

Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF)

Specification

BTEC specialist qualifications

For first teaching March 2010

Issue 2

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Qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF)

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

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

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

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

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

Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF)	500/7995/5
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This qualification title 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 Level 1-3 Specialist Qualifications?

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

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

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

Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF)

The Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF) is designed for people who want to work as a vehicle immobiliser on private land, and who therefore require a licence to practise. The qualification is endorsed by the Security Industry Authority (SIA) and learners who have completed it successfully can then apply to the SIA for a licence.

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

National Occupational Standards (NOS)

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

The Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF) relates to the NOS for Parking Control Occupations.

BTEC Specialist Qualifications at Levels 1-3

QCF Level

3

Edexcel BTEC Level 3 Award ...

Edexcel BTEC Level 3 Certificate ...

Edexcel BTEC Level 3 Diploma ...

2

Edexcel BTEC Level 2 Award ...

Edexcel BTEC Level 2 Certificate ...

Edexcel BTEC Level 2 Diploma ...

1

Edexcel BTEC Level 1 Award ...

Edexcel BTEC Level 1 Certificate ...

Edexcel BTEC Level 1 Diploma ...

Credit value

1 to 12

13 to 36

37 and above

Rules of combination

The Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF) is a 27 guided learning hour (GLH) qualification that consists of three mandatory units, providing for a combined total of three credits.

Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF)			
Unit	Mandatory units	Credit	Level
1	Working in the Private Security Industry	1	2
2	Working as a Vehicle Immobiliser	1	2
3	Conflict Management for the Private Security Industry	1	2

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

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

Assessment

The assessment for the Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF) is criterion referenced, based on the achievement of specified assessment criteria.

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

Learners must pass three mandatory units to achieve the Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF).

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

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

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 Vehicle Immobiliser	9	9
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

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 Level 2 Award in Vehicle Immobilisation (QCF) is accredited on the QCF for learners aged 18 and above.

Access arrangements and special considerations

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

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

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

Unit format

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

Each unit has the following sections.

Unit title

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

QCF level

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

Credit value

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

Guided learning hours

Guided learning hours are defined as all the times when a tutor, 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 for which the credit will be awarded, at the level assigned to the unit.

Unit content

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

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

Relationship between content and assessment criteria

Learners should have the opportunity to cover all 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

Unit 1: Working in the Private Security Industry	13
Unit 2: Working as a Vehicle Immobiliser	21
Unit 3: Conflict Management for the Private Security Industry	29

Unit 1: Working in the Private Security Industry

Unit code: M/600/5174

QCF Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim and purpose

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

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit, learners should:

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

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

Unit content

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

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

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

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

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

1.5 Main qualities required for security industry operatives: reliability and integrity; observational skills; politeness and communication skills; being prepared to take responsibility to solve problems; ability to handle sensitive situations; 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 Understand relevant aspects of health and safety in the workplace

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

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

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

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

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

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

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

4 Know how to apply the principles of fire safety

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

Essential resources

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

Indicative resource materials

Websites

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

Training materials

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

Unit 2: Working as a Vehicle Immobiliser

Unit code: K/600/6131

QCF Level: 2

Credit value: 1

Guided learning hours: 9

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 vehicle immobiliser.

Unit introduction

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 1: Working in the Private Security Industry*. In Unit 2, learners will find out about the legal basis on which vehicle immobilisation can take place, and about the signage and information required. They 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, they 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 for the Private Security Industry*.

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 law and standards relating to vehicle immobilisation and removal</p>	<p>1.1 Identify the legal basis under which vehicle immobilisation can take place</p> <p>1.2 Identify the purpose of vehicle immobilisation and removal</p> <p>1.3 Describe the SIA's Standards of Behaviour for vehicle immobilisers</p> <p>1.4 State the purpose of the SIA's Standards of Behaviour</p>
<p>2 Understand signage and information relating to vehicle immobilisation and removal</p>	<p>2.1 State the requirements relating to signs giving notice of vehicle immobilisation or removals</p> <p>2.2 State the information that should be displayed on enforcement vehicles</p> <p>2.3 Identify the information required for notices on vehicles that have been immobilised</p>
<p>3 Know how to immobilise, remove and relocate vehicles</p>	<p>3.1 Identify devices and other methods for immobilising a vehicle</p> <p>3.2 State how to apply and remove a home office clamp without causing damage to vehicles</p> <p>3.3 Identify types and uses of lifting equipment</p> <p>3.4 State how to use lifting equipment safely and without causing damage to vehicles</p> <p>3.5 Describe safe working practices for vehicle tow-away</p>
<p>4 Know when to immobilise, remove and relocate vehicles</p>	<p>4.1 Distinguish between UK and foreign registered vehicles</p> <p>4.2 Identify types of tax disc</p> <p>4.3 Identify different types of parking schemes and permits</p> <p>4.4 Identify when a vehicle can be immobilised</p> <p>4.5 Identify when a vehicle should be relocated or removed</p> <p>4.6 Identify when vehicles should not be immobilised or removed</p>

Learning outcomes	Assessment criteria
<p>5 Understand the uses of technology and record keeping in vehicle immobilisation and removal</p>	<p>5.1 State how and when to take photographs of vehicles</p> <p>5.2 Describe the factors that can affect the quality of photographs</p> <p>5.3 Describe how to use radios and mobile phones correctly</p> <p>5.4 Use the NATO phonetic alphabet</p> <p>5.5 Identify ways of finding and remedying common faults with communication equipment</p> <p>5.6 Describe how the use of different technologies can help the vehicle immobiliser in their duties</p> <p>5.7 Describe how and when to use a notebook</p> <p>5.8 State the importance of recording information accurately</p>
<p>6 Understand payments and appeals in vehicle immobilisation and removal</p>	<p>6.1 Identify acceptable payment methods</p> <p>6.2 Identify what information needs to be on a release receipt</p> <p>6.3 State what a vehicle immobiliser should say and do if a driver disputes the immobilisation or removal of their vehicle</p> <p>6.4 Identify valid reasons for appeals</p>

Unit content

1 Know the law and standards relating to vehicle immobilisation and removal

1.1 Legal basis for vehicle immobilisation: contract law and implied consent by driver to landowner's conditions outlined in signage; how trespass applies to vehicles parked without landowner's permission; key judgements (*Arthur v Anker*, *Vine v Waltham Forest*); who needs frontline/non-frontline licences; how long licences issued for; SIA conditions of licensing

1.2 Purpose of vehicle immobilisation and removal: car park management (compliance, deterrence, public safety)

1.3 SIA's Standards of Behaviour for vehicle immobilisers: appearance; professional attitude and skills; general conduct; organisation/company values and standards

1.4 Purpose of the SIA's Standards of Behaviour: raising standards; increased public confidence; improved relationships with public

2 Understand signage and information relating to vehicle immobilisation and removal

2.1 Requirements relating to signs giving notice of vehicle immobilisation or removals: positioning; size; clarity and legibility; information to be included

2.2 Information to be displayed on enforcement vehicles: livery/company name; when non-liveried vehicles can be used

2.3 Information required for notices on immobilised vehicles: information to be included in a clamping notice

3 Know how to immobilise, remove and relocate vehicles

3.1 Devices and other methods for immobilising a vehicle: commonly used clamps (triangle, TMP Professional, Wheelok Police Model P11); blocking in

3.2 How to apply and remove a home office clamp without causing damage to vehicles: which wheel to clamp; applying a clamp (photographs, inspection of/behind wheels, use of undamaged clamps, careful application of chains); removing a clamp (inspection of clamp, checks to see if handbrake is on or wheels turned, careful removal of chains)

3.3 Types and uses of lifting equipment: jack/dolly systems, eg Go Jacks; low loaders; hiabs

3.4 Using lifting equipment safely and without causing damage to vehicles: 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 Safe working practices for vehicle tow-away: use of two person teams; vigilance and awareness of surroundings; weather conditions; use of personal protective equipment (boots, jackets, hat)

4 Know when to immobilise, remove and relocate vehicles

4.1 Distinguishing between vehicles: UK vehicles (diplomatic, non-diplomatic); foreign; possible communication issues if immobilising foreign-registered vehicles

4.2 Tax discs: types (standard, disabled); information to be found on a tax disc

4.3 Types of parking schemes and permits: commercial (pay and display, e-tickets, season tickets); residential, eg housing associations; staff parking; patient and visitor parking permits

4.4 When a vehicle can be immobilised: vehicles parked in unauthorised locations; vehicles breaking conditions displayed on signage

4.5 When a vehicle can be removed or relocated: 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

4.6 Vehicles not to be immobilised or removed: recommended grace periods for legitimately parked and recently released vehicles; emergency vehicles; vehicles displaying appropriate badges (disabled, British Medical Association, Health Emergency)

5 Understand the uses of technology and record keeping in vehicle immobilisation and removal

5.1 How and when to take photographs: 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 Factors that can affect the quality of photographs: light; weather; positioning; equipment

5.3 Using radios and mobile phones correctly: being clear and concise; use of call signs; avoidance of personal names; panic buttons

5.4 Using the phonetic alphabet: the NATO phonetic alphabet

5.5 Finding and remedying faults with communication equipment: common 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 How different technologies can help the vehicle immobiliser: 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 How and when to use a notebook: 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

5.8 Importance of recording information accurately: 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

6 Understand payments and appeals in vehicle immobilisation and removal

6.1 Acceptable payment methods: methods, eg phone, online, in person; types, eg cash, debit card, credit card; preferred payment method (credit/debit card by telephone)

6.2 Information needed on a release receipt: company information; vehicle; person issuing receipt; person receiving receipt; payment details; time and date; appeal procedure; place of immobilisation/removal; serial number

6.3 Dealing with disputes: explanations that should be given in first instance; leaflets and invitations to appeal/challenge in writing; how long it may take for a reply to appeals/challenges

6.4 Valid reasons for appeals: non-compliant signage; incorrect information recorded on clamping notification; permission given to park; valid ticket or permit displayed

Essential guidance for tutors

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. This can be done, for example, with learning outcome 1, which has links to learning outcomes 1 and 2 of Unit 1. It would also be particularly appropriate for learning outcomes 6, which could be linked to learning outcome 6 in Unit 1 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 E*.

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 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.

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.

Indicative resource materials

Website

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

Unit 3: Conflict Management for the Private Security Industry

Unit code: K/600/6310

QCF Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim and purpose

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

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Understand the communication skills and knowledge of conflict management appropriate to their role	<ul style="list-style-type: none">1.1 State the importance of positive and constructive communication to avoid conflict1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence1.3 Identify factors that can trigger an angry response in others1.4 Identify factors that can inhibit an angry response in others1.5 Identify how managing customer expectations can reduce the risk of conflict1.6 Identify human responses to emotional and threatening situations

Learning outcomes	Assessment criteria
2 Understand how to recognise, assess and reduce risk in conflict situations	2.1 Identify the stages of escalation in conflict situations 2.2 Explain how to apply dynamic risk assessment to a conflict situation
3 Understand how to communicate effectively in emotive situations and de-escalate conflict	3.1 State how to use non-verbal communication in emotive situations 3.2 Identify how to overcome communication barriers 3.3 Identify the differences between assertiveness and aggression 3.4 Identify ways of defusing emotive conflict situations 3.5 Identify appropriate approaches to take when confronting unacceptable behaviour 3.6 Identify how to work with colleagues to de-escalate conflict situations 3.7 State the importance of positioning and exit routes
4 Understand how to develop and use problem solving strategies for resolving conflict	4.1 State the importance of viewing the situation from the customer's perspective 4.2 Identify strategies for solving problems 4.3 Identify win-win approaches to conflict situations
5 Understand good practice to follow after conflict situations	5.1 State the importance of accessing help and support following an incident 5.2 State the importance of reflecting on and learning from conflict situations 5.3 Identify the importance of sharing good practice 5.4 State the importance of contributing to solutions to reoccurring problems

Unit content

1 Understand the 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

Delivery

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

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

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

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

Assessment

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

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

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

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

Essential resources

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

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

Indicative resource materials

Training materials

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

Further information

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

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related information and publications include:

- *BTEC Security Qualifications Centre Management Handbook*, available from the Edexcel website: www.edexcel.com/quals/tests/sia
- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

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

How to obtain National Occupational Standards

National occupational standards can be downloaded from:

www.ukstandards.co.uk

Professional development and training

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

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

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

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

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

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

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

Annexe A – Sector qualification frameworks

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

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Qualifications	NVQ/occupational
7				
6				
5				
4				
3		BTEC Nationals in Public Services	BTEC Certificate in Close Protection	
2		BTEC Firsts in Public Services	BTEC Award in Community Safety for Accredited Persons BTEC Award in CCTV Operations (Public Space Surveillance) BTEC Award in Disengagement and Physical Intervention Skills BTEC Award in Door Supervision BTEC Award in Security Guarding BTEC Award in Vehicle Immobilisation	NVQ in Providing Security Services NVQ in Controlling Parking Areas

Annexe B – Wider curriculum mapping

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

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

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

European developments

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

Health and safety considerations

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

Equal opportunities issues

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

Annexe C – Mapping with NVQs

The grid below maps the content in the Edexcel BTEC Level 2 Award in Vehicle Immobilisation (QCF) to underpinning knowledge of the Edexcel Level 2 NVQ in Controlling Parking Areas.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units of Level 2 NVQ in Controlling Parking Areas	Units of BTEC Award		
	1	2	3
HSS1 Make sure your own actions reduce risks to health and safety	#	#	#
PKC2 Carry out start and end of working procedures		#	
ICS9 Give customers a positive impression of yourself and your organisation	#	#	#
PKC4 Deal with information related to parking control			
PKC5 Identify and deal with parking contraventions			
PKC6 Monitor parking areas			
PKC7 Operate manual pay stations			
PKC8 Complete documents for immobilising and de-immobilising a vehicle		#	
PKC9 Apply and remove vehicle immobilisation devices		#	
PKC10 Load and unload vehicles onto and from vehicle transporters		#	
PKC11 Carry out vehicle removal operations		#	
PKC12 Complete documents for the removal of vehicles		#	
PKC13 Use hand-held equipment on patrols			
PKC14 Collect and process payments		#	
SLP13 Monitor areas using CCTV systems			
CTV13 Maintain CCTV recording media libraries and preserve potential evidence			
SLP15 Maintain the operational performance of CCTV systems			
PKC19 Operate computer controlled barrier systems			
PKC20 Recognise and respond to confrontational situations		#	#
PKC21 Carry out parking and traffic enforcement using CCTV			
AA1 Promote equality and value diversity	#		#
HSS7 Make sure your own actions within the workplace aim to protect the environment	#		
AG12 Liaise with other services			

Annexe D – Conflict management scenarios

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

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 clammer 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.

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 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.

Annexe E – Standards of behaviour for vehicle immobilisers

Personal Appearance
<p>A vehicle immobiliser operative should at all times:</p> <ul style="list-style-type: none">• wear clothing which is smart, presentable, easily identifies the individual as a vehicle immobiliser, and is in accordance with the employer's guidelines• wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side.
Professional Attitude and Skills
<p>A vehicle immobiliser on duty should:</p> <ul style="list-style-type: none">• 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 vehicle immobiliser's responsibility• carry out his/her duties in a professional and courteous manner with due regard and consideration to others• behave with personal integrity and understanding• use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues• be fit for work and remain alert at all times.
General Conduct
<p>In carrying out his/her duty, a vehicle immobiliser should:</p> <ul style="list-style-type: none">• never solicit or accept any bribe or other consideration from any person• not drink alcohol or be under the influence of alcohol or drugs• not display preferential treatment towards individuals• never abuse his/her position of authority• never carry any item which is or could be considered to be threatening• report all incidents to the management• co-operate fully with members of the police, local authority, Security Industry Authority, and other statutory agencies with an interest in the company/organisation or the way they are run.

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