaviour is and is not acceptable □ Staff will be aware of their responsibilities in regards to workplace violence □ Staff will be aware of the procedures to follow in the event of a violent situation □ Sets out reporting procedures □ Helps reduce risk of litigation and harm to self and others
		1.3	Identify factors that can trigger an angry response in others	<ul style="list-style-type: none"> □ <i>Common triggers include:</i> feeling embarrassed, insulted, threatened, fear of loss of face, being ignored, being patronised, peer pressure, fear of not being taken seriously □ Alcohol, drugs and medical conditions may increase the chances of triggering an angry response

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify factors that can inhibit an angry response in others	<ul style="list-style-type: none"> □ <i>Inhibiting factors:</i> self-control, fear of confrontation and/or retaliation □ Personal values □ Potential social or legal consequences
		1.5	Identify human responses to emotional and threatening situations	<ul style="list-style-type: none"> □ <i>Threatening situations:</i> freeze, flight, fight, fright, faint response (fear, anger, aggression, shock) □ <i>Emotional situations:</i> upset, anger, frustration □ <i>Positive responses:</i> distraction, deflection, empathy, staying calm □ <i>Negative responses:</i> avoidance, distancing, rumination, worrying

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

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

Learning outcomes		Assessment criteria		Unit amplification
		3.6	State how to work with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> □ Positioning of staff members in a confrontation (work in close proximity to colleagues to provide assistance) □ Be ready to step back and hand over to a colleague before switching back where appropriate □ Be ready to support colleagues who are dealing with anger or potential conflict □ Look beyond the outward signs of anger and upset to identify what the underlying issues are □ Use of dynamic risk assessment

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to develop and use problem solving strategies for resolving conflict	4.1	State the importance of viewing the situation from the customer's perspective	<ul style="list-style-type: none"> □ Establish needs/wants, anticipate customer reaction □ Provides explanation for the conflict; shows understanding, enables empathy, builds rapport with the customer; customer feels valued □ Helps to defuse conflict situations
		4.2	Identify strategies for solving problems	<ul style="list-style-type: none"> □ Diagnosing the problem, providing information, suggesting solutions, identifying ways forward, seeking a resolution acceptable to both parties
		4.3	Identify win-win approaches to conflict situations	<ul style="list-style-type: none"> □ Based on problem solving, negotiation, maintaining a relationship, working together, focusing on interests not positions, generating options which offer gains to all parties □ Both sides come out of encounter accepting the result

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

Information for tutors

Delivery

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

The *unit amplification* section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. The unit amplification must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards or vehicle immobilisers). However, teaching should be exemplified and contextualised using material that is most relevant for the needs of the group. Centres should ensure that learners take part in relevant role plays and should record which scenarios have been used with each learner group. Exemplar scenarios are given in *Annexe F*.

Assessment

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

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

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

Suggested resources

Books

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

www.skillsforsecurity.org.uk

Skills for Security – standards setting body for the security sector

13 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- 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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

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.

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.

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. 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 our website.

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
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping with competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in for Working as a Security Officer within the Private Security Industry against the underpinning knowledge of the Pearson Edexcel Level 2 Certificate in Providing Security Services. 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	Unit 3
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			

		BTEC Specialist units		
		Unit 1	Unit 2	Unit 3
Competence-based units				
19	Maintain understanding of current legislation and regulation relevant to the security officer role	#	#	
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 qualification in this specification and the predecessor qualifications: Pearson BTEC Level 2 Award in Vehicle Immobilisation (QCF) (last registration 31/12/2014).

Old units New units	Unit 1	Unit 2	Unit 3
Unit 1	P	P	
Unit 2		X	
Unit 3			P

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))

SIA Specification for Learning and Qualifications in Vehicle Immobilisation

Foreword

The Security Industry Authority (SIA) recognises that it is essential for all vehicle immobilisers 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 continue to grow, so the degree of professionalism expected from vehicle immobilisers 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 vehicle immobilisers must include the following areas:

Session	Topic
Session 1	Introduction to Vehicle Immobilising and Removals
Session 2	Understanding Signs, Enforcement Vehicles and Immobilisation Devices
Session 3	Understanding Vehicle Registration Marks and Vehicle Excise Duty
Session 4	Immobilising a Vehicle
Session 5	Vehicle Removal and Re-location
Session 6	Completing Records
Session 7	Use of Photography and Awareness of Technology
Session 8	The Payment and Appeals Process
Session 9	Radio and Mobile Communications
Session 10	Parking Schemes and Permits
Session 11	Standards of Behaviour

Section 2: Learning Programme Details

Session 1: Introduction to Vehicle Immobilising and Removals

Aim:

- To have an overview of vehicle immobilisation and removals on private land and relevant legislation.

Objectives:

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

- State the aims of the Private Security Industry Act (2001) relating to vehicle immobilisation
- Identify the legal basis for vehicle immobilisation/removal on private land (contract law)
- Identify the purpose of vehicle immobilisation and removal.

National Occupational Standards:

PKC 9 – Apply and remove vehicle clamps – SfS

PKC 10 – Load and unload vehicles on to and from vehicle transporter – SfS

PKC 11 – Carry out vehicle tow-away – SfS

PKC 12 – Complete documents for the removal of vehicles – SfS

SPL 25 – Maintain an understanding of current legislation and regulation relevant to your role

Session 2: Understanding Signs, Enforcement Vehicles and Immobilisation Devices

Aim:

- To understand signs, enforcement vehicles and immobilisation devices.

Objectives:

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

- Explain all relevant signs
- Identify where the signs must be displayed and why
- State what information must be on the signs
- Identify signage and livery for an enforcement vehicle
- Identify various types of immobilising devices.

National Occupational Standards:

PKC 5 – Identify and deal with parking contraventions – SfS

Session 3: Understanding Vehicle Registration Marks and Vehicle Excise Duty

Aim:

- To understand vehicle registration marks and vehicle excise duty.

Objectives:

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

- Distinguish between UK and foreign registered vehicles.

National Occupational Standards:

None relevant – training relevant to the industry only

Session 4: Immobilising a Vehicle

Aim:

- To understand the process of immobilising vehicles.

Objectives:

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

- Identify when to immobilise a vehicle
- List vehicles that cannot be immobilised
- Identify methods of immobilising a vehicle
- State how to apply and remove a Home Office approved clamp
- Identify methods of preventing damage to vehicles.

National Occupational Standards:

PKC 8 – Complete documents for immobilising and de-immobilising vehicles

PKC 8.1 – Identify vehicles to be immobilised and fix notices

PKC 9 – Apply and remove vehicle immobilisation devices

PKC 9.1 – Apply immobilisation devices to vehicles

PKC 9.2 – Remove immobilisation devices from vehicles

PKC 12 – Complete documents for the removal of vehicle

PKC 12.1 – Confirm the details of vehicle removal

PKC 12.2 – Complete final documents for vehicle removals

Session 5: Vehicle Removal and Re-location

Aim:

- To understand how to tow-away a vehicle.

Objectives:

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

- Identify types and uses of lifting equipment
- Identify methods of preventing damage to vehicles
- Explain safe working practices relating to vehicle tow-away
- Identify when to remove a vehicle
- Identify when to re-locate a vehicle
- List vehicles that cannot be removed
- State how to remove a vehicle.

National Occupational Standards:

PKC 10 – Load and unload vehicles on to and from vehicle transporter – SfS

PKC 11 – Carry out vehicle tow-away operations – SfS

PKC 12 – Complete documents for the removal of vehicles – SfS

Session 6: Completing Records

Aim:

- To understand how to complete relevant records.

Objectives:

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

- State the importance of accurate record keeping
- List key information that should be recorded
- State the importance of observing a process in record keeping
- Identify the signs and accompanying stickers that are to be affixed to a vehicle.

National Occupational Standards:

PKC 4 – Deal with information relating to parking control – SfS

PKC 8 – Complete documents for clamping and unclamping vehicles – SfS

Session 7: Use of Photography and Awareness of Technology

Aims:

- To understand the use of photography in relation to vehicle immobilisation
- To describe how technology can be used in the vehicle immobilisation industry.

Objectives:

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

- State when photographs should be taken
- List what details need to be captured on the photograph
- List the factors that affect the quality of photographs
- List what types of photographic equipment can be used
- Describe how other technology can be used in the vehicle immobilisation industry.

National Occupational Standards:

None relevant

Session 8: The Payment and Appeals Process

Aim:

- To understand the payment and appeals process.

Objectives:

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

- Identify where and how information about fees must be displayed
- List the various methods of payment
- Identify information needed on a vehicle release receipt
- State the need for an appeals procedure
- Identify the reasons for an appeal
- Explain the principles of the appeals procedure.

National Occupational Standards:

PKC 14 – Collect and process payments - SfS

Session 9: Radio and Mobile Communications

Aim:

- To understand the use of radio and mobile communications in vehicle immobilisation and removal.

Objectives:

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

- State correct radio and mobile phone use
- State how to find and remedy common faults and problems with communications equipment
- State the appropriate language to be used
- Use the NATO phonetic alphabet.

National Occupational Standards:

PKC 4.2 – Pass on information verbally – SfS

Session 10: Parking Schemes and Permits

Aim:

- To understand the rules for discretionary parking.

Objectives:

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

- Identify the various types of parking schemes and permits
- State BMA/HEB schemes and regulations
- State Disabled Badge scheme regulations
- State the regulations for permit schemes.

National Occupational Standards:

PKC 5.1 – Identify potential parking contraventions – SfS

Session 11: Standards of Behaviour

Aim:

- To understand standards of individual behaviour for vehicle immobilisers and customer care.

Objectives:

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

- Identify the reasons for having standards of individual behaviour for vehicle immobilisers
- Understand the standards of individual behaviour for vehicle immobilisers given in Appendix A
- Explain the importance of appropriate clothing and licence display.

National Occupational Standards:

PKC3 – Give customers a positive impression of yourself and your organisation – SfS

SIA Standards of Behaviour for Security Operatives

Personal Appearance

A security operative 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 (except Close Protection Operatives)

Professional Attitude and Skills

A security operative should:

- Greet visitors to the 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.

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

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Introduction

- 1 Implications arising from the Private Security Industry Act 2001
- 2 National Occupational Standards
- 3 English Language pre-requisite for learners
- 4 Criteria for Training Delivery
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 - 4.2 Trainers involved in the delivery of licence-linked qualifications
 - 4.3 Qualifications for trainers of conflict management
 - 4.4 Sector Competence for Approved Trainers
 - 4.5 Additional criteria for trainers wishing to deliver physical Intervention training
- 5 Examination Venue Criteria
- 6 Additional centre and venue criteria for delivery of physical intervention training
 - 6.1 Insurance requirements
 - 6.2 Venue requirements
- 7 Rules for the use of Physical Intervention training programmes
- 8 Additional requirements for 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)
- 9 Additional Requirements for Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry
- 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)
- 11 Standard delivery times for units in licence-linked qualifications
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Introduction

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

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

1 Implications of the Private Security Industry Act 2001

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

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

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

2 National Occupational Standards (NOS)

NOS are statements of competence and specify performance outcomes. A significant function of the standards has been as a key component for vocational qualifications. However, they have many other uses including training design, training needs analysis, appraisals, recruitment, skills matrices, skills benchmarking and quality assurance. The detailed specialist content of the SIA learning specifications has been mapped to the respective NOS.

3 English Language Pre-requisite for Learners

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

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

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

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- 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 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 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; 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 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 in England, Wales and Northern Ireland. 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, the SIA recognises that one day may be eight and a half hours to accommodate the assessment arrangements.

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

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

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

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

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

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

Distance Learning may be used to deliver;

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

Suitable methods of flexible learning include;

- Prepared, high quality on-line learning materials or courses that the learner must navigate
- Prepared, high-quality work-books that the learner must work through and complete
- Prepared, high quality learning materials that the learner can use to cover specified areas of content.

13 Order of Delivery of the Units

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

14 Identification Checking

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

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

Learners can write to;
 Department RA 2
 PO Box 49768
 London
 WC1V 6WY

15 Reasonable Adjustments

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

16 Age Restrictions for Qualifications

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

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

17 Use of Role Play in Training

Awarding organisations will ensure that all training providers are providing practical learning in Conflict Management and Searching that is delivered as part of the Close Protection, Door Supervision, Security Guarding and Vehicle Immobilisation qualifications. Awarding organisations must satisfy themselves that each centre is delivering these areas of learning through role-play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required.

18 Assessment of Qualifications

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

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

Working within the Private Security Industry

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

Working as a Security Officer within the Private Security

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

Conflict Management within the Private Security Industry

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

Physical Intervention

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

This unit will be assessed by an externally set and internally marked practical assessment and an externally set, internally marked and externally marked or verified knowledge assessment. The practical assessment will be externally quality assured. The externally set, internally marked or externally verified knowledge assessment will combine a mix of Multiple Choice 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 or above.
- internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

Working as a CCTV Operator within the Private Security Industry

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

Practical Operation of CCTV Equipment within the Private Security Industry

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

Working as a Door Supervisor within the Private Security Industry

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

Introduction to the Cash and Valuables in Transit Industry

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

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

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

Vehicle Immobilisation

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

Safety Awareness for Door Supervisors

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

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
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	1
	CCTV Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry	8	8	1
	CU: Working within the Private Security Industry	1	1	1
	Total	23	23 (min 3 days)	3
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
	CP Unit 2: Planning, Preparing and Supporting a Close Protection Operation	76	76	9
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	140	139.5 (min 12 days)	17

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
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
	CViT: Working as a CViT operative within the Private Security Industry	18	18	2
	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	1
	CU: Working within the Private Security Industry	1	1	1
	PI: Physical Intervention Skills within the Private Security Industry	12	12	2
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	33	32.5 (min 4 days, see Section 9 of guidance)	5
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
	CU: Working within the Private Security Industry	1	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	19	18.5 (min 3 days)	3

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
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
	CU: Working within the Private Security Industry	1	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	18	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	1	0.5	1
	PI: Physical Intervention Skills within the Private Security Industry	12	12	2
	Total	13	12.5 (min 2 days)	3

Exemplar conflict management scenarios

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

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

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

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

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

Trainer Declaration

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

Trainers Name:

Trainers Signature:

Date:

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

March 2018

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