

# Edexcel BTEC Award in Security Guarding (Scotland)

## Specification

BTEC specialist qualification

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Issue 2

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# **BTEC Specialist qualification titles covered by this specification**

## **Edexcel BTEC Award in Security Guarding (Scotland)**

This qualification has been accredited by the Scottish Qualifications Authority (SQA) for use in Scotland with the SQA award code R087 04.

This qualification title and SQA code will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.



# What are BTEC Specialist Qualifications?

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

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

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

## Edexcel BTEC Award in Security Guarding (Scotland)

The Edexcel BTEC Award in Security Guarding (Scotland) is designed for people who require a licence to practise in order to work as a contracted security guard.

This qualification is designed primarily for people wanting to work in Scotland. However, because the Security Industry Authority (SIA) issues a single licence, successful completion of the qualification will enable learners to apply for a licence to practise which will permit them to work in any part of the United Kingdom.

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

## National Occupational Standards (NOS)

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

The Edexcel BTEC Award in Security Guarding (Scotland) relates to the NOS for Security and Loss Prevention

## Qualification structure

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The Edexcel BTEC Award in Security Guarding (Scotland) is a 26 guided learning hour (GLH) qualification that consists of three mandatory units.

Edexcel BTEC Award in Security Guarding (Scotland)	
Unit	Mandatory units
1	Working in the Private Security Industry
2	Working as a Security Officer
3	Conflict Management for the Private Security Industry

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

- Door Supervision
- Vehicle Immobilisation
- CCTV Operations (Public Space Surveillance)
- Cash and Valuables in Transit.

## Assessment

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The assessment for the Edexcel BTEC Award in Security Guarding (Scotland) is criterion referenced, based on the achievement of specified assessment criteria.

The overall grading is a pass, based upon the successful completion of the units.

**Learners must pass three mandatory units to achieve the Edexcel BTEC Award in Security Guarding (Scotland).**

Each unit is assessed by means of a test that is set and marked by Edexcel and which will be administered by the centre. The tests will provide the only necessary assessment for these units.

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

# Quality assurance

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

## Approval

Where a centre already has approval for a programme that is being replaced by a new programme, the centre will be given 'accelerated approval' for the new programme. Other centres wishing to offer a programme in a vocational area for the first time will need to apply for approval to offer the programme.

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

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

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

# Programme design and delivery

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## Mode of delivery

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

## Guided learning hours and contact time

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

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

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

- structured pre-course reading
- distance learning
- e-learning.

These can be called 'non-contact' activities.

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

Unit		GLH	Minimum contact time
1	Working in the Private Security Industry	10	5
2	Working as a Security Officer	8	8
3	Conflict Management for the Private Security Industry	8	7.5

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

## Resources

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

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

## Delivery approach

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

# Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

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

## Restrictions on learner entry

The Edexcel BTEC Award in Security Guarding (Scotland) is accredited for learners aged 16 and above. However, it is important that learners are made aware that they will not be able to apply to the SIA for a licence to practise as a security guard until they are 18.

## Access arrangements and special considerations

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

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

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

# Unit format

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

Each unit has the following sections.

## Unit title

The unit title will appear on learners' Notification of Performance (NOP).

## Guided learning hours

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

## Unit aim and purpose

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

## Unit introduction

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

## Learning outcomes

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

## Assessment criteria

The assessment criteria of a unit specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement that must be reached in order to pass the unit.

## Unit content

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

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

### **Relationship between content and assessment criteria**

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

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

### **Content structure and terminology**

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

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept, each corresponding to an assessment criterion. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- Where it appears, 'eg' is a list of examples, used for indicative amplification or clarification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

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

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

# Units

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Unit 1: Working in the Private Security Industry	11
Unit 2: Working as a Security Officer	21
Unit 3: Conflict Management for the Private Security Industry	31



# Unit 1: Working in the Private Security Industry

**Guided learning hours: 10**

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## **Unit aim and purpose**

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

## **Unit introduction**

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

## Learning outcomes and assessment criteria

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

### On completion of this unit, learners should:

Learning outcomes	Assessment criteria
<p>1 Know the purpose and main features of the private security industry</p>	<p>1.1 Define the main purposes of the private security industry</p> <p>1.2 Identify different sectors and career opportunities within the private security industry</p> <p>1.3 State the aims of the Private Security Industry Act</p> <p>1.4 Identify the main functions of the Security Industry Authority and other key bodies within the private security industry</p> <p>1.5 Describe the main qualities required by security industry operatives</p>
<p>2 Understand the legislation that is relevant to people working within the private security industry</p>	<p>2.1 Identify the differences between civil and criminal law</p> <p>2.2 Identify aspects of human rights legislation that are relevant to the private security industry</p> <p>2.3 State the data protection principles outlined in data protection legislation</p> <p>2.4 Describe types of discrimination in the workplace</p> <p>2.5 Identify how equal opportunities legislation applies in the workplace</p>

Learning outcomes	Assessment criteria
<p>3 Know how to maintain health and safety in the workplace</p>	<p>3.1 Outline the importance of health and safety in the workplace</p> <p>3.2 Identify the main responsibilities of employees, employers and the self employed under health and safety legislation</p> <p>3.3 Identify ways of minimising risk to personal safety and security</p> <p>3.4 Identify typical hazards in the workplace</p> <p>3.5 Describe safe methods of manual handling</p> <p>3.6 Identify commonly used safety signs</p> <p>3.7 Describe appropriate reporting procedures for accidents and injuries</p>
<p>4 Know how to apply the principles of fire safety</p>	<p>4.1 Identify the three components that must be present for fire to exist</p> <p>4.2 Describe how fire can be prevented</p> <p>4.3 Identify fires by their classification</p> <p>4.4 Identify the types and uses of different fire extinguishers and fire fighting equipment</p> <p>4.5 State appropriate responses on discovering a fire</p> <p>4.6 Explain the importance of understanding fire evacuation procedures</p>
<p>5 Know how to deal with non-fire-related workplace emergencies</p>	<p>5.1 Define the term 'emergency' when used in the workplace</p> <p>5.2 Identify types of workplace emergencies</p> <p>5.3 Identify appropriate responses to workplace emergencies</p> <p>5.4 Outline the procedures for dealing with bomb threat warning calls</p> <p>5.5 Identify appropriate responses to situations requiring first aid</p>

Learning outcomes	Assessment criteria
<p>6 Understand the principles of effective communication and customer care in the private security industry</p>	<p>6.1 Describe the elements of the communication process</p> <p>6.2 Identify methods of verbal and non-verbal communication</p> <p>6.3 Identify common barriers to communication</p> <p>6.4 State the importance of effective communication in the workplace</p> <p>6.5 Identify different types of customers and how their needs can vary</p> <p>6.6 Describe the principles of customer care</p>

## Unit content

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

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

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

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

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

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

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

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

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

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

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

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

### 3 Know how to maintain health and safety in the workplace

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

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

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

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

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

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

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

### 4 Know how to apply the principles of fire safety

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Essential guidance for tutors

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### Delivery

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

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

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

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

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

Centres can make use of 'non-contact' delivery activities. For more information, please refer to pages 3-4.

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

**Assessment**

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

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

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

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

**Essential resources**

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

**Indicative resource materials****Websites**

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

**Training materials**

Training materials for this unit are available from SAFE Ltd ([www.safe-training.com](http://www.safe-training.com)).



## Unit 2: Working as a Security Officer

Guided learning hours: 8

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### Unit aim and purpose

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

### Unit introduction

This unit covers the specialist knowledge and understanding required to become a licensed security officer. Generic knowledge that applies across different parts of the security industry is covered in *Unit 1: Working in the Private Security Industry* and in *Unit 3: Conflict Management for the Private Security Industry*. In Unit 2, learners will be taught about the role of a security officer, which will include the importance of, and reasons for, patrolling as well as about access and egress control. They will also learn about how and when to conduct searches and about the range of technology and equipment that will help them perform their duties. Security officers need to know about the law and learners will therefore be taught about the powers available to them when the law is broken as well as other related issues, such as types of evidence and crime scene preservation. Finally, they will learn about record keeping, including incident reports and notebook usage.

## Learning outcomes and assessment criteria

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

### On completion of this unit, learners should:

Learning outcomes	Assessment criteria
<p>1 Understand the role of a security officer within the private security industry</p>	<p>1.1 Identify the main responsibilities of a security officer</p> <p>1.2 Identify the purposes of assignment instructions</p> <p>1.3 List items of equipment needed when on duty</p> <p>1.4 Explain the term 'confidentiality' within the context of a security officer's responsibilities</p> <p>1.5 Identify the purposes of control rooms</p>
<p>2 Understand the importance of, and reasons for, patrolling</p>	<p>2.1 Identify the types and purposes of different patrols</p> <p>2.2 Identify actions that should be taken before starting a patrol</p> <p>2.3 Describe patrolling procedures and techniques</p> <p>2.4 State the equipment required for patrolling</p> <p>2.5 Explain the importance of vigilance and using local and site knowledge when patrolling</p>
<p>3 Understand how to control access to and egress from a site</p>	<p>3.1 Identify the purposes of access and egress control</p> <p>3.2 Identify duties of a security officer when using different methods of access and egress control</p> <p>3.3 State the powers and identification requirements of statutory agencies</p>

Learning outcomes	Assessment criteria
4 Understand basic search procedures	4.1 List the conditions that have to be in place before searching can be carried out 4.2 Identify the different types of search 4.3 State the correct procedures for carrying out personal and vehicle searches 4.4 State actions to be taken in the event of a refusal to be searched 4.5 State the information to be recorded in search documentation 4.6 State the action to be taken when property is found during a search
5 Understand the purpose and function of different types of technology, security and monitoring systems in the security environment	5.1 Identify the types and main purposes of security and monitoring technology 5.2 Identify the main features of security, monitoring and emergency systems 5.3 Identify alarm system operator controls and indicators 5.4 List actions to be taken in response to alarm activations 5.5 State the meaning of the term 'false alarm'
6 Understand the law and its relevance to the role of a security officer	6.1 Identify relevant legislation 6.2 State the correct procedure to be used when dealing with a trespasser 6.3 Identify arrest procedures 6.4 Identify what is meant by the reasonable use of force 6.5 List the different types of evidence 6.6 State the actions to be taken when preserving evidence 6.7 Identify reporting procedures following a crime

Learning outcomes	Assessment criteria
<p>7 Understand the importance and purpose of reporting and record keeping</p>	<p>7.1 List the different types of records relevant to the role of a security officer</p> <p>7.2 Identify the do's and don'ts of report writing</p> <p>7.3 State the importance of an incident report</p> <p>7.4 Identify the information to be recorded in an incident report</p> <p>7.5 Identify the do's and don'ts of notebook use</p> <p>7.6 Identify the content and importance of a hand-over</p> <p>7.7 Use the NATO phonetic alphabet</p>

## Unit content

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### 1 Understand the role of a security officer within the private security industry

*1.1 Responsibilities of a security officer:* prevention and detection of crime and unauthorised activities; prevention and reduction of loss, waste and damage; monitoring and responding to safety risks; responsibilities in emergencies; control of access and egress

*1.2 Purposes of assignment instructions:* source of information and procedures; aid to meeting needs of client; typical tasks and supporting information in assignment instructions

*1.3 Items of equipment needed:* patrolling equipment; health and safety equipment

*1.4 Confidentiality within the role of a security officer:* confidentiality about procedures, systems, alarm codes and access codes; confidentiality of data and records; who confidentiality applies to; repercussions of breaching confidentiality

*1.5 Purposes of control rooms:* monitoring and logging of local staff activity; co-ordination of radio and communications; monitoring of CCTV and alarm systems; providing additional support when required

### 2 Understand the importance of, and reasons for, patrolling

*2.1 Types and purposes of patrols:* unlock or takeover patrol (opening or securing a site); routine patrol (planned monitoring, maintenance of security, deterrence/detection of criminal activity); high-risk area patrol (increased levels of monitoring, maintenance of security, deterrence/detection of criminal activity); lockup or handover patrol (securing or opening a site prior to handover)

*2.2 Actions before starting a patrol:* checks of instructions, records and logs; checks of patrol equipment; ensuring security of work area; communication with colleagues

*2.3 Patrolling procedures and techniques:* planning (variations of routes and timings, frequency and duration, retracing of steps); value of being systematic while on patrol; use of primary senses; procedures for patrols of internal and external areas

*2.4 Equipment required for patrolling:* safety and security equipment (torch, personal protective equipment, patrol monitoring equipment); notebook; access equipment (keys, access cards); communications equipment (phone, radio)

*2.5 Importance of vigilance and using local and site knowledge when patrolling:* better patrol planning; increased hazard awareness; ability to deal with incidents and emergencies

### 3 Understand how to control access to and egress from a site

*3.1 Purposes of access and egress control:* maintaining safety of people on site; monitoring and control of movement of people and property; maintaining security of site and property

*3.2 Duties during access and egress control:* procedures for visitors and vehicles on entry/exit (passes, registers, instructions); key control procedures (use of key safes and key bunches, key issuing and return routines, key checks); process by which access is denied

*3.3 Powers and identification requirements:* rights of entry of police, HM Revenue and Customs and inspectors (health and safety, environmental health, fire officers); signing-in and identification procedures

### 4 Understand basic search procedures

*4.1 Conditions to be in place before searching:* part of employee contract/visitor terms of entry; assignment instructions; consent from person to be searched

*4.2 Different types of search:* routine and intelligence-based; searches of people, bags and vehicles

*4.3 Procedures for personal and vehicle searches:* professionalism in personal/bag searches (permission, empathy, politeness, keeping control of the process, assisting where necessary); best practice for personal/bag searches (self-search, same sex searching, witnesses, facilities); procedures for vehicle searches (self-search, use of designated areas, instructions and information for driver, areas of vehicle to be searched)

*4.4 Actions in the event of a refusal to be searched:* information to be provided to and obtained from the individual; reporting the circumstances to site management

*4.5 Information to be recorded in search documentation:* names; time and date; search type; items found; signature

*4.6 Action when property is found during a search:* contacting management; retention of items found; appropriate responses when people refuse to stay; information to be included in incident report

## 5 Understand the purpose and function of different types of technology, security and monitoring systems in the security environment

*5.1 Types and main purposes of security and monitoring technology:* safety systems (fire alarms, smoke detectors, gas detectors); security systems (intruder alarms, electronic article surveillance); safety and security systems (CCTV, access control)

*5.2 Features of security, monitoring and emergency systems:* heat, smoke and gas alarm systems (where found, how activated, alarm centres and what happens when activated); infra-red and break-circuit intruder alarms (differences between, how activated); card swipe, key pad and proximity access control systems (differences between, how operated, locations); electronic article surveillance (main components, how activated)

*5.3 Alarm system operator controls and indicators:* alarm, zone and fault indicators; mute, rest and reset switches; disable/inhibit function; how fire and intruder alarm controls differ

*5.4 Actions to be taken in response to alarm activations:* responses to alarm activations; risks and hazards when responding to alarms

*5.5 Meaning of the term 'false alarm':* false alarm as activation without incident; common causes of false alarms

## 6 Understand the law and its relevance to the role of a security officer

*6.1 Relevant legislation:* distinction between common law and statutory offences and relevance for a citizen's powers of arrest; offences for which arrests can or cannot be made (trespass, theft, theft by housebreaking, malicious mischief, vandalism, common assault, aggravated assault)

*6.2 Correct procedure when dealing with a trespasser:* confirming that trespass has occurred; how to deal with trespassers who agree to leave; how to deal with trespassers who refuse to leave; records that need to be made

*6.3 Arrest procedures:* information to give to person being arrested; how to deal with people who resist arrest; facilities and monitoring required after arrest

*6.4 Reasonable use of force:* justifiability of 'proportionate' force in defence of self or another person; justifiability of 'reasonable' force in preventing a serious crime

*6.5 Different types of evidence:* oral, real and documentary; direct and circumstantial; primary and secondary

*6.6 Actions when preserving evidence:* preventing contamination of crime scenes (cordons, restricting access to authorised persons only, protecting evidence from weather or interference); ensuring continuity of evidence (evidence bags, accurate records)

*6.7 Reporting procedures following a crime:* when to report; who to report to; what to report

**7 Understand the importance and purpose of reporting and record keeping**

*7.1 Different types of records:* incident reports; search register; visitors' register; key register; notebook; daily occurrence book; accident book

*7.2 Do's and don'ts of report writing:* key considerations (planning, structuring, content and quantity of information, timescales, recipients)

*7.3 Importance of an incident report:* protection of security guard; protection of organisation; possible use as evidence; auditing and provision of monitoring information

*7.4 Information to record in an incident report:* covering information; information about the incident, those involved, witnesses and actions taken

*7.5 Do's and don'ts of notebook use:* how to make entries; how to deal with corrections; how to deal with pages left blank in error; information that should not be recorded

*7.6 Content and importance of a hand-over:* what needs to be handed over (information, documentation, keys, equipment); importance in ensuring continuity of security

*7.7 Phonetic alphabet:* letters A-Z

## Essential guidance for tutors

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### Delivery

If units are to be taught individually, it would make most sense for this unit to be delivered after *Unit 1: Working in the Private Security Industry*, but before *Unit 3: Conflict Management for the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated into teaching of other units, so that they are taught simultaneously. It would be particularly appropriate for the legislation covered in learning outcome 6 to be linked to learning outcome 2 in Unit 1. Record keeping in learning outcome 7 could also be linked to the theme of communication covered by learning outcome 6 in Unit 1.

There are also connections between the content of specific assessment criteria in different outcomes within this unit, which could therefore be taught together. For example, there is overlap between the two assessment criteria that deal with equipment (1.3 and 2.4). Similarly, purposes of access and egress control (assessment criterion 3.1) could be linked to the monitoring systems covered in assessment criteria 5.1 and 5.2.

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 next page) when deciding what emphasis to place on the teaching of each learning outcome.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. 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 outcome 5. There are a number of opportunities for practical learning activities, such as role-play search scenarios and incident report completion.

### Assessment

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

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

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

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

### Essential resources

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



# Unit 3: **Conflict Management for the Private Security Industry**

**Guided learning hours: 8**

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## **Unit aim and purpose**

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

## **Unit introduction**

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

## Learning outcomes and assessment criteria

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

### On completion of this unit, learners should:

Learning outcomes	Assessment criteria
<p>1 Understand the communication skills and knowledge of conflict management appropriate to their role</p>	<p>1.1 State the importance of positive and constructive communication to avoid conflict</p> <p>1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence</p> <p>1.3 Identify factors that can trigger an angry response in others</p> <p>1.4 Identify factors that can inhibit an angry response in others</p> <p>1.5 Identify how managing customer expectations can reduce the risk of conflict</p> <p>1.6 Identify human responses to emotional and threatening situations</p>
<p>2 Understand how to recognise, assess and reduce risk in conflict situations</p>	<p>2.1 Identify the stages of escalation in conflict situations</p> <p>2.2 Identify how to apply dynamic risk assessment in conflict situations</p>
<p>3 Understand how to communicate effectively in emotive situations and de-escalate conflict</p>	<p>3.1 State how to use non-verbal communication in emotive situations</p> <p>3.2 Identify how to overcome communication barriers</p> <p>3.3 Identify the differences between assertiveness and aggression</p> <p>3.4 Identify ways of defusing emotive conflict situations</p> <p>3.5 Identify appropriate approaches to take when confronting unacceptable behaviour</p> <p>3.6 Identify how to work with colleagues to de-escalate conflict situations</p> <p>3.7 State the importance of positioning and exit routes</p>

Learning outcomes	Assessment criteria
<p>4 Understand how to develop and use problem solving strategies for resolving conflict</p>	<p>4.1 State the importance of viewing the situation from the customer's perspective</p> <p>4.2 Identify strategies for solving problems</p> <p>4.3 Identify win-win approaches to conflict situations</p>
<p>5 Understand good practice to follow after conflict situations</p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from conflict situations</p> <p>5.3 Identify the importance of sharing good practice</p> <p>5.4 State the importance of contributing to solutions to recurring problems</p>

## Unit content

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### 1 **Understand the communication skills and knowledge of conflict management appropriate to their role**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 5 Understand good practice to follow after conflict situations

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

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

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

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

## Essential guidance for tutors

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### Delivery

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

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

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

Centres can make use of 'non-contact' delivery activities. For more information, please refer to pages 3-4.

### Assessment

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

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

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

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

### Essential resources

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

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

### Indicative resource materials

#### Training materials

Training materials for this unit are available from SAFE Ltd ([www.safe-training.com](http://www.safe-training.com)).



## Further information

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

## Useful publications

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Related information and publications include:

- *BTEC Security Qualifications Centre Management Handbook*, which will be made available to centres once approval has been granted
- *Quality Assurance Centre Handbook* (updated annually), available from the Edexcel website

Various other guidance documents on quality assurance are available on the main Edexcel website. Centres should be aware that for quality assurance purposes, general and non-subject specific guidance that is written for NQF and QCF BTEC Level 2 qualifications applies also to the BTEC Award in Security Guarding (Scotland).

### How to obtain National Occupational Standards

National occupational standards can be downloaded from:

[www.ukstandards.co.uk](http://www.ukstandards.co.uk)

# Professional development and training

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

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

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

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

Our customer service numbers are:

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GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

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

# Annexe A - Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Award in Security Guarding (Scotland) against the National Occupational Standards for Security and Loss Prevention.

## KEY

# indicates partial coverage of the NOS

a blank space indicates no coverage of the underpinning knowledge

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

NOS for Security and Loss Prevention	Units of BTEC Award		
	1	2	3
SLP16 Provide covert security in retail environments		#	
SLP17 Detect loss and theft in retail environments			
SLP18 Control a guard dog under operational conditions			
SLP22 Deal with lost and found property			
SLP25 Maintain an understanding of current legislation and regulation relevant to your role	#	#	
SLP26 Record information relevant to your role		#	
SLP41 Preventing unauthorised items passing through ports			
SLP50 Respond to keyholding visit requests			
SLP51 Visit sites in response to keyholding requests			

# Annexe B - Conflict management scenarios

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

## Scenarios for security guarding

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

### Enforcement scenarios

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

### Defusing scenarios

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

### Confronting scenarios

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

### High risk scenarios

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

## Scenarios for door supervision

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

### Refusal scenarios

- 1 Refusing entry to customers when the venue is full, explaining why no more people can come in and that they may be allowed in, if and when other customers leave.
- 2 Refusing entry to someone who is obviously under the influence of drink or drugs. Some customers may complain, but go away while others will argue and may become aggressive.
- 3 Refusing entry to someone who appears to be under the age of 18 (or 21) and who cannot provide appropriate ID.
- 4 Refusing entry to someone who breaches the venue's dress code, eg someone wearing trainers where this is not allowed.
- 5 Refusing entry to someone who wants to come in free of charge, who either cannot pay the admission charge or who claims to be a friend of someone who works there.

- 6 Refusing entry to someone who refuses to be searched as a part of the entry conditions.
- 7 Refusing entry to someone found in possession of either an offensive weapon or drugs.
- 8 Refusing entry to someone who is banned from entering the premises because of previous behaviour, or who is under a court exclusion order not to enter licensed premises, or who is on a Pub Watch ban.
- 9 Refusing entry to someone who behaves aggressively at the point of entry, and is therefore not suitable to be allowed in.

### **Ejection scenarios**

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

### **Incident scenarios**

- 13 Advising a customer regarding unacceptable behaviour inside the venue, trying to stop the behaviour and warning the customer about further action if the behaviour persists.
- 14 Dealing with a first aid incident where other drunken customers try to take over.
- 15 Dealing with a domestic dispute which turns into a noisy incident inside the venue.
- 16 Dealing with other disputes inside the venue, such as a customer arguing with bar-staff over incorrect change given or a complaint about poor service.
- 17 Dealing with various aggressive arguments between customers, trying to prevent them from turning physical.
- 18 Dealing with customers (usually drunk) who refuse to leave at closing time.
- 19 Arresting a customer as a last resort. Some customers will comply with the arrest, while others will become argumentative or aggressive.

## **Scenarios for vehicle immobilisation**

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

### **Vehicle clamping or removal**

- 1 An angry or distressed driver returning to vehicle as it is being clamped or prepared for towing.
- 2 Intervention by third parties/bystanders, for example outside licensed premises or take-away outlets.
- 3 Dealing with an 'attended' vehicle, for example, people sitting in the vehicle such as friends or children. However, the driver is not in the car and nor is the key in the ignition.
- 4 Dealing with a sensitive situation that may require use of discretion, for example recognising people with special needs and those providing essential care.

### **Obstruction and harassment**

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

### **Conflict over payment**

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

### **Conflict at point of release/retrieval**

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

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