

Edexcel BTEC Award for Upskilling Door Supervisors (Scotland)

Specification

BTEC Specialist qualification

First teaching December 2012

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Purpose of this specification

The purpose of this specification is to set out:

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

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

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

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, sometimes known as 'Technical Certificates'.

2 Qualification summary and key information

| Qualification title | Edexcel BTEC Award for Upskilling Door Supervisors (Scotland) |
|--|---|
| SQA award code | R232 04 |
| Date registrations can be made | 01/12/2012 |
| Age range that the qualification is approved for | 18+ 19+ |
| Assessment | Centre-devised assessment (internal assessment) |
| Guided learning hours | 12 |
| Grading information | The qualification and units are at pass grade. |
| Entry requirements | <p>Learners must already have passed a licence-to-practise door supervision qualification that was awarded before the current Scottish door supervision qualification (or its QCF equivalent in England, Wales or Northern Ireland) became available. (The current door supervision qualifications can be recognised because they contain a unit covering physical intervention skills.)</p> <p>Centres must also follow the Edexcel <i>Access and Recruitment</i> policy (see <i>Section 10, Access and recruitment</i>).</p> |

Qualification title and SQA award code

The qualification title, units and SQA award code will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualification

The Edexcel BTEC Award for Upskilling Door Supervisors (Scotland) is for learners who currently work as door supervisors and who originally took their licence-to-practise door supervision qualification **before** the current door supervision qualifications (which include physical intervention) were introduced in summer/autumn 2010.

The Edexcel BTEC Award for Upskilling Door Supervisors (Scotland) covers the gap between content covered in the old licence-to-practise door supervision qualification and the additional knowledge and skills that are part of the current licence-to-practise door supervision qualification.

The subject content in this qualification covers:

- safety awareness (counter-terrorism issues, how to deal with first-aid situations, duty of care issues in relation to children and young people)
- physical intervention (legal and professional issues, how to reduce the risk of harm, how to use physical intervention skills safely, and what to do after physical intervention is used).

Progression opportunities through Edexcel qualifications

Learners who achieved this qualification can progress on to the Edexcel Level 2 Certificate in Providing Security Services (QCF).

Industry support and recognition

This qualification is supported and recognised by the Security Industry Authority (SIA) as meeting the re-licensing requirements for door supervisors.

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general resource requirements above, there are specific resource requirements that centres must meet. These are summarised below.

Centres that are currently approved to offer the Edexcel BTEC Award in Door Supervision (Scotland) already meet these requirements and will be granted automatic approval.

| Unit | Resources required |
|---|---|
| Unit 1: Safety Awareness for Door Supervisors in Scotland Unit 2: Physical Intervention Skills for the Private Security Industry in Scotland | Centres must conform to the requirements stipulated by the SIA in the <i>Introduction to Learning Leading Towards Licence-linked Qualifications</i> (available on the SIA website) with regard to facilities, trainer qualifications and sector competence of trainers. |
| Unit 2: Physical Intervention Skills for the Private Security Industry in Scotland | <ol style="list-style-type: none">1. Centres must have access to equipment on which learners can be recorded demonstrating their skills in learning outcomes 3 and 4.2. Centres must use a training programme endorsed by an SIA-endorsed awarding organisation. |

| Unit | Resources required |
|------|--|
| | <p>3. Centres must have employers' liability insurance, public liability insurance and professional indemnity insurance. Under 'Business activity' on the insurance documentation it must state cover for 'training in physical intervention' or equivalent wording. Where the tutor does not hold their own cover, the centre must ensure that its insurer is aware of this and extended cover secured where necessary.</p> <p>4. Centres must have a first-aid policy that includes access to staff with first-aid-at work qualifications during physical skills training, first-aid equipment available during physical skills training, access to water and a telephone in an emergency.</p> <p>5. The centre must provide learners with safety information before attendance informing them that physical activity will be involved and that this carries risk. It must also inform them what is expected from them in terms of behaviour, what they should wear, and what they should do if they have any concerns about their health or fitness to participate in this training.</p> <p>6. The centre must demonstrate that it has a system and documentation for risk assessments of the training room and undertake to risk assess the training room(s) each time training is carried out.</p> <p>7. A centre that will be delivering training in its own facilities must demonstrate that:</p> <ul style="list-style-type: none"> • the room(s) is/are of sufficient size and is/are suitable for the delivery and practice of physical intervention • an initial risk assessment has been carried out on the training room(s) and any necessary control measures are in place. |

| Unit | Resources required |
|------|---|
| | <p>A centre that will be delivering training in other locations must:</p> <ul style="list-style-type: none"> • demonstrate that it can identify factors that make a room suitable or unsuitable for physical intervention training • undertake to risk assess the training room each time training is carried out. <p>8. The centre must undertake to maintain a ratio of no more than 12 learners for every approved assessor at all times during the physical skills training and assessment.</p> <p>9. Tutors must meet all the following criteria. They must:</p> <ul style="list-style-type: none"> • be authorised to deliver the endorsed training programme being used by the centre • hold a teaching or training qualification equivalent to PTLLS accredited by Ofqual, SQA or endorsed by the HE Academy • hold a qualification in the delivery of conflict management training that is on the NQF or the QCF at level 3 • hold a Level 3 Award for Deliverers of Physical Intervention Skills in the Private Security Industry (QCF). |

4 Qualification structure

Edexcel BTEC Award for Upskilling Door Supervisors (Scotland)

The qualification structure is shown below.

| Unit | Unit code | Mandatory units | Guided learning hours |
|------|-----------|--|-----------------------|
| 1 | UA82 04 | Safety Awareness for Door Supervisors in Scotland | 2 |
| 2 | U436 04 | Physical Intervention Skills for the Private Security Industry in Scotland | 10 |

5 Assessment

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

| Units | Assessment method |
|-------------------|---------------------------|
| Unit 1 and Unit 2 | Centre-devised assessment |

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes.

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

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

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

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

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

Exemptions

This describes the process of using a unit awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement of another qualification. It also applies to units awarded as standalone units either by Edexcel or another awarding organisation.

If learners have already achieved units in this way, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

Edexcel will recognise the following as being equivalent to *Unit 2: Physical Intervention Skills for the Private Security Industry in Scotland*:

- a QCF unit entitled *Physical Intervention Skills for the Private Security Industry* with the QCF codes R/600/6303 or J/503/4914
- the equivalent unit awarded in Scotland by an SIA-recognised awarding organisation. These units will have differing unit codes and may have slightly different titles.

Information about how to apply for exemptions is available in the *BTEC Security Qualifications Centre Management Handbook*, available on the Edexcel website: <http://www.edexcel.com/quals/tests/sia/Pages/default.aspx>

7 Centre recognition and approval

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including Level 3 only.

In the case of the Edexcel BTEC Award for Upskilling Door Supervisors (Scotland), centres that already hold approval for the Edexcel BTEC Award in Door Supervision (Scotland) will be granted automatic approval.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

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

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

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

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Unit 1 can be delivered using any mode of delivery (for example full time, part time, evening only, distance learning) that meets learners' needs.

Unit 2, which has 10 guided learning hours, must be delivered in accordance with the SIA requirements for mandatory contact time of 7.5 hours. 'Contact time' means time where learners are in direct contact with a tutor, for example during direct teaching, class discussions and supervised practice activities. It also includes all formal assessment time. The remaining 2.5 hours can be delivered using any mode of delivery.

Centres must make sure that learners have access to the resources identified in *Section 3: Centre resource requirements* and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is current.

10 Access and recruitment

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

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

This qualification builds on knowledge acquired in the licence-to-practise door supervision qualifications. For this reason, any learner registering for this qualification must have already achieved a licence-to-practise door supervision qualification awarded **before** the current door supervision qualification (or its QCF equivalent in England, Wales or Northern Ireland) became available. It is the centre's responsibility to ensure this requirement is met.

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

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

12 Units

Units have the following sections.

Unit title

The unit will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

Guided learning hours

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

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

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

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

Unit 1: Safety Awareness for Door Supervisors in Scotland

Unit reference number: UA82 04

Guided learning hours: 2

Unit aim

This unit aims to give learners an understanding of safety awareness issues relevant to door supervisors.

Essential resources

General and specific resource requirements for this unit are given on page 4. It is a requirement of centre approval that centres comply with these requirements. If centres do not comply with these requirements, this could result in the suspension of certification or withdrawal of approval.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. **Please see Annex A for further detail relevant to the unit amplification.**

| Learning outcomes | Assessment criteria | Unit amplification | Assessment guidance |
|---|---|--|--|
| 1 Understand counter-terrorism issues relevant to door supervisors | 1.1 Identify behaviours that could indicate suspicious or terrorist activity | <ul style="list-style-type: none"> □ Possible indicators of suspicious or terrorist activity. | <ul style="list-style-type: none"> □ Learners should identify at least five behaviours that could indicate suspicious or terrorist activity. |
| | 1.2 State effective deterrents to terrorist activity | <ul style="list-style-type: none"> □ Deterrents to terrorist activity. | <ul style="list-style-type: none"> □ Learners should state at least three deterrents. |
| | 1.3 Identify the UK government terrorism threat levels | <ul style="list-style-type: none"> □ The five UK government terrorist threat levels and what they mean. | <ul style="list-style-type: none"> □ Learners should identify all five levels. |
| | 1.4 State counter-terrorism procedures as they relate to door supervisors | <ul style="list-style-type: none"> □ When to call 999 or the Anti-Terrorist Hotline. □ How to give instructions effectively. | <ul style="list-style-type: none"> □ Learners should state reporting procedures when an immediate response is, and isn't, needed. □ They should state how to give instructions in the event of a serious incident. |

| Learning outcomes | Assessment criteria | Unit amplification | Assessment guidance |
|--|---|---|--|
| 2 Know the role of the door supervisor when first-aid situations occur in licensed premises | 2.1 Identify common situations requiring first aid that occur in licensed premises | <ul style="list-style-type: none"> <input type="checkbox"/> Alcohol/drugs-related situations. <input type="checkbox"/> Common accidents. <input type="checkbox"/> Health problems not related to alcohol/drugs. <input type="checkbox"/> Situations related to arguments, fights and weapons. <input type="checkbox"/> Problems associated with overcrowding. | <ul style="list-style-type: none"> <input type="checkbox"/> Learners should identify a possible first-aid situation that could result from both alcohol and drug consumption. <input type="checkbox"/> They should identify at least one common type of accident. <input type="checkbox"/> They should identify at least one cause of collapse not related to alcohol or drugs. <input type="checkbox"/> They should identify at least one common fight-related injury. <input type="checkbox"/> They should identify one first-aid situation caused by overcrowding. |
| | 2.2 Identify appropriate responses to situations requiring first aid | <ul style="list-style-type: none"> <input type="checkbox"/> What it is essential to know in case a first-aid situation arises. <input type="checkbox"/> What any door supervisor should do in a first-aid situation. <input type="checkbox"/> What a door supervisor should do in a first-aid situation if first-aid trained and up to date. <input type="checkbox"/> What to do after an incident. | <ul style="list-style-type: none"> <input type="checkbox"/> Learners should identify the designated first-aider and the location of the first-aid kit and accident book. <input type="checkbox"/> They should identify what security staff (first-aid trained and non-first-aid trained) should do in a first-aid situation. <input type="checkbox"/> They should identify post-incident reporting requirements. |

| Learning outcomes | Assessment criteria | | Unit amplification | Assessment guidance |
|---|---------------------|--|---|---|
| <p>3 Know legislation and requirements regarding children and young people relevant to door supervisors</p> | 3.1 | Identify how to comply with relevant licensing legislation when dealing with children and young people | <ul style="list-style-type: none"> <input type="checkbox"/> Children on licensed premises. <input type="checkbox"/> Offences under sections 102, 103, 106 and 107 of the Licensing Act (Scotland) 2005. <input type="checkbox"/> Challenge 25. <input type="checkbox"/> How to comply with this legislation. | <ul style="list-style-type: none"> <input type="checkbox"/> Learners should identify how to comply with this legislation. |
| | 3.2 | State duty of care requirements when dealing with children and young people | <ul style="list-style-type: none"> <input type="checkbox"/> Examples of how children may be harmed. <input type="checkbox"/> When to alert the manager. <input type="checkbox"/> When to alert the police. <input type="checkbox"/> What to do if a child/young person is ill because of alcohol. <input type="checkbox"/> The importance of not leaving a child/young person alone if they are sleeping or unconscious. | <ul style="list-style-type: none"> <input type="checkbox"/> Learners should give at least two examples of how children may be exposed to the risk of harm. <input type="checkbox"/> They should state who to inform if a child is at risk of harm, if they are in serious danger, and if they are ill because of alcohol. <input type="checkbox"/> They should state why it is important not to leave a child/young person alone if sleeping or unconscious. |
| | 3.3 | State searching requirements when dealing with children and young people | <ul style="list-style-type: none"> <input type="checkbox"/> The law in relation to searching children/young people. <input type="checkbox"/> Search policies and provisions for children/young people. <input type="checkbox"/> Children/young people and consent. | <ul style="list-style-type: none"> <input type="checkbox"/> Learners should state the legal position on searching children/young people, including the requirements around consent. |

Information for tutors

Delivery

This unit can be delivered in any way that suits the needs of learners, for example in-class or distance learning.

No matter which mode of delivery is used, learners should be given access to the *Workbook*, given in *Annexe A*. Part A of the workbook contains information that is relevant to both the delivery and the assessment of this unit. Part B contains supplementary information which provides useful background information, but which is not part of the assessment of the unit.

Assessment

This unit is internally assessed. This means that the centre will set and mark the assessment and it will be subject to Edexcel's normal quality assurance processes.

There must be evidence that learners have met **each** assessment criterion no matter what assessment method is used. The 'assessment guidance' on pages 18–20 gives the recommended minimum needed for each assessment criterion to show it has been met.

A sample assignment brief is available on the Edexcel website. This can be used as it is or it can be adapted.

Learners can be given access to the *Workbook* when completing their assignments.

Centres must be confident that the assessment evidence is valid and authentic. In order to ensure authenticity, it is strongly recommended that centres using distance learning make sure that assessment is administered under their supervision.

Unit 2: Physical Intervention Skills for the Private Security Industry in Scotland

Unit reference number: U436 04

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners physical intervention knowledge and skills that are relevant to the role of a door supervisor.

Essential resources

General and specific resource requirements for this unit are given on pages 4–6. It is a requirement of centre approval that centres comply with these requirements. If centres do not comply with these requirements, this could result in the suspension of certification or withdrawal of approval.

Learning outcomes, assessment criteria and unit amplification

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

| Learning outcomes | Assessment criteria | | Unit amplification |
|---|---------------------|---|--|
| 1 Understand physical interventions and the legal and professional implications of their use | 1.1 | Identify the differences between defensive physical skills and physical interventions | <ul style="list-style-type: none"> <input type="checkbox"/> Defensive physical skills (physical intervention skills used to protect oneself from assault). <input type="checkbox"/> Physical interventions (the use of direct or indirect force to limit another person's movement through bodily, physical or mechanical means). |
| | 1.2 | Identify the differences between non-restrictive and restrictive interventions | <ul style="list-style-type: none"> <input type="checkbox"/> Definition of 'restrictive' intervention as involving the use of force to limit the movement and freedom of an individual, using bodily contact, mechanical devices or changes to the person's environment. <input type="checkbox"/> Sub-divisions of restrictive intervention (highly restrictive, low-level restrictive). <input type="checkbox"/> Definition of 'highly restrictive' intervention as one that severely limits the movement and freedom of an individual. <input type="checkbox"/> Definition of a 'low-level' restrictive intervention as one that limits or contains the movement and freedom of a less-resistant individual with low levels of force. <input type="checkbox"/> Definition of 'non-restrictive' intervention as one that allows a greater degree of freedom where the subject can move away from the physical intervention if they wish. <input type="checkbox"/> Examples of non-restrictive interventions (prompting/guiding an individual to assist them walking, defensive/self-protective interventions). |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|---|--|
| | <p>1.3 Identify positive alternatives to physical intervention</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Primary controls relating to procedures (following employer safety/security policy, procedures and working practices). <input type="checkbox"/> Primary controls relating to security equipment/technology (radio for summoning assistance, CCTV, access control). <input type="checkbox"/> Secondary controls (positive and effective interpersonal communication, knowledge and skills of conflict management to reduce need for physical intervention). |
| | <p>1.4 State the importance of only using physical intervention skills as a last resort</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Reasons (increased risk of harm to staff/customers, danger of allegations against staff and potential loss of licence and/or employment, possibility of staff prosecution if use of force is unnecessary/excessive/in any other way unlawful). <input type="checkbox"/> Examples of 'last resort' (when other options have failed or are likely to fail, when it is not possible or appropriate to withdraw). |
| | <p>1.5 State legal implications relating to the use of physical interventions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Legal authority for use of force. <input type="checkbox"/> Duty of care considerations and possibility of being sued for negligence. <input type="checkbox"/> Possibility of employer being held responsible for excessive use of force or negligence by staff. <input type="checkbox"/> Possibility of nullifying insurance if physical intervention is used inappropriately. <input type="checkbox"/> Possible professional implications if physical intervention is used inappropriately (becoming a target for violence, loss of job, loss of licence). |

| Learning outcomes | Assessment criteria | | Unit amplification |
|--|---------------------|---|--|
| 2 Understand how to reduce the risk of harm when physical intervention skills are used | 2.1 | State the importance of dynamic risk assessment in situations where physical intervention skills are used | <ul style="list-style-type: none"> <input type="checkbox"/> To assess threat and risks of assault to staff and harm to others if physical intervention is or is not used. <input type="checkbox"/> To evaluate options and help decide if/when/how to intervene. <input type="checkbox"/> To identify when assistance is needed. <input type="checkbox"/> To continuously monitor for changes in risks to all parties during and following an intervention. <input type="checkbox"/> To inform the decision to de-escalate use of force and/or withdraw. |
| | 2.2 | Identify the risk factors involved with the use of physical interventions | <ul style="list-style-type: none"> <input type="checkbox"/> Danger of serious harm or death (from strikes or kicks, from an individual falling/being forced to the ground, from interventions involving the neck/spine/vital organs, from restraint face up/face down on the ground or any other position that impairs breathing and increases risk of positional asphyxia). <input type="checkbox"/> Situational factors that increase risk (environmental hazards, staff numbers, lack of availability of help, threats presented by others, increased risk of falls with one-on-one restrictive holds). <input type="checkbox"/> Personal factors that increase risk (age, size/weight, physical health, mental health, alcohol/drug use, physical exhaustion, recent ingestion of food, medical conditions or predispositions). |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|--|--|
| 2.3 | Identify ways of reducing the risk of harm during physical interventions | <ul style="list-style-type: none"> <input type="checkbox"/> Choosing the physical intervention with the least force/least potential to cause injury in achieving the legitimate objective. <input type="checkbox"/> Communication between staff and subject, during and after. <input type="checkbox"/> Monitoring the subject of intervention for adverse reactions. <input type="checkbox"/> Importance of someone taking a lead role and for others to support. <input type="checkbox"/> De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk. <input type="checkbox"/> Immediate release and assistance if subject complains or demonstrates signs of breathlessness/other adverse reactions. |
| 2.4 | State responsibilities immediately following physical interventions | <ul style="list-style-type: none"> <input type="checkbox"/> Continuing duty of care to subject following physical intervention. <input type="checkbox"/> Appropriate medical attention for any person who is injured/at risk. <input type="checkbox"/> Updating any emergency services attending about circumstances, position, duration and any difficulties experienced during restraint. <input type="checkbox"/> Evidence to be preserved, records made and witnesses identified. |
| 2.5 | State the importance of keeping physical intervention knowledge and skills current | <ul style="list-style-type: none"> <input type="checkbox"/> Because legislation and guidance can change. <input type="checkbox"/> Because proficiency in physical skills can fade over time, potentially reducing effectiveness and increasing risks. |

| Learning outcomes | Assessment criteria | Unit amplification |
|--|---|--|
| 3 Be able to use non-pain-related physical skills to protect yourself and others from assault | 3.1 Demonstrate non-aggressive stance and positioning skills 3.2 Demonstrate non-aggressive skills used to evade and protect against blows 3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds 3.4 Demonstrate non-aggressive methods to stop one person assaulting another 3.5 Demonstrate non-aggressive team methods to separate persons fighting 3.6 Communicate professionally with the subject of physical intervention, colleagues and other customers while protecting yourself and others from assault | <ul style="list-style-type: none"> □ How to position self in a way that reduces vulnerability to assault and facilitates exit or intervention while maintaining positive and unthreatening non-verbal communication. □ How to use limbs and movement to protect against an assault while using non-aggressive stance/positioning skills. □ How to use a method of disengaging from grabs/holds to the wrist; how to use a method of disengaging from grabs/holds to clothing. □ How to use a one-person physical method to stop one person assaulting another. □ How to use a two-person physical method to separate people who are fighting. □ How to communicate with the subject of physical intervention in a way that helps calm the individual, gives instructions and checks their wellbeing. |

| Learning outcomes | Assessment criteria | Unit amplification |
|---|---|--|
| 4 Be able to use non-pain-related standing holding and escorting techniques, including non-restrictive and restrictive skills | <p>4.1 Demonstrate the use of a method for physically prompting a person</p> <p>4.2 Demonstrate the use of a non-restrictive method of escorting a person</p> <p>4.3 Demonstrate the use of a one-person, low-level restrictive standing hold that can be used as an escort</p> <p>4.4 Demonstrate the use of a two-person restrictive standing hold that can be used as an escort</p> <p>4.5 Demonstrate how to provide support to colleagues during a physical intervention</p> <p>4.6 Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties</p> <p>4.7 Communicate professionally with the subject of physical intervention, other customers and colleagues, while using prompting, holding and escorting techniques</p> | <ul style="list-style-type: none"> □ How to use a non-restrictive prompt when verbal and non-verbal persuasion have not achieved, or are not likely to achieve, the legitimate objective. □ How to use non-restrictive force to escort a subject where prompting is not sufficient. □ How to use a one-person low-level restrictive standing hold that can be used as an escort. □ How to use a two-person restrictive standing hold as an escort. □ How to use appropriate positioning to observe potential threats to colleagues and customers and to help contain the situation. □ How to reduce force in a controlled way up to the point where staff can safely disengage. □ How to communicate in a way that helps calm the subject, gives instructions and checks their wellbeing. |

| Learning outcomes | Assessment criteria | Unit amplification |
|---|--|--|
| 5 Understand good practice to follow after physical interventions | 5.1 State the importance of accessing help and support following an incident | <ul style="list-style-type: none"> <input type="checkbox"/> Importance of recognising the potential for physical and psychological harm following an incident where force has been used. <input type="checkbox"/> The importance of accessing appropriate support. |
| | 5.2 State the importance of reflecting on and learning from physical intervention situations | <ul style="list-style-type: none"> <input type="checkbox"/> Importance of sharing learning from experiences with colleagues/employers so that situations needing physical intervention can be reduced or managed more safely. |
| | 5.3 Identify additional factors when reporting and accounting for use of force | <ul style="list-style-type: none"> <input type="checkbox"/> The subject's behaviour. <input type="checkbox"/> Other impact factors (subject size and gender, staff resources, bystanders, potential weapons). <input type="checkbox"/> Staff responses, including physical interventions and level of force used, and any injuries sustained. <input type="checkbox"/> First aid and medical support provided, and details of any admissions to hospital. <input type="checkbox"/> Support given to those involved and follow-up action required. |

Information for tutors

Delivery

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

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

If the centre is intending to use non-contact activities (see page 12 for more information), only learning outcomes 1, 2 and 5 will be suitable for this.

Learning outcomes 1, 2 and 5

These learning outcomes are best suited to classroom-based delivery before delivery of the practical skills.

There are some links to the previous version of the Edexcel BTEC Award in Door Supervision. For example, assessment criterion 1.3 builds on the communication skills that are covered in *Unit 2: Conflict Management*. Assessment criterion 1.5 builds on learners' understanding of the use of force covered in *Unit 1: Door Supervision*. The basic principles of dynamic risk assessment dealt with in assessment criterion 2.1 will already be familiar to learners from *Unit 2: Conflict Management*. Assessment criterion 5.3 links to record keeping, which is covered in *Unit 1: Door Supervision*.

In assessment criterion 5.3, the reference to 'impact factors' should be understood as referring to factors that will help determine if and how physical intervention is required.

Learning outcomes 3 and 4

Learners must have the opportunity to practise the techniques in controlled conditions before they are assessed. Demonstration and instruction by the tutor, followed by time for learners to practise together while being coached, is an effective method for this type of learning. Periodic rotation of groups allows learners to gain richer experience. The use of practical scenarios enhances newly-taught skills, and learners can benefit not only from taking part but also from observing each other.

The techniques used in assessment criteria 3.4 and 3.5 could be the same, with the only difference being the number of people intervening. This will, however, depend on the training programme that the centre is delivering.

When teaching the one-person intervention in assessment criterion 4.3, learners should be reminded about the increased risks involved in one-on-one restraints and that two-person interventions are always preferable if circumstances allow.

Assessment

Assessment for this unit is in two parts:

- assessment of knowledge and understanding (learning outcomes 1, 2 and 5)
- assessment of practical skills (learning outcomes 3 and 4).

Learners must pass both parts of the assessment to pass the unit.

Learning outcomes 1, 2 and 5

The knowledge components of this unit will be assessed by the centre and are subject to Edexcel's usual quality assurance processes.

There must be evidence that learners have met **each** assessment criterion, no matter what assessment method is used.

A sample multiple-choice test paper and answer key is available as a secure download from the Edexcel website. Centres using this test must administer it under centre supervision but it is not necessary to adhere to the requirements that apply to externally-set, multiple-choice tests that are part of SIA licence-linked qualifications. The test paper and mark sheet for each learner must be retained for external verification. If learners who have taken the multiple-choice test fail to meet a particular assessment criterion, centres do not need to re-administer the whole test; learners can be assessed only on those criteria that they have not met. This may involve use of individual (additional) multiple-choice questions or any other assessment method, for example oral questioning or short-answer questions.

Centres may choose not to use any multiple-choice testing and instead use a different assessment method. Other forms of assessment that could be used include discrete short-answer questions, gap-fill exercises, questions based on case studies and oral questioning.

No matter which assessment method is used, there must be a record kept of assessment materials and learners' answers to allow external verification to take place.

Learning outcomes 3 and 4

There must be evidence that learners have met each assessment criterion, demonstrating skills accurately and safely.

Evidence of learners' performance must be recorded in writing and made available for external verification. An example of a learner observation record is provided in *Annexe B*. Centres can use this or create their own.

In addition, there must be video evidence of each learner meeting at least **one** assessment criterion in either learning outcome 3 or learning outcome 4, which must be made available for external verification. The video evidence for different learners should, if possible, relate to different assessment criteria. Assessment criteria 3.6 and 4.7 are not suitable for video evidence.

The subject of the physical intervention could be the tutor or it could be another learner under strict guidance and supervision. Learners must have had the opportunity to practise the techniques in controlled conditions before being assessed.

Assessment criteria 3.1, 3.2 and 3.6 can be thought of as 'sub-skills' which learners should be applying at the same time as they are demonstrating the skills for 3.3, 3.4 and 3.5. Similarly, in learning outcome 4, the communication skills in assessment criterion 4.7 should be applied throughout the assessment of the other skills.

There are other opportunities to link assessment criteria. For example, 4.1, 4.2 and 4.3 could be demonstrated in a single practical scenario involving a customer who becomes increasingly uncooperative. Assessment criterion 4.6 (disengaging safely) could be demonstrated in relation to either 4.3 (single person) or 4.4 (two person) restraints.

13 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus
- BTEC: www.btec.co.uk/contactus
- work-based learning: www.pearsonwbl.com/contactus
- books, software and online resources for UK schools and colleges: www.pearsonschools.co.uk/contactus

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually).

Publications on the quality assurance of BTEC qualifications are on our website at www.btec.co.uk/keydocuments

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

Additional resources

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

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

14 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 learner-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 is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through to sector-specific opportunities and detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on 0844 463 2535.

Workbook for Unit 1: Safety Awareness for Door Supervisors in Scotland

This workbook is divided into two parts.

Part A contains key learning material listed in bullet points that is directly relevant to the assessment of Unit 1. This learning material is organised in sections to match the unit assessment criteria, and each section has some (non-assessed) introductory text to contextualise it.

Part B (pages 42–43) contains supplementary material. This provides useful background information for door supervisors, but will not be part of the assessment for the unit.

Part A: Key learning material

1.1 Identify behaviours that could indicate suspicious or terrorist activity.

Introduction

Unusual or suspicious activities are not necessarily crimes. However, while these behaviours may not be illegal, a door supervisor needs to be vigilant to work out if they are part of a larger operation. No one indicator alone necessarily indicates suspicion, it is often a combination of behaviours.

Indicators of unusual or suspicious behaviour

- Possible indicators of unusual or suspicious activities include:
 - someone taking particular interest in security measures (eg CCTV) or making unusual requests for information, particularly about security or procedures
 - parked vehicles with people inside
 - empty parked vehicles that have been left unattended for a long period
 - someone with forged, altered or stolen identity documents
 - someone with identity documents in various names or different spellings
 - someone using large amounts of cash
 - multiple sightings of the same suspicious person, vehicle, or activity
 - a person who doesn't fit into the surrounding environment because they are wearing inappropriate clothing for the location or season
 - someone drawing pictures, photographing, videoing, or taking notes about, an area not normally of interest to tourists
 - someone loitering with no apparent or valid reason
 - someone testing security by breaching restricted areas to determine what the response will be
 - someone tampering with electrical, water, gas, or sewer systems.

1.2 State effective deterrents to terrorist activity.

Introduction

Terrorism may take many forms and can cause threats to people, threats to property and major disruption.

Terrorists will often use 'hostile reconnaissance', ie gathering information before an intended attack. This will aim to find out vulnerabilities and weaknesses in a venue's security measures.

Deterrents to terrorist activity

- Ensuring a visible presence of vigilant security staff and regularly patrolling the venue will act as a deterrent and will also help reduce the opportunity for hostile reconnaissance to be carried out, and for explosive or incendiary devices to be left undiscovered. (However, such measures must not compromise the safety of customers and staff.)
- Maintaining good organised search procedures can also help deter a terrorist threat.
- Good basic housekeeping reduces the opportunity for suspect packages to be left and helps to deal with false alarms and hoaxes. This includes ensuring that emergency exits are secured when not in use to prevent unauthorised entry when the building is unoccupied.

1.3 Identify the UK government terrorism threat levels.

Introduction

The system of threat levels has been created to inform the public about the level of threat the UK faces from terrorism at any given time. The current threat level can be found on the Home Office website.

UK government terrorism threat levels

- **Critical:** an attack is expected imminently.
- **Severe:** an attack is highly likely.
- **Substantial:** an attack is a strong possibility.
- **Moderate:** an attack is possible, but unlikely.
- **Low:** an attack is unlikely.

1.4 State counter-terrorism procedures as they relate to door supervisors.

Introduction

In the case of any suspected terrorism activity or activity which could potentially lead to an act of terrorism, including bomb threats, you must follow the relevant procedure for your place of work. It is essential to know what this procedure is and what exactly is required in this situation.

It is important to know what your company's evacuation plan is and your role and responsibilities. Premises might need to be evacuated because of:

- a threat aimed directly at the building
- a threat received elsewhere and passed on to you by the police
- discovery of a suspect package
- discovery of a suspicious item or vehicle outside the building
- an incident to which the police have alerted you.

Counter-terrorism procedures

- Any incident requiring an immediate response should be reported to the police on 999.
- Any suspicious activity that does not need an immediate response should be reported to the Anti-Terrorist Hotline.
- If there is a serious incident, staff and customers must be informed as soon as possible about what they are expected to do. Keep messages clear and simple. If there are any directions for people to follow it is important not to ask them to do too many things at the same time – people are more likely to respond to one or two instructions than a whole list.

2.1 Identify common situations requiring first aid that occur in licensed premises.

Introduction

Common first-aid situations can be grouped as follows.

Common situations requiring first aid

- Many situations that may need first aid in licensed premises relate to excessive consumption of alcohol or the misuse of drugs – either can lead to unconsciousness.
- Customers, whether or not they have drunk any alcohol, can be prone to slips, trips and falls, resulting in cuts and bruises, and in more severe cases, broken bones or unconsciousness.
- Although less common than slips, trips and falls, people sometimes collapse for reasons that are **not** related to alcohol or drugs (for example due to heart attack, asthma, heat exhaustion, epilepsy, diabetic coma, allergic reaction).
- Arguments and disagreements can lead to fights that may result in injury. The use of weapons (including glasses, bottles and furniture) can also result in cuts and bruises, broken bones and unconsciousness.
- Overcrowding can lead to dangerous situations, resulting in injury or public disorder and can result in some customers suffering from claustrophobia.

2.2 Identify appropriate responses for door supervisors to situations requiring first aid.

Introduction

In addition to post-incident reporting, the 'appropriate responses' are divided into three main categories: what a door supervisor should know; what a door supervisor might be required to do; and what they might be required to do if they have had appropriate first-aid training.

Appropriate responses to situations requiring first aid

- It is essential to know:
 - who the designated first aider is and how to find them in an emergency
 - what arrangements are in place for first aid (including where to find a fully-stocked first-aid kit that is adequate for the needs of the premises and how to call the emergency services)
 - the limits of your own ability and authority to deal with a first-aid emergency
 - when it would be necessary to call for assistance (the relevant first aider and/or the emergency services).
 - Do not give first aid unless you are trained to do so.
- In a first-aid situation, you should:
 - assess the scene for hazards
 - protect yourself and others from the possibility of cross-infection and/or injury
 - summon help and/or call emergency services if appropriate
 - clear other people away from the scene and ensure there is clear access for first aiders.
- If appropriately first-aid trained and qualified (and up to date), it may be appropriate to:
 - carry out an assessment of the casualty, including level of consciousness and breathing
 - administer first aid if appropriate
 - place the casualty in the recovery position if appropriate.
- Following any accident or incident, a full report must be completed.

3.1 Identify how to comply with relevant licensing legislation when dealing with children and young people.

Introduction

The relevant licensing legislation is detailed below. References below to sections of legislation relate to the Licensing Act (Scotland) 2005. Note that, unless stated otherwise, a 'child' is defined as an individual under the age of 18. Door supervisors need to know the legislation so that they can comply with it, and should also know any specific proof of age schemes that their venue implements, for example 'Challenge 25'.

Many of the sections of the Licensing Act (Scotland) 2005 refer to 'a responsible person'. A 'responsible person' has a particular legal responsibility and door supervisors should clarify with their manager if this applies to them and exactly what they are authorised to do in relation to dealing with underage drinking and related offences/incidents.

Under the Alcohol etc (Scotland) Act 2010, all premises must have an age verification policy. As part of this Act, the 'Challenge 25' law means that a licensee must have a policy in place that requires anyone who appears to be under the age of 25 to show proof of age.

Relevant licensing legislation – children on licensed premises

- In Scotland the legal position relating to children being on licensed premises depends on the operating plan of each premises, which has to be approved by the Licensing Board, and states the age requirements, the time period and the physical space where a child or young person is allowed.

Relevant licensing legislation – children and alcohol

- It is an offence for a person to sell alcohol to any child (Section 102) or to knowingly allow the sale (or in, the case of clubs, the supply) of alcohol to a child on relevant premises (Section 103).
- It is an offence for a child knowingly to consume alcohol on relevant premises and for a person to knowingly allow the consumption of alcohol by a child under 18 on relevant premises (Section 106). (The only exception to this is that children aged 16 or 17 can consume beer, wine, cider or perry with a meal if they are accompanied by an adult. Only the adult can buy the alcohol.)
- It is an offence knowingly to allow a child to sell or, in the case of a club, to supply alcohol, unless each such sale or supply has been specifically approved by a responsible person (Section 107).

What sections 102, 103, 106 and 107 of the Licensing Act mean in practice: if you are authorised to stop an offence taking place (see Introduction above), you should follow the premises policy on how to deal with the situation. If not, you should report the situation to your manager.

3.2 State duty of care requirements when dealing with children and young people.

Introduction

One of the five licensing objectives of the Licensing Act (Scotland) 2005 is 'protection of children from harm'. This includes exposure to adult entertainment, drugs and drug dealers, strong language and alcohol-related matters. How this impacts on a door supervisor is shown below.

Duty of care requirements

- The licensing objective 'protection of children from harm' means children must not be exposed to the risk of harm, such as violence to themselves or others or anti-social behaviour (*see Part B of the Workbook for further examples relating specifically to alcohol*).
- Door supervisors should be alert for any child/young person at risk of harm (whether in connection with the consumption of alcohol or otherwise) and take appropriate and available steps to prevent that harm occurring.
- If the child/young person at risk of harm is on the premises, you should alert your supervisor or manager immediately.
- If the child/young person is already in a public place, you should consider calling the police to deal with the situation. If the child/young person is in serious immediate danger of harm, then call the police on 999. If the parent, guardian or other carer of the child/young person is known or can be identified, they should be informed so that they can decide what to do to safeguard them.
- If a child is ill because of alcohol consumption, management should be informed and you should alert the designated first aider. Alcohol may have a more severe reaction on a child/young person than on an adult, so even small amounts of alcohol can have a very serious effect on their health and may even prove fatal.
- A child/young person who is sleeping or unconscious as a result of consuming alcohol should not be left alone while waiting for an ambulance or other medical assistance as they could choke on their own vomit. The casualty should be left in the care of a trained first aider.

3.3 State searching requirements when dealing with children and young people.

Introduction

This section highlights similarities and differences in the searching of adults and children/young people. It should be remembered that a door supervisor may only search people with their consent. This includes children and young people.

Searching requirements

- There is no legal distinction as regards the searching of children, young people and adults. So, if premises have a search policy as a condition of entry to, or remaining on, them, then the policy can be applied to children and young people in the same way as it can be applied to adults.
- However, if it is necessary to search children and young people regularly, the policy should have specific instructions in place to ensure that it is carried out in an appropriate way. Ideally, the policy should include provision for their parent, guardian or other adult carer to be present or otherwise provide informed consent.
- Even where consent is not an issue, the fact that they are a child/young person should be built into the assessment of the situation when deciding whether a search is necessary and, if so, to what extent it should be carried out.

Part B: Supplementary material

1.1 Identify behaviours that could indicate suspicious or terrorist activity.

- People taking photographs are sometimes the subject of over-zealous security and police attention. Note that it is entirely lawful for a person in a public place to take photographs, even if they are of privately owned-buildings which are visible from that public place. There is no criminal offence of simply taking photographs in the Terrorism Act 2000 or any other statute. If this appears suspicious, security officers are entitled to make enquiries of the person, but, in doing so, they should not state, or seek to imply, that the person is doing anything wrong or unlawful. Where people are taking photographs while actually on privately-owned premises, the situation is different – the owner/management can prohibit photography as a condition of entry to, or remaining on, the premises. In such a situation, it should be made clear that the prohibition of photography is as a result of a condition made by the owner or management of the premises and not the criminal law.

1.4 State counter-terrorism procedures as they relate to door supervisors.

- Try to be ready to answer these six basic questions in relation to any observed unusual or suspicious activity:
 - **Who?** (Describe who you saw: gender, age, race, height, weight, hair colour, clothing, weapons, distinguishing features like scars or tattoos.)
 - **What?** (Describe what you saw them do.)
 - **Where?** (Describe exactly where they and where they were going.)
 - **When?** (Describe exactly when and for how long you saw what you did.)
 - **How?** (Describe how they behaved and how they travelled. In describing a vehicle, the most important thing is the number plate details, but also the make, model, colour, and any damage or noticeable features such as headlights being out, logos, antennae.)
 - **Why?** (Explain why you were suspicious of their behaviour.)

2.2 Identify appropriate responses for door supervisors to situations requiring first aid.

- Serious incidents or accidents must be reported to the Health and Safety Executive (HSE) under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

3.2 State duty of care requirements when dealing with children and young people.

- Children and young people may be harmed by alcohol in a number of ways, including by:
 - consuming it, especially if to excess, causing physical or psychological harm to themselves
 - consuming so much that they become incapable of properly taking care of themselves
 - engaging in criminal or anti-social activity as a result of having consumed alcohol
 - witnessing others consuming it (especially if to excess)
 - their parents, guardians or carers consuming it so that they are incapable of providing proper care
 - being abused, assaulted or otherwise victimised by people who have consumed alcohol
 - witnessing people who have consumed alcohol acting in a criminal or anti-social way.
- Although the law allows a child/young person who is drunk or disorderly to be removed from privately-owned premises in the same way as it allows the removal of an adult, you should try to ensure that they do not come to any foreseeable harm after being removed. This means that a child/young person who is drunk or under the influence of alcohol should not simply be removed from the premises and left to fend for themselves – instead, you should consider arranging for a parent, guardian or a carer, friend or a responsible adult who is genuinely associated with them, to look after them from the point when they are removed. If this is not possible, you should consider calling the police so that they can decide what to do after they are removed.
- The police have powers to remove a child/young person at serious risk of harm to a place of safety if they think it is necessary. As only the police have these powers, they should be called if it is believed that the child or young person may come to any significant harm if they are not removed from the situation. This is particularly relevant where the harm to the child/young person is because their parents, guardians or other carers are so drunk that they are incapable of properly caring for them.

3.3 State searching requirements when dealing with children and young people.

- As the searching of people as a condition of entry can only ever be done with their consent, consideration needs to be given to whether the child or young person is capable of providing informed, genuine consent. In the case of *younger* children, this may mean that they cannot be searched until a parent, guardian or other adult carer has been made aware of the situation and has consented. In the case of *older* young people (particularly teenagers), they may be capable of consenting themselves and, in such cases, they may be searched in the same way as an adult.

Annexe B

Example learner observation record

| | |
|---|--|
| Centre | |
| Name of endorsed training programme used | |
| Candidate name | |

In order to have met an assessment criterion, the following must be evident.

1. The skill has been successfully applied.
2. The skill has been applied in a manner that is safe for the learner and for the subject of the physical intervention.
3. The skill has been applied in a way that is consistent with the coaching points set out in the approved training programme.

| | | | | |
|-----|--|---------|--------------------------|-----|
| 3 | Be able to use non-pain related physical skills to protect yourself and others from assault | | | |
| 3.1 | Demonstrate non-aggressive stance and positioning skills | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 3.2 | Demonstrate non-aggressive skills used to evade and protect against blows | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 3.3 | Demonstrate non-aggressive methods of disengagement from grabs and holds | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 3.4 | Demonstrate non-aggressive methods to stop one person assaulting another | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 3.5 | Demonstrate non-aggressive team methods to separate people fighting | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 3.6 | Communicate professionally with the subject of physical intervention, colleagues and other customers while protecting yourself and others from assault | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 4 | Be able to use non-pain-related standing, holding and escorting techniques, including non-restrictive and restrictive skills | | | |
| 4.1 | Demonstrate a method for physically prompting a person | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 4.2 | Demonstrate a non-restrictive method of escorting a person | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |
| 4.3 | Demonstrate a one-person, low-level restrictive standing hold that can be used as an escort | | | |
| | (tick as appropriate) | Not met | <input type="checkbox"/> | Met |

| | | | | | | |
|-----|---|-----------------------|---------|--------------------------|-----|--------------------------|
| 4.4 | Demonstrate a two-person restrictive standing hold that can be used as an escort | (tick as appropriate) | Not met | <input type="checkbox"/> | Met | <input type="checkbox"/> |
| 4.5 | Demonstrate how to provide support to colleagues during a physical intervention | (tick as appropriate) | Not met | <input type="checkbox"/> | Met | <input type="checkbox"/> |
| 4.6 | Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties | (tick as appropriate) | Not met | <input type="checkbox"/> | Met | <input type="checkbox"/> |
| 4.7 | Communicate professionally with the subject of physical intervention, other customers and colleagues, while using prompting, holding and escorting techniques | (tick as appropriate) | Not met | <input type="checkbox"/> | Met | <input type="checkbox"/> |

| | | |
|---|---------|-------------------|
| Tutor declaration | | |
| The learner fully participated in the training. I observed the learner throughout the training and declare the learner's ability to successfully and safely demonstrate the skills was: | | |
| | Not met | Met |
| Tutor's comments. | | |
| Tutor name: | Date |/...../..... |
| Tutor signature: | | |

| | | |
|--|------|-------------------|
| Learner declaration | | |
| I confirm that I participated fully in the training and I demonstrated all the above skills accurately and safely. | | |
| I confirm that I have been issued with a workbook which illustrates the physical skills that I have undertaken during this course. | | |
| Learner's comments. | | |
| Learner name: | Date |/...../..... |
| Learner signature: | | |

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