

Qualification Specification

Level 2 Certificate in Principles of Providing Security Services (QCF)

Qualification Number: 600/3053/7

Contents

Introduction.....	3
Qualification Details.....	3
Key facts	3
Qualification Overview.....	3
Entry Requirements.....	3
Age ranges	3
Geographical Coverage.....	4
Special Needs.....	4
Qualification Structure	4
Assessment Guidance.....	5
Assessor Requirements	5
Tutor Requirements	6
Trainers of Conflict Management.....	6
Internal Quality Assurance	6
Mapping to National Occupational Standards	7
ID Requirements	7
Progression.....	7
Useful Websites	7
Recommended Training Materials	8
Recognition of Prior Learning (RPL).....	9
Appendix 1 – Units	12

HABC Level 2 Certificate in Principles of Providing Security Services (QCF)

Introduction

This Qualification Specification is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your Account Manager.

Qualification Details

The HABC Level 2 Certificate in Principles of Providing Security Services has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF).

It is supported by Skills for Security, the Sector Skills Council for the Security Industry.

Key facts

QAN:	600/3053/7
Learning Aim Reference:	60030537
Guided learning hours (GLH):	135-146
Credit Value:	15
Assessment Method:	Internally assessed portfolio of evidence and externally set and assessed multiple choice questions

Qualification Overview

This qualification aims to provide a broad knowledge of the security industry. The main area covered is security guarding, although learners can choose units in Door Supervision and CCTV. The optional units cover a wide range of subjects that learners will find useful in a variety of roles particularly in providing potential progression routes to supervisory roles or enhancing their current role with skills in setting and meeting targets or solving work related problems.

It provides the knowledge component for the Apprenticeship in Providing Security Services.

Entry Requirements

There are no prerequisites for this qualification, however it is advised that learners have a minimum of Level 1 in literacy or numeracy or equivalent.

Age ranges

This qualification is suitable for learners aged 16 and above.

Please note: the externally assessed units form parts of the Licence to Practice qualifications. However, learners cannot apply for an SIA licence until they reach the age of 18. Please also see section on RPL (pages 7-9) for details of ID requirements.

Geographical Coverage

The qualification is suitable for learners in England, Wales or Northern Ireland.

Special Needs

HABC have measures in place for learners with special needs. Please see the Reasonable Adjustments Policy Annex 17 of the HABC Core Manual.

Qualification Structure

The Rules of Combination for The HABC Level 2 Certificate in Principles of Providing Security Services are outlined in the table below:-

- The qualification has an overall credit value of 15 credits.
- All mandatory units must be achieved giving a credit value of 6.
- Optional units from Group A and B must be achieved with a minimum credit value of 9, this must include at least one unit achieved from Group A.

	Credit	Level	Externally Assessed	Internally Assessed	How assessed
Mandatory Units (all must be achieved)					
<i>Working in the Private Security Industry*</i>	1	2	✓		MCQ
<i>Conflict Management for the Private Security Industry*</i>	1	2	✓		MCQ
<i>Solving Work-Related Problems</i>	2	2		✓	Portfolio
<i>Building Working Relationships with Customers</i>	2	2		✓	Portfolio
Group A Optional units (of which at least one unit must be achieved)					
<i>Working as a Security Officer*</i>	1	2	✓		MCQ
<i>Working as a CCTV Operator*</i>	2	2	✓		MCQ
<i>Working as a Door Supervisor*</i>	1	2	✓		MCQ
Group B Optional units (9 credits must be achieved, this must include at least one credit achieved from Group A)					
<i>Understanding Security and Loss Prevention in a Retail Business</i>	2	2		✓	Portfolio

<i>Learning with Colleagues and Other Learners</i>	2	2		✓	Portfolio
<i>Communicating Solutions to Others</i>	2	2		✓	Portfolio
<i>Effectiveness at Work</i>	1	2		✓	Portfolio
<i>Working in a Team</i>	3	2		✓	Portfolio
<i>Building Working Relationships with Colleagues</i>	2	2		✓	Portfolio
<i>Setting and Meeting Targets at Work</i>	2	2		✓	Portfolio
<i>Contributing to Meetings</i>	1	2		✓	Portfolio
<i>Developing Personal Skills for Leadership</i>	2	2		✓	Portfolio
<i>Practising Leadership Skills with Others</i>	2	2		✓	Portfolio

*** These units also form part of the SIA Licence to Practice qualifications. For details on Recognition of Prior Learning and ID requirements see pages 7-9. Any requirements from the SIA on delivery i.e. contact time and GLH is outlined in each unit in Appendix 1.**

Assessment Guidance

This qualification is assessed by a combination of internally assessed portfolio and externally set and assessed multiple choice questions.

The portfolio of evidence aspect will need to be internally quality assured by the Centre. EQS (External Quality Support) visits from HABC will also take place until direct claim status is achieved. Suggested paperwork is available on the HABC website. If a Centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval.

The Skills for Security Assessment Strategy can be found on the HABC website.

Assessor Requirements

According to the Skills for Security Assessment Strategy, assessors for this qualification are required to:

- Have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient standing to be effective and reliable when judging candidates competence. Assessors experience and knowledge may be verified by the following, among other things:
 - Curriculum vitae and references
 - Possession of a relevant qualification
 - Corporate membership of a relevant professional institution
 - Must demonstrate their ability and commitment to maintain their occupational competence
-

- Must hold, or be working towards, an assessor qualification such as the A1

For more information, please refer to the Assessment Strategy document which is available on the HABC website.

Tutor Requirements

This qualification contains units that appear in the Licence to Practice qualifications:

- Unit 1: Working in the Private Security Industry
- Unit 2: Conflict Management for the Private Security Industry
- Unit 5: Working as a Security Officer
- Unit 6: Working as a CCTV Operative
- Unit 7: Working as a Door Supervisor

For these units, the tutor requirements are as follows:

HABC require that Nominated Tutors have teaching experience and hold a qualification in the relevant subject area.

HABC Centres wishing to deliver this qualification must adhere to the SIA requirements set out in the document 'Introduction to Learning Leading Towards Licence-Linked Qualifications':

www.sia.homeoffice.gov.uk/Documents/training/modules/sia_specifications_intro.pdf

Please also see below sections on *Sector Competence* and *Guidance on Delivery*.

Trainers of Conflict Management

The SIA requires all trainers delivering scenario-based conflict management training for licence-linked qualifications to have received relevant training. Trainers are required to hold a qualification at or above NQF/QCF Level 3 in the delivery of conflict management training.

Teaching Qualifications

All Nominated Tutors delivering SIA licence-linked qualifications are required to hold a teaching qualification, many of which are listed below. Further information on equivalencies of teaching qualifications can be found at the Standards Verification UK website.

Suitable Teaching Qualifications include:

- Level 3 or 4 PTLLS or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- Level 3 or 4 NVQ in Training and/or Development

Internal Quality Assurance

This qualification is assessed and Internally Quality Assured.

The nominated Quality Assurance person:

- Must have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of
-

sufficient standing to be effective and reliable when judging candidates competence. Assessors experience and knowledge may be verified by the following, among other things:

- Curriculum vitae and references
- Possession of a relevant qualification
- Corporate membership of a relevant professional institution
- Must demonstrate their ability and commitment to maintain their occupational competence
- Must hold, or be working towards, a verifier qualification such as the V1
- Must understand HABC's quality assurance systems and requirements for this qualification

For more information, please refer to the Assessment Strategy document which is available on the HABC website.

Mapping to National Occupational Standards

This qualification maps to the National Occupational Standards for Security Loss and Prevention owned by Skills for Security.

ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". HABC will accept the following as proof of a learner's identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID Card, Travel card.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

Progression

Progression routes could include:-

- L2 Licence to Practice qualifications e.g. CCTV, Door Supervision, Security Guarding
 - L3 Certificate in Security Operations
-

Useful Websites

- Skills for Security - <http://www.skillsforsecurity.org.uk/index.php>
 - Skills for Security – Apprenticeship details <http://www.skillsforsecurity.org.uk/index.php/training/2/76>
-

Recommended Training Materials

Materials to support the externally assessed units are available from Highfield.co.uk:

Door Supervisors Course Book Dyson, J & Walker, A. Highfield.co.uk Ltd

Security Officers Course Book Dyson, J & Walker, A. Highfield.co.uk Ltd

CCTV Operators Course Book Morley, J Walker, A & Boulton, M. Highfield.co.uk Ltd

Recognition of Prior Learning (RPL)

Conditions under which the licence-to-practise (L2P) units should be used within HABC Level 2 Principles of Providing Security Services (PPSS).

Please note: learners wishing to claim RPL must be registered on an Apprenticeship programme.

- For all learners, the following sections of SIA's '*Introduction to learning leading towards licence-linked qualifications*' will apply to L2P units that are used within PPSS:
 - 3. *Criteria for training delivery*
 - 4. *Examination venue criteria*
- In addition, unless exemptions from delivery are allowed under RPL arrangements (see diagram below), the L2P units will be delivered in the same way as they are in the L2P qualifications. This will involve:
 - centres delivering the units according to the previously agreed contact time and GLH
- In addition, unless exemptions from assessment are allowed under RPL arrangements (see diagram below), the L2P units will be assessed in the same way as they are in the L2P qualifications. This will involve:
 - externally-set and externally-marked objective testing
 - the same pass mark that the awarding organisation applies to the units when used in L2P qualifications.
- The following requirements of current L2P qualifications are not required when the L2P units are used within PPSS as the PPSS is not *in itself* a licence-to-practice qualification:
 - collection of images/signatures
 - upload of data on completion of units to SIA.

(However, centres must *check* ID at the point of testing, even though they need not upload this to the Awarding Organisations).

Conditions under which the licence-to-practise (L2P) units should be used within HABC Level 2 Principles of Providing Security Services (PPSS)

For learners, taking the PPSS, who have first completed a QCF L2P qualification

- Centres must keep evidence that learners fall into this category
- No training or assessment will be required for the PPSS units that have already been passed.

For learners who have completed an NQF licence-linked qualification, and hold a valid SIA licence

- Centres must keep evidence that learners fall into this category.
- No training or assessment will be required for the QCF units that correspond to the NQF units (see table **NQF/QCF unit equivalences** below) that have already been passed where the employer can evidence to the awarding organisation that a system of development is in place that keep the knowledge and skills of the candidate up to date. This system should identify gaps in knowledge between the old and new units, and the centre should keep evidence that this learning has been delivered.

For learners who have completed an NQF licence-linked qualification (where the NQF qualification has been achieved no more than 3 years before the date of the assessment of the L2P units in PPSS), but who do not hold a valid SIA licence

- Centres must keep evidence that learners fall into this category.
- Learners must take **all** QCF assessment for each unit.
- Centres are not required to deliver the SIA-prescribed mandatory contact time for the relevant L2P.
- Centres will be advised to identify any areas in QCF L2P units that are different from NQF and ensure that these are covered.

For learners who have completed an NQF licence-linked qualification which is older than 3 years and do not hold a valid SIA licence

Learning (including previously agreed GLH/contact hours) and assessment for the QCF units must be undertaken.

For learners have completed PPSS and who then wish to apply for any type of licence

- Learners must first register on a L2P qualification, at which point their image and signature are collected.
- Centres must keep evidence that learners have completed the PPSS qualification, including a record of units achieved.
- Awarding organisations will allow learners to claim the units already achieved as part of PPSS without requiring them to retake any additional learning or assessment. When a learner has a full qualification outcome, this will be uploaded to the QdB in the usual way.

NQF/QCF unit equivalences. The names of NQF units and qualifications differ between Awarding Organisations therefore generic names/numbers have been used instead.

<i>NQF qualification/unit</i>	<i>QCF unit equivalence</i>
Security Guarding, Unit 1	Working in the Private Security Industry Working as a Security Officer
Door Supervision, Unit 1	Working in the Private Security Industry Working as a Door Supervisor
CCTV Operation qualification	Working in the Private Security Industry Working as a CCTV Operator
Security Guarding, Unit 2	Conflict Management for the Private Security Industry
Door Supervision, Unit 2	Conflict Management for the Private Security Industry

Appendix 1 – Units

This section contains all the units within the HABC Level 2 Certificate in Principles of Providing Security Services and outlines the following information:-

- Rules of Combination
- Contact time per unit (where relevant)
- Conflict Management Scenarios for Door Supervisors and Security Guards
- Standards of Behaviour for Door Supervisors and CCTV Operators

	Credit	GLH	Level
Learners must pass all the core mandatory units, at least one unit from the optional group and their chosen optional units for a total of 15 credits.			
Core mandatory units (6 credits)			
Working in the Private Security Industry	1	10	2
Conflict Management for the Private Security Industry	1	8	2
Solving work-related problems	2	20	2
Building working relationships with customers	2	20	2
Optional group units			
Learners must achieve a minimum of 1 credit from this group			
Working as a Security Officer	1	8	2
Working as a CCTV Operator	2	14	2
Working as a Door Supervisor	1	10	2
Remaining credits from this group to achieve 15 credits in total			
Understanding security and loss prevention in a retail business	2	15	2

	Credit	GLH	Level
<u>Learning with colleagues and other learners</u>	2	20	2
<u>Communicating solutions to others</u>	2	20	2
<u>Effectiveness at work</u>	1	10	2
<u>Working in a team</u>	3	30	2
<u>Building working relationships with colleagues</u>	2	20	2
<u>Setting and meeting targets at work</u>	2	20	2
<u>Contributing to meetings</u>	1	10	2
<u>Developing personal skills for leadership</u>	2	20	2
<u>Practising leadership skills with others</u>	2	20	2

Unit: Working in the Private Security Industry

Unit no: M/600/5174

Contact time: 5

Credit: 1

GLH: 10

Level: 2

This unit will be assessed as per the SIA requirement for assessment set out in the document 'Introduction to Learning Leading Towards Licence-linked Qualifications'.

This unit will be assessed externally by objective testing.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
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

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>safety and security</p> <p>3.4 Identify typical hazards in the workplace</p> <p>3.5 Describe safe methods of manual handling</p> <p>3.6 Identify commonly used safety signs</p> <p>3.7 Describe appropriate reporting procedures for accidents and injuries</p>
4. Know how to apply the principles of fire safety	<p>4.1 Identify the three components that must be present for fire to exist</p> <p>4.2 Describe how fire can be prevented</p> <p>4.3 Identify fires by their classification</p> <p>4.4 Identify the types and uses of fire extinguishers and fire fighting equipment</p> <p>4.5 State appropriate responses on discovering a fire</p> <p>4.6 Explain the importance of understanding fire evacuation procedures</p>
5. Know how to deal with non-fire-related workplace emergencies	<p>5.1 Define the term 'emergency' when used in the workplace</p> <p>5.2 Identify types of workplace emergencies</p> <p>5.3 Identify appropriate responses to workplace emergencies</p> <p>5.4 Outline the procedures for dealing with bomb threat warning calls</p> <p>5.5 Identify appropriate responses to situations requiring first aid</p>
6. Understand the principles of effective communication and customer care in the private security industry	<p>6.1 Describe the elements of the communication process</p> <p>6.2 Identify methods of verbal and non-verbal communication</p> <p>6.3 Identify common barriers to communication</p> <p>6.4 State the importance of effective communication in the workplace</p> <p>6.5 Identify different types of customers and how their needs can vary</p> <p>6.6 Describe the principles of customer care</p>

Unit Content

LO1: Know the purpose and main features of the private security industry

- The main purposes of the private security industry e.g.
 - Crime prevention and detection
 - Protection of people and property
 - Part of the extended police family/support to other agencies

- The different sectors and career opportunities within the private security industry
 - Licensed Sectors e.g.
 - Security Guarding
 - CCTV (PSS)
 - Door Supervision
 - Cash and Valuables in Transit
 - Close Protection
 - Vehicle Immobilisation
 - Other sectors e.g.
 - Event Security
 - Professional Investigators
 - Dog Handling
 - Key Holding
 - Career opportunities e.g.
 - Supervisory role
 - Management position
 - Consultancy

- The main aims of the Private Security Industry Act e.g.
 - The introduction of the SIA
 - To regulate the private security industry effectively

 - To raise standards and recognise quality service

- The main functions of the Security Industry Authority and other key bodies within the private security industry e.g.
 - The SIA
 - To regulate the private security industry effectively through licensing
 - Develop training standards for licence linked qualifications
 - To raise standards e.g. through the Approved Contractor Scheme
 - SSC/Bs
 - Develop and maintain National Occupational Standards
 - Other bodies e.g.
 - British Security Industry Association

- The main qualities required by security industry operatives e.g.
 - Compliance with SIA Code of Conduct
 - Integrity
 - Communication skills
 - Team working skills
 - Reliability

LO2: Understand the legislation that is relevant to people working in the private security industry

- The differences between civil and criminal law
 - Criminal law e.g.
 - To deter and punish
 - Prosecutions brought by the Crown
 - Fine or imprisonment
 - Proven beyond reasonable doubt
 - Examples:
 - Theft
 - Assault
 - Robbery
 - Civil law e.g.
 - To right a wrong
 - Prosecution brought by individuals or organisations
 - Compensation
 - Proven on balance of probabilities
 - Examples:
 - Trespass
 - Negligence
 - Breach of contract
- Aspects of human rights legislation that are relevant to the private security industry
 - Human Rights Act 1998
 - Connection to the European Convention on Human Rights
 - Relevant articles
 - 2 – Right to Life
 - 6 – Right to a Fair Trial
 - 8 – Right to Privacy

 - 10 – Freedom of Expression
 - 11 – Freedom of Assembly
 - 14 – Prohibition of discrimination
- Data protection principles outlined in data protection legislation
 - The eight principles of the Data Protection Act 1998.
- Types of discrimination that can occur in the workplace e.g.
 - Race
 - Age
 - Religion
 - Gender
- How equal opportunities legislation applies in the workplace:
 - Relevant legislation e.g.
 - Sex Discrimination legislation
 - Race Relations legislation
 - Disability Discrimination legislation

LO3: Understand relevant aspects of health and safety in the workplace

- The importance of health and safety in the workplace
 - Duty of care
 - Legal compliance
 - Financial e.g. non compliance
 - Protection of employees
 - Protection of the company

- The main responsibilities of employees, employers and the self employed under health and safety legislation
 - Employee e.g.
 - Responsibility for own actions
 - Adhere to legislation and relevant company policies
 - Employer e.g.
 - Provide safe systems of work
 - Provide safety equipment
 - Info, instruct, training and supervision provided where necessary
 - Consultation with employees
 - Self-employed e.g.
 - Ensure own work activities do not put self and others at risk
 - Responsibility for own actions
 - Adhere to legislation and relevant company policies on site

- Ways of minimising risk to personal safety and security e.g.
 - Understanding risk assessment process
 - Following policies
 - Awareness of potential hazards
 - Use appropriate PPE

- Typical hazards in the workplace e.g.
 - Slips, trips and falls
 - Manual handling
 - Fire
 - Electricity
 - Hazardous substances
 - Lone working

- Safe methods of manual handling
 - Avoid unnecessary manual handling tasks
 - Assessing remaining tasks take in to account
 - Load
 - Individual capability
 - Task
 - Environment

- Commonly used safety signs
 - Types, for example:
 - Mandatory e.g.
 - Hearing protection zones
 - Prohibition e.g.

- No smoking
 - Warning e.g.
 - Slippery floor
 - Safe conditions e.g.
 - First aid point
- Appropriate reporting procedures for accidents and injuries
 - Accident book completed promptly
 - Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) e.g.
 - What must be reported
 - How to report
 - Who to report to

LO4: Know how to apply the principles of fire safety

- The three components that must be present for fire to exist
 - The fire triangle
 - Heat
 - Fuel
 - Oxygen
- How fire can be prevented
 - Physical structure of the building e.g. fire doors
 - Waste management/good housekeeping
 - Monitoring ignition sources
- Classification of fires
 - A – Carbonaceous e.g. paper
 - B – Flammable liquids e.g. petrol
 - C – Flammable gases e.g. methane
 - D – Metals e.g. magnesium
 - F – Cooking oils and fats
 - Electrical
- Types and uses of fire extinguishers and fire fighting equipment
 - Types of extinguishers, for example:
 - Water - A
 - Foam - A and B
 - CO² - B
 - Dry Powder – A, B and C
 - Wet chemical - F
 - Other equipment:
 - Blankets
 - Sprinkler systems
- Appropriate responses on discovering a fire
 - Raise the alarm
 - Call emergency services
 - Evacuate the premises

- The importance of understanding fire evacuation procedures
 - Speed of evacuation
 - Assist the emergency services
 - Keep self and others safe
 - Confirm evacuation

LO5: Know how to deal with non-fire-related workplace emergencies

- What is an 'emergency' in the workplace:
 - An unexpected occurrence
 - A threat to people and property
 - Requires immediate action

- Types of workplace emergencies:
 - System failure
 - Serious illness
 - Adverse weather conditions
 - Bomb threat

- Appropriate responses to workplace emergencies:
 - Adhere to company policies and procedures
 - Keep calm
 - Prioritisation of incidents

 - Ensure safety to self and others

- Procedures for dealing with bomb threat warning calls:
 - Correction information to take down
 - Who to inform
 - Reporting of incident?

- Appropriate responses to situations requiring first aid
 - Call appointed person
 - Call the emergency services

LO6: Understand the principles of effective communication and customer care in the private security industry

- Elements of the communication process e.g.
 - Sender/Receiver model
 - Sender, Encode, Message, Decode, Receiver
 - Removing blocks to communication

- Methods of verbal and non-verbal communication
 - Verbal
 - Speaking
 - Tone
 - Listening

- Non-verbal
 - Gestures
 - Body language and stance
 - Image
 - Facial expressions
 - Written communication
- Common barriers to communication
 - Physical e.g.
 - Distance
 - Noise
 - Physical barriers
 - Emotional
 - Nervousness
 - Frustration
 - Anger
 - Aggression
 - Other
 - Language barriers
 - Drugs/alcohol
 - Mental illness
- The importance of effective communication in the workplace
 - Leaving a good impression
 - Getting the job done
 - Reducing conflict
- Different types of customers and how their needs can vary
 - Internal customers
 - External customers
 - Diverse customer needs
 - Different values
- The principles of customer care
 - Being professional
 - Being approachable
 - Showing concern
 - Leaving customers satisfied

Unit: Conflict Management for the Private Security Industry
Unit no: K/600/6130
Contact time: 7.5
Credit: 1
GLH: 8
Level: 2

This unit will be assessed as per the SIA requirement for assessment set out in the document 'Introduction to Learning Leading Towards Licence-linked Qualifications'.
This unit will be assessed by objective testing.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the principles of conflict management appropriate to their role	1.1 State the importance of positive and constructive communication to avoid conflict 1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence 1.3 Identify factors that can trigger an angry response in others 1.4 Identify factors that can inhibit an angry response in others 1.5 Identify how managing customer expectations can reduce the risk of conflict 1.6 Identify human responses to emotional and threatening situations
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

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	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

LO1: Understand the principles of conflict management appropriate to their role

- The importance of positive and constructive communication to avoid conflict:
 - Be proactive in giving information to customers.
 - Listen to the individual, before you respond.
 - Maintain a calm tone and non aggressive body language.
- The importance of employer policies, guidance and procedures relating to workplace violence:
 - Legislation – Health and Safety at Work Etc Act 1974.
 - Reduce risk of litigation/employer/employee.
 - Protect company reputation.
 - Provide clear role and responsibility.
- Factors that can trigger an angry response in others:
 - Factors, for example:
 - Being drunk or on drugs.
 - Emotions – anger, pain, upset etc.
 - Possible triggers, for example:
 - Showing disrespect.
 - Threatening/aggressive behaviour.
 - Insulting behaviour.
- Factors that can inhibit an angry response in others:
 - Self control.
 - Calmness.

- Fear of prosecution.
- Fear of retaliation.
- How managing customer expectations can reduce the risk of conflict:
 - Clear communication.
 - Managing unrealistic expectations.
 - Explaining procedures.
 - Proactive service delivery.
- Human responses to emotional and threatening situations:
 - Fight or flight.
 - Fear.
 - Shock.

LO2: Understand how to recognise, assess and reduce risk in conflict situations

- The stages of escalation in conflict situations:
 - Frustration
 - Anger
 - Aggression
 - Violence
- How to apply dynamic risk assessment to a conflict situation:
 - Think 'safety first'.
 - Assess the situation.
 - Consider your options.
 - Take action.

LO3: Understand how to communicate effectively in emotive situations and de-escalate conflict

- How to use non-verbal communication in emotive situations, for example:
 - Awareness of personal space
 - Non aggressive body language
 - Open hand gestures.
- How to overcome communication barriers, for example:
 - Move to a quieter area.
 - Speak slowly and calmly.
 - Non aggressive body language.
 - Be patient.
- The difference between assertiveness and aggression, for example:
 - Assertive
 - Firm but fair.
 - Calm.
 - Polite.
 - Aggressive
 - Threatening.
 - Rude.
 - Unsympathetic.
- Ways of defusing emotive conflict situations, for example:
 - Positive communication.
 - Empathy.

- Appropriate approaches to take when confronting unacceptable behaviour, for example:
 - Assertive.
 - Positive communication.
 - Non aggressive body language.
 - Empathy.
- How to work with colleagues to de-escalate conflict situations, for example:
 - Dynamic risk assessment.
 - Positioning.
 - Switching.
- The importance of positioning and exit routes, for example:
 - Non-aggressive stance.
 - Maintaining personal space.
 - Ensure an escape route is available for self and aggressor.

LO4: Understand how to develop and use problem solving strategies for resolving conflict

- The importance of viewing the situation from the customer's perspective e.g.
 - Helps to defuse conflict situations.
 - Enables the use of empathy.
 - Builds a rapport.
- Strategies for solving problems, for example:
 - Empathy.
 - Rapport.
 - Manage the customer expectations.
- Win-win approaches to conflict situations, for example:
 - Both sides satisfied with outcome.
 - Satisfaction of self.
 - Customer treated fairly.

LO5: Understand good practice to follow after conflict situations

- The importance of accessing help and support following an incident:
 - Emotional support.
 - Reduces the possibility of post traumatic stress disorder.
- Importance of reflecting on and learning from conflict situations, for example:
 - Making improvements.
 - Sharing good practice.
 - Identifying poor practice.
- The importance of sharing good practice:
 - Sharing expertise.
 - Improved procedures.
 - Improved safety.
- The importance of contributing to solutions to re-occurring problems, for example:
 - Improved customer service.
 - Improved morale and safety

Unit: Solving work-related problems
Unit no: A/501/6295
Credit: 2
GLH: 20
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner can:</i>	<i>The learner will:</i>
1. Understand that both individuals and organisations encounter workplace problems	1.1 Explain the main reasons that individuals encounter problems in the workplace 1.2 Describe some of the common types of problem that an organisation or company might need to solve
2. Use sources of help effectively	2.1 Explain how sources of help available to both individuals and to organisations can help in solving work- related problems 2.2 Extract relevant information or advice from several different sources to help solve workplace problems
3. Consider possible solutions to workplace problems	3.1 Describe possible solutions to different work- place problems 3.2 Rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order
4. Apply appropriate strategies to solve workplace problems	4.1 Plan how to execute the solutions they consider most likely to work

Unit: Building working relationships with customers
Unit no: F/501/6413
Credit: 2
GLH: 20
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner can:</i>	<i>The learner will:</i>
1. Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Explain why keeping customers satisfied is important to organisations
2. Understand why organisations normally have protocols for dealing with customers	2.1 Describe the key areas likely to be contained in a customer service protocol 2.2 Explain why it is important for employees to follow customer service protocols
3. Interact positively with customers in line with given protocols	3.1 Follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer

Unit: Working as a Security Officer
Unit no: L/600/6705
Credit: 1
Contact time: 8
GLH: 8
Level: 2

This unit will be assessed as per the Security Industry Authority (SIA) requirement for assessment set out in the document 'Introduction to Learning Leading Towards Licence-linked Qualifications'. This unit will be assessed by objective testing.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the role of a security officer within the private security industry.	1.1 Identify the main responsibilities of a security officer. 1.2 Identify the purposes of assignment instructions. 1.3 List items of equipment needed when on duty. 1.4 Explain the term 'confidentiality' within the context of a security officer's responsibilities. 1.5 Identify the purposes of control rooms.
2. Understand the importance of, and reasons for, patrolling.	2.1 Identify the types and purposes of different patrols. 2.2 Identify actions that should be taken before starting a patrol. 2.3 Describe patrolling procedures and techniques. 2.4 State the equipment required for patrolling. 2.5 Explain the importance of vigilance and using local and site knowledge when patrolling.
3. Understand how to control access to and egress from a site.	3.1 Identify the purposes of access and egress control. 3.2 Identify duties of a security officer when using different methods of access and egress control. 3.3 State the powers and identification requirements of statutory agencies.
4. Understand basic search procedures.	4.1 List the conditions that have to be in place before searching can be carried out. 4.2 Identify the different types of search. 4.3 State the correct procedures for carrying out personal and vehicle searches. 4.4 State actions to be taken in the event of a

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>refusal to be searched.</p> <p>4.5 State the information to be recorded in search documentation.</p> <p>4.6 State the action to be taken when property is found during a search.</p>
<p>5. Understand the purpose and function of different types of technology, security and monitoring systems in the security environment.</p>	<p>5.1 Identify the types and main purposes of security and monitoring technology.</p> <p>5.2 Identify the main features of security, monitoring and emergency systems.</p> <p>5.3 Identify alarm system operator controls and indicators.</p> <p>5.4 List actions to be taken in response to alarm activations.</p> <p>5.5 State the meaning of the term 'false alarm'.</p>
<p>6. Understand the law and its relevance to the role of a security officer.</p>	<p>6.1 Identify relevant legislation.</p> <p>6.2 State the correct procedure to be used when dealing with a trespasser.</p> <p>6.3 Identify arrest procedures.</p> <p>6.4 Identify what is meant by the reasonable use of force.</p> <p>6.5 List the different types of evidence.</p> <p>6.6 State the actions to be taken when preserving evidence.</p> <p>6.7 Identify reporting procedures following a crime.</p>
<p>7. Understand the importance and purpose of reporting and record keeping.</p>	<p>7.1 List the different types of records relevant to the role of a security officer.</p> <p>7.2 Identify the do's and don'ts of report writing.</p> <p>7.3 State the importance of an incident report.</p> <p>7.4 Identify the information to be recorded in an incident report.</p> <p>7.5 Identify the do's and don'ts of keeping a notebook.</p> <p>7.6 Identify the content and importance of a hand-over.</p> <p>7.7 Use the NATO phonetic alphabet.</p>

Unit Content

LO1: Understand the role of a security officer within the private security industry.

- The main responsibilities of a security officer may include:
 - Checking people and vehicles at points of access and egress.
 - Carrying out patrols.
 - Preventing unauthorised access.
 - Preventing damage or theft of property.
 - Responding to and record incidents.
 - Dealing effectively with internal and external customers.
- The purpose of assignment instructions is to:
 - Provide guidelines on what needs to be done and how it should be done specific to the site.
 - Provide emergency contact numbers.
 - Help officers to act within the law, company policies and client instructions.
- Items of equipment needed when on duty. For example:
 - Radios, mobile phones or pagers.
 - Torches.
 - Keys / electronic key fobs / swipe cards.
 - Personal Protective Equipment.
 - Notebooks and pens.
- Confidentiality within the context of a Security Officer's responsibilities.
 - Ensuring that information is accessible only to those authorised to have it access to it.
This information could include:-
 - Patrol procedures.
 - Access codes.
 - Personal contact numbers and records.
- The purpose of a control room is to:
 - Manage all security operations.
 - Provide assistance, guidance and emergency support as and when necessary.

LO2: Understand the importance of, and reasons for, patrolling.

- The types and purposes of different patrols e.g.
 - Initial
 - Carried out at the beginning of the shift to identify any problems or incidents that require dealing with as soon as the officer comes on duty.
 - Routine
 - Determined by the site Assignment Instructions. Are made either infrequently or set times.
 - Final
 - This is the last patrol of the shift before the Security Officer goes off duty or hands over to the next shift. The final patrol is carried out to ensure that all is as it should be on the site.
- Actions that should be taken before starting a patrol, e.g.
 - Check the Assignment Instructions for requirements and frequency of patrols.

- Know what equipment to take and check that it is working and suitable.
- Know the geography of the site.
- Know who to inform that the patrol has started / ended.
- Describe patrolling procedures and techniques, for example:
 - Follow the site assignment instructions.
 - Maintain communication with colleagues to confirm your location and that all is well.
 - Vary routes and times when possible to prevent criminals learning the routine of patrol.
 - Use mechanical or electronic clocking devices to record the patrol when available.
- The equipment required for patrolling. Examples include:
 - Personal Protective Equipment.
 - Notebook.
 - Torch.
 - Radio or mobile telephone.
- The importance of vigilance and using local and site knowledge when patrolling:
 - Identify breaches of site security.
 - Identification of suspicious people, vehicles and packages.
 - Identify actual or potential hazards.
 - Identify crimes that have been committed, or are in the process of being committed.

LO3: Understand how to control access to and egress from a site.

- The purpose of access and egress control is to:
 - Control who is on site at any given time.
 - Reduce crime.
 - Protect staff and visitors.
 - Deal with evacuations and other emergencies.
- The duties of a Security Officer when using different methods of access and egress control, e.g.
 - Manning gates or checkpoints
 - Checking/issuing passes
 - Maintaining visitor logs
 - Challenging people already on site.
 - Refusing entry and removing unauthorised persons from site.
- The powers and identification requirements of statutory agencies e.g.
 - Statutory agencies are organisations that are allowed by law to enter your site once they have shown identification. The most common statutory agencies that a security officer may encounter are:-
 - Police officers.
 - HM Revenue & Customs.
 - Fire officers / inspectors.
 - Health and Safety Executive warranted inspectors.
 - Environmental health practitioners.

LO4: Understand basic search procedures.

- The conditions that have to be in place before searching can be carried out are:
 - Obtaining permission from the person you wish to search.

- Following the Assignment Instructions.
- The different types of search are:
 - General – everyone is searched.
 - Random – every fifth person or everyone wearing red etc.
 - Specific – selected individual.
- The correct procedures for carrying out personal and vehicle searches
 - Personal searches:
 - Get permission.
 - Be professional.
 - Be non-discriminatory
 - Move the individual to a designated search area, if possible.
 - Only search the same sex as yourself.
 - Vehicle searches:
 - Get permission.
 - Move the vehicle to a safe area and ensure vehicle is parked properly prior to search.
 - Ensure lighting is sufficient and you have all necessary equipment.
 - Observe the driver.
- Actions to be taken in the event of a refusal to be searched:
 - Accurate details of anyone refusing to be searched should be recorded and reported to the site management in line with the guidance given in the Assignment Instructions.
- The information to be recorded in search documentation, e.g.
 - Day of the week, date, time, location of search.
 - Details of person, driver and/or vehicle searched.
 - Details of officer and any witness.
 - Reason for search.
 - Any items found.
 - Any action taken.
 - Signature(s).
- The action to be taken when property is found during a search e.g.
 - Report to your control room and / senior management for advice.
 - Seizure of item and report to senior management.
 - Seizure and arrest.

LO5: Understand the purpose and function of different types of technology, security and monitoring systems in the security environment.

- The types and main purposes of security and monitoring technology
 - Types, e.g.
 - Access control systems – signs, locks, barriers etc.
 - Intruder alarms – detect either movement, light, heat or vibration.
 - Electronic Article Surveillance (EAS) – tags.
 - CCTV systems – to monitor and record site activities.
 - Fire alarms – detect heat and/or smoke.

- Building maintenance systems – alerts staff to faults with equipment e.g. freezer defrosting.
- The main features of security, monitoring and emergency systems, e.g.
 - Security
 - Intruder alarm.
 - EAS.
 - Access control system.
 - Monitoring
 - CCTV
 - Building maintenance system
 - Emergency
 - Fire alarm.
 - Smoke and heat detectors.
- Alarm system operator controls and indicators, e.g.
 - Control panels:
 - Fire alarm.
 - Intruder alarm.
 - Indicators
 - Audible alarm.
 - Flashing lights
- Actions to be taken in response to alarm activations, e.g.
 - Identify the type and location of alarm activation.
 - Follow Assignment Instructions.
- The meaning of the term ‘false alarm’
 - A false report of an emergency, causing unnecessary panic and/or bringing resources (such as the security and/ or emergency services) to a place where they are not needed.

LO6: Understand the law and its relevance to the role of a security officer.

- Relevant legislation to a security officer, e.g.
 - The Private Security Industry Act 2001
 - The Human Rights Act 1988.
 - The Data Protection Act 1998.
 - Equal Opportunities legislation.
 - The Health and Safety at Work Act 1974.
 - Serious Organised Crime and Police Act 2005.
- The correct procedure to be used when dealing with a trespasser:
 - Request them to leave.
 - Explain the reasons for the request.
 - Appeal for them to leave.
 - Confirm that they still refuse to leave peacefully.
 - Take action (eject).
- Arrest procedures:
 - Tell the individual who you are (member of the security team).

- Inform the individual that they are under arrest, the reason why, and that the police have been called.
 - Observe the individual to ensure their welfare and to ensure they do not dispose of evidence.
 - Record the incident as soon possible.
 - Make a formal police statement, if requested.
- What is meant by 'the reasonable use of force'?
 - Criminal Law Act 1967 S3 states that everyone has the authority to use – 'such force as is reasonable in the circumstances in the prevention of crime or in effecting (or assisting in) the lawful arrest of offenders, suspected offenders or persons unlawfully at large.'
- The different types of evidence:
 - Direct.
 - Circumstantial.
 - Hearsay.
 - Oral.
 - Documentary.
 - Real.
 - Forensic.
- The actions to be taken when preserving evidence are:
 - Take control.
 - Call for support.
 - Inform relevant emergency services.
 - Cordon off the area.
 - Restrict access to the scene.
 - Show the police any potential evidence.
 - Record what they have done.
- Reporting procedures following a crime:
 - Follow the guidance in the assignment instructions.
 - Complete a notebook with as much information as possible at the time.
 - Complete a formal incident report as soon as possible after the incident.
 - Complete a police statement, if requested.

LO7: Understand the importance and purpose of reporting and record keeping.

- The different types of records relevant to the role of a security officer:
 - Incident reports.
 - Personal notebooks.
 - Search registers.
 - Visitor's registers.
 - Duty sheets.
 - Accident book.
- The do's and don'ts of report writing:
 - Do write reports that are accurate, brief and clear.
 - Cross mistakes out with a single line and initial.

- Don't erase words, tear out pages, leave blank spaces, overwrite or write in-between lines.
- The importance of an incident report:
 - Potential use as evidence in court.
 - Justifies the actions of the security officer.
 - Accurate record of what happened.
- The information to be recorded in an incident report:
 - Day of the week, date and time of the incident.
 - How you were alerted to the incident.
 - What you saw.
 - Information about incident
 - Those involved
 - What you were told.
 - What happened.
 - What action you took.
 - What the result was.
 - Details of any witnesses.
 - Any descriptions of people or property.
- The do's and don'ts of keeping a notebook:
 - Do:
 - Be accurate.
 - Be brief.
 - Be clear.
 - Write statements written in direct speech.
 - Don't:
 - Use erasers.
 - Tear pages out.
 - Leave blank pages.
 - Overwrite.
 - Write between the lines.
- The content and importance of a hand-over:
 - People still on site.
 - Secure and insecure areas.
 - Areas of vulnerability.
 - Incidents during last shift.
 - Details of ongoing incidents.
 - Missing or outstanding equipment.
 - Any hazards or dangers on site.
 - Expected visitors/deliveries.
 - Messages to action/pass on.
 - Any particular duties/tasks for the next shift.
 - Handover of necessary equipment/keys.
- The NATO phonetic alphabet:
 - Used for clear communications

Application of Communication Skills and Conflict Management for Security Guarding

Overall Aim:

- To develop the knowledge and skills of learners in conflict management, and to facilitate understanding and confidence through their practical application in scenarios.
- This Conflict Management Specification covers a number of security roles performed in a diverse range of environments. Although the environments may contrast, there are common elements to most security roles in terms of communication and conflict management. These can be defined in the generic core of learning objectives set out below.

Use of Practical Scenarios to Aid Learning:

- The training should be further tailored to respond to the specific workplace context of the learning group through the inclusion of highly relevant scenarios. For example, training being delivered to a group of retail security officers will incorporate scenarios such as confronting a shoplifter and calming other persons.
- The scenarios will enhance skills and confidence in the areas covered by giving learners the opportunity to apply knowledge and skills. Awarding Organisations will therefore include relevant practical scenario situations in their training syllabuses and assessment processes.
- The scenarios will be facilitated by the Nominated Tutor within the actual work environment, or at as similar an environment as possible at or near the training venue. The purpose of such scenarios is to actively engage the learners in problem solving common problems and to respect and draw upon their own experiences and ideas. Through effective use of scenarios, learners will be able to relate the training directly to their work.
- It is important that Nominated Tutors ensure the physical and emotional safety of those participating in and/or affected by scenario-based training. Scenarios need to be supervised at all times, with clear briefings to prevent physical confrontation and other risks.
- Consultation has identified common conflict situations. Therefore the training must include at least one practical scenario from each of the four following headings which is appropriate to the role of the learners:

Enforcement Scenario: A situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as access control and identity checks.

Defusing Scenario: A situation that requires demonstration of effective communication skills in calming an emotive situation, such as an angry customer.

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

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

- To ensure each scenario has a clear focus, it should be carefully selected and aligned to the relevant session learning objectives. Scenarios should include issues relating to employment equality, disability and discrimination.
- We recognise that conflict situations may arise in the security industry from interaction with a number of different people, including customers, clients, colleagues, etc. For the purposes of convenience these are described as 'other persons'.

Unit: Working as a CCTV Operator
Unit no: A/600/7381
Credit: 2
Contact time: 14
GLH: 14
Level: 2

This unit will be assessed as per the SIA requirement for assessment set out in the document 'Introduction to Learning Leading Towards Licence-linked Qualifications'
 This unit will be assessed by objective testing.

Learning Outcome	Assessment Criteria
<i>The learner can:</i>	<i>The learner will:</i>
1. Understand CCTV Codes of Practice, Operational Procedures and Guidelines	1.3 Identify the purpose of codes of practice, operational procedures and guidelines 1.4 Identify the impact of codes of practice, operational procedures and guidelines on CCTV operations. 1.5 Identify the value of codes of practice, operational procedures and guidelines to partners, agencies and the public. 1.6 Explain the term “confidentiality” as it applies to the role of a CCTV operator 1.7 State why the control room is kept as a secure environment 1.8 Identify the key features of access control systems 1.9 State the requirements for dealing with authorised and unauthorised visitors to the CCTV control room 1.10 Describe the operator’s responsibilities within the SIA Standards of Behaviour for CCTV Operators
2. Understand relevant Legislation and how it impacts on CCTV operations	2.3 Identify how Data Protection legislation impacts on the role of the CCTV operator 2.4 Identify how Human Rights legislation impacts on the role of the CCTV operator 2.5 Identify the different types of surveillance described by the Regulation of Investigatory Powers legislation 2.6 State how the main provisions of Regulation of Investigatory Powers legislation impact on CCTV operations

Learning Outcome	Assessment Criteria
<i>The learner can:</i>	<i>The learner will:</i>
	<p>2.7 Identify authorisation levels required for surveillance operations under the Regulation of Investigatory Powers legislation</p> <p>2.8 Explain the main provisions of Freedom of Information legislation</p> <p>2.9 State how Freedom of Information legislation differs from Data Protection legislation</p> <p>2.10 Identify how Display Screen Regulations impact on the role of the CCTV operator</p> <p>2.11 Identify the causes, key indicators and means of alleviating stress</p>
<p>3. Understand the Roles and Responsibilities of the CCTV Operator and other CCTV Staff</p>	<p>3.1 Describe the purpose of a CCTV system</p> <p>3.2 Identify the main roles and responsibilities within a typical CCTV control room team</p> <p>3.3 State the importance of accurate and timely communication up and down the reporting chain</p> <p>3.4 Explain the importance of sharing information between the team and other agencies</p> <p>3.5 Explain the importance of the continuity of evidence</p> <p>3.6 Identify the responsibilities of the operator to produce statements and give evidence in court</p> <p>3.7 State the importance of accurate and detailed note taking and record keeping</p>
<p>4. Understand the characteristics of a CCTV system</p>	<p>4.1 Identify the main components of the CCTV system</p> <p>4.2 Describe the main types of CCTV cameras and mountings</p> <p>4.3 Describe how technologies such as ANPR, Biometrics, Visual Recognition, Digital Recording are used with CCTV equipment</p> <p>4.4 Explain the importance of dedicated communication links with third parties</p>
<p>5. Understand how to make effective use of CCTV equipment</p>	<p>5.1 Identify the main types of incidents that a CCTV operator may assist with</p> <p>5.2 Identify typical crime hot spot locations</p> <p>5.3 Describe how local crime and disorder issues affect CCTV operations</p>

Learning Outcome	Assessment Criteria
<i>The learner can:</i>	<i>The learner will:</i>
	5.4 Explain how CCTV operators interact with third parties during an incident 5.5 Identify the appropriate options available to the CCTV operator when the law is broken 5.6 Identify ways in which the CCTV operator can assist the statutory enforcement agencies 5.7 Describe how to recognise an Improvised Explosive Device (IED) 5.8 Explain how CCTV can assist external agencies during a bomb alert 5.9 Explain the reasons for and methods of target selection including equality issues
6. Understand Emergency Procedures in the CCTV Control Room	6.1 State actions to be taken in the event of a access control systems failure 6.2 State the actions to be carried out following receipt of a telephone call warning of a bomb in the CCTV control room 6.3 State the actions to be taken if a suspicious object is found in the CCTV control room 6.4 State the actions to be carried out if an evacuation is ordered 6.5 State the procedures to be followed on re-occupying the CCTV control room after an evacuation

Unit Content

LO1. Understand CCTV Codes of Practice, Operational Procedures and Guidelines

- The purpose of codes of practice, operational procedures and guidelines:
 - Sources of information, for example:
 - Information Commissioner
 - In-house operational procedures
 - Purpose, for example:
 - To comply with the law
 - Protection for the operator/owner
 - To ensure best practice
 - Consistency across systems
- The impact of codes of practice, operational procedures and guidelines on CCTV operations:
 - Improvements to training
 - Reduction of malpractice/complaints

- The value of codes of practice, operational procedures and guidelines to partners, agencies and the public
 - Partners, for example:
 - Ensures clear guidelines for operation
 - Better coordination across partners
 - Agencies, for example:
 - Better working relationships
 - Improved footage for evidence
 - The Public, for example:
 - Accountability
 - Public confidence

- How the term “confidentiality” applies to the role of a CCTV operator:-
 - Who has access to data and/or systems

- Why the control room is kept as a secure environment:
 - Protection of data
 - Protection of systems
 - Personal safety of workers

- The key features of access control systems, for example:
 - Cameras
 - Swipe systems
 - Intercoms

- The requirements for dealing with authorised and unauthorised visitors to the CCTV control room
 - Authorised, for example:
 - CCTV Operators:
 - Signing in/out procedures
 - ID Checks
 - Unauthorised:-
 - Permission must be granted

- The operator’s responsibilities within the SIA Standards of Behaviour for CCTV Operators
 - Appearance
 - Professional attitude and skills
 - General conduct
 - Organisation, company values and standards

LO2. Understand relevant Legislation and how it impacts on CCTV operations

- How Data Protection legislation impacts on the role of the CCTV operator
 - 8 Principles
 - Key points:
 - Correct use of signage
 - System registered with ICO
 - Data collection requirements
 - Data Controller role:-
 - Determines the purposes for which and how the data is processed

- How Human Rights legislation impacts on the role of the CCTV operator
 - European Convention on Human Rights
 - Key points:
 - Necessity
 - Proportionality
 - Right to privacy
 - Infringements
 - Key articles:
 - 6 – Right to a fair trial
 - 8 – Right to a private and family life
 - 14 – Prohibition of Discrimination

- The different types of surveillance described by the Regulation of Investigatory Powers legislation
 - Key types:
 - Covert
 - Overt
 - Directed
 - Intrusive

- How the main provisions of Regulation of Investigatory Powers legislation impact on CCTV operations
 - Key points:
 - Requests for surveillance
 - Authorisation required, for example:-
 - For covert surveillance
 - RIPA vs DPA legislation, for example:
 - Definition of covert

- Authorisation levels required for surveillance operations under the Regulation of Investigatory Powers legislation
 - Covert – e.g. Inspector or above
 - Directed – e.g. Chief Executive or an organisation
 - Intrusive – e.g. Police or similar body

- How the main provisions of Freedom of Information legislation impact on CCTV operations
 - Key points, for example:
 - Type of information that can be requested
 - Who can request information
 - How information must be requested
 - ICO Code of Practice and guidance

- How Freedom of Information legislation differs from Data Protection legislation
 - Types of information affected, for example:
 - FOI - Organisational data
 - Data Protection – Personal data only

- How Display Screen Regulations impact on the role of the CCTV operator, for example:
 - Correct workstation set up

- Correct lighting
- Regular eye tests
- The causes, key indicators and means of alleviating stress
 - Causes:
 - Work related
 - Non-work related
 - Indicators:
 - Physical
 - Emotional
 - Alleviating:
 - Stress management techniques
 - Exercise
 - Healthy diet
 - Relaxation techniques

LO3. Understand the Roles and Responsibilities of the CCTV Operator and other CCTV Staff

- The purpose of a CCTV system, for example:
 - Crime reduction
 - Promoting safety
 - Reducing anti-social behaviour
 - Detection
 - Gathering footage for use as evidence
- The main roles and responsibilities within a typical CCTV control room team:-
 - Operator, for example:
 - Incident reporting
 - Operate equipment correctly
 - Handling evidence in accordance with guidelines
 - Supervisor, for example:
 - Supervises team on a day to day basis
 - Manager
 - Ensure compliance with policies and procedures
 - Owner
 - Data Controller
- The importance of accurate and timely communication up and down the reporting chain, for example:
 - Compliance with legislation and/or policies and procedures
 - Dealing with incidents effectively
 - Production of footage suitable as evidence
 - Audit trail maintained
- The importance of sharing information between the team and other agencies, for example:
 - Prompt response to incidents
 - Gathering evidence/maintain continuity of evidence
 - Audit trail maintained

- The importance of the continuity of evidence, for example:
 - Ensuring admissibility/integrity of evidence
 - Audit trail maintained

- The responsibilities of the operator to produce statements and give evidence in court, for example:
 - Types of evidence
 - Direct/Real – What was seen or heard
 - Primary – Original items or documents
 - Secondary – Copies of primary evidence
 - Requirements of a witness statement
 - Chronological sequence of the events
 - Identify people, events etc.
 - Attend court when required

- The importance of accurate and detailed note taking and record keeping e.g.
 - Compliance with legislation and/or policies and procedures
 - Continuity of evidence
 - Effective handover

 - Audit trail maintained

LO4. Understand the characteristics of a CCTV system

- The main components of the CCTV system, for example:
 - Cameras
 - Controls
 - Monitors
 - Recording equipment, for example:
 - DVD
 - Video
 - Degausser

- The main types of CCTV cameras and mountings, for example:
 - Pan Tilt Zoom
 - Dome
 - Mobile
 - Fixed
 - Analogue
 - Digital

- How technologies such as ANPR, Biometrics, Visual Recognition and Digital Recording are used with CCTV equipment
 - Automatic Number Plate Recognition (ANPR)
 - Identification of vehicles
 - Biometrics
 - Retina recognition
 - Visual recognition
 - Recognition of clothing
 - Digital recording
 - Recorded onto hard drive

- The importance of dedicated communication links with third parties
 - Types, for example:
 - Radio
 - Direct police links
 - Links with partnerships e.g. Pubwatch
 - Importance, for example:
 - Managing incidents effectively
 - Audit trail maintained

LO5. Understand how to make effective use of CCTV equipment

- The main types of incidents that a CCTV operator may assist with, for example:
 - Civil or criminal activity
 - Anti Social Behaviour
 - Crowd management
- Typical crime hot spot locations, for example:
 - Near to licensed premises
 - Car parks
 - Cash machines and banks
 - Retail outlets
- How local crime and disorder issues affect CCTV operations, for example:
 - Targeting specific issues
 - Collaboration with third parties/other agencies
- How CCTV operators interact with third parties during an incident, for example:
 - Receiving and acting on information
 - Providing accurate descriptions
 - Monitoring
- The appropriate options available to the CCTV operator when the law is broken
 - Inform appropriate agency
 - Use of real time recording
- Ways in which the CCTV operator can assist the statutory enforcement agencies:
 - Relevant agencies, for example:
 - Police
 - Fire
 - HMRC
 - Trading Standards
 - Types of assistance, for example:
 - Monitoring
 - Searching/Observation
 - Recording relevant footage for evidence
- How to recognise an Improvised Explosive Device (IED)
 - Possible indicators, for example:
 - Suspicious letter/parcel

- Unattended items
 - People - inappropriate clothing or behaviour
 - Vehicles – location/driver behaviour
- How CCTV can assist external agencies during a bomb alert
 - Searching:
 - For devices
 - For suspects
 - Crowd control
 - Recording relevant footage for evidence
- The reasons for, and methods of, target selection including equality issues
 - Request from agencies
 - Justification
 - Known individual
 - Awareness of relevant legislation, for example:
 - Human Rights – the right to privacy
 - Data Protection – data not kept longer than necessary

LO6. Understand Emergency Procedures in the CCTV Control Room

- Actions to be taken in the event of an access control systems failure, for example:
 - Adherence to relevant policies and procedures:
 - Contingency plans
 - Reporting to relevant agencies
 - Adherence to health and safety requirements
 - Maintaining integrity of evidence
- Actions to be carried out following receipt of a telephone call warning of a bomb in the CCTV control room:
 - Adherence to relevant policies and procedures, for example:-
 - Contingency plans
 - Search procedures
 - Evacuation procedures
 - Report to relevant agencies
- Actions to be taken if a suspicious object is found in the CCTV control room:
 - Adhere to relevant policies and procedures, for example:
 - Informing relevant agencies
 - Contingency plans
 - Evacuation procedures
- Actions to be carried out if an evacuation is ordered
 - Adhere to relevant policies and procedures, for example:
 - Informing relevant agencies
 - Contingency plans
 - Evacuation procedures
- Procedures to be followed on re-occupying the CCTV control room after an evacuation, for example:
 - Adhere to relevant policies and procedures e.g.

- Await authority to re-enter the room
- Check the CCTV system
- Re-establish communications with relevant agencies
- Report the incident

Standards of Behaviour for CCTV Operatives (PSS)

Personal Appearance

An operator should at all times:

- Wear clothing, which is smart, presentable and is in accordance with the employer's guidelines.
- Be in possession of his/her Security Industry Authority licence whilst on duty.

Professional Attitude & Skills

When on duty, an operator should:

- 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 CCTV Operator's (PSS) 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

In carrying out his/her duty, an operator should:

- Never solicit or accept any bribe or other consideration from any person.
- Not drink alcohol or be under the influence of alcohol or un-prescribed drugs.
- Not display preferential treatment towards individuals.
- Never abuse his/her position of authority.
- Never bring unauthorised equipment into the control room.
- Never remove equipment from the control room without authorisation.
- Comply fully with employer's codes of practice and guidelines.

Organisation/Company Values and Standards

An operator should:

- Comply with the employer's policies, procedures and objectives

Where a contracting company is operating a CCTV system for a systems owner, policies, procedures and objectives should be agreed as part of the contract before taking over responsibility for the CCTV system.

Unit: Working as a Door Supervisor
Unit no: K/600/6307
Credit: 1
Contact time: 10
GLH: 10
Level: 2

This unit will be assessed as per the SIA requirement for assessment set out in the document 'Core learning leading to licence-linked qualifications'.
 This unit will be assessed by objective testing.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the behaviour appropriate for individual door supervisors, as defined by the Security Industry Authority's (SIA) Standards of Behaviour	1.1 Identify the key elements of the SIA's Standards of Behaviour for door supervisors 1.2 State the reasons why standards of behaviour are required 1.3 Identify the requirements specifically relating to SIA licensing 1.4 Define the role and objectives of the door supervisor 1.5 Identify the key qualities of a door supervisor
2. Understand the elements of civil and criminal law relevant to door supervisors	2.1 State the law relating to use of force 2.2 Identify the different types of assault as defined by law 2.3 List offences against property that a door supervisor may come across 2.4 State the options available to a door supervisor when the law is broken
3. Understand search procedures and the reasons for having them	3.1 State the importance of an admissions policy 3.2 Identify common areas that can be included in an admissions policy 3.3 Identify the reasons for searching premises 3.4 State how to search people and their property 3.5 State the differences between general, random and specific searches 3.6 Identify the hazards involved with conducting searches and appropriate precautions that can be taken 3.7 State the definitions of offensive weapons 3.8 Outline the procedures for handling and

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	recording articles, including drugs, seized during a search
4. Understand the powers of arrest and related procedures	<p>4.1 Identify indictable offences</p> <p>4.2 Identify factors to consider when deciding whether to make a citizen's arrest</p> <p>4.3 Outline the procedures for making a citizen's arrest</p> <p>4.4 Outline the procedures to be followed after a citizen's arrest</p>
5. Understand relevant drug legislation and its relevance to the role of the door supervisor	<p>5.1 Identify aspects of current drugs legislation that apply to the role of the door supervisor</p> <p>5.2 State the common indicators of drug misuse</p> <p>5.3 Identify common types of illegal drugs</p> <p>5.4 State how to recognise signs of drug dealing</p> <p>5.5 Outline the procedure for dealing with customers found to be in possession of drugs</p> <p>5.6 State how to dispose of drug related litter and waste safely</p>
6. Understand incident recording and crime scene preservation	<p>6.1 Identify the types of, and reasons for, records needed to be kept by a door supervisor</p> <p>6.2 Identify incidents which need to be recorded and when the police are to be called</p> <p>6.3 State the procedures for record keeping</p> <p>6.4 Identify the different types of evidence</p> <p>6.5 Outline the rules to be followed to appropriately preserve evidence and crime scenes</p>
7. Understand licensing law and social responsibility	<p>7.1 State the licensing objectives under current alcohol licensing legislation</p> <p>7.2 State the different types of licences issued and the activities they allow</p> <p>7.3 State circumstances under which customers can be ejected</p> <p>7.4 State police powers with regard to licensed premises</p> <p>7.5 State the powers of entry of authorised persons</p> <p>7.6 Outline the rights and duties of licensees and</p>

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	door supervisors as their representatives
	7.7 Outline relevant legislation regarding children and young people
	7.8 Identify activities considered unlawful under licensing, gaming and sexual offences legislation
8. Understand and be able to follow procedures for emergency situations	8.1 Identify common human responses in an emergency situation
	8.2 State the reasons for having fire risk assessments and maximum occupancy figures
	8.3 Identify behaviours that could indicate unusual and suspicious activity
	8.4 Identify current counter terrorism issues and procedures as they relate to the role of a door supervisor
	8.5 Identify common situations requiring first aid that occur in licensed premises
	8.6 State how to safely dispose of contaminated waste

Unit Content

LO1 Understand the behaviour appropriate for individual door supervisors, as defined by the Security Industry Authority's (SIA) Standards of Behaviour

- The key elements of the SIA's Standards of Behaviour for door supervisors:
 - Personal appearance
 - Professional attitude and skills
 - General conduct
 - Organisation, Company values and Standards
- Reasons why standards of behaviour are required:
 - Set, raise and maintain national standards of Door Supervisors' behaviour
- Requirements specifically relating to SIA licensing:
 - Training
 - Criminal record check
 - Having and displaying an SIA Licence
 - Co-operating with officials
- The role and objectives of the door supervisor:
 - Controlling entry
 - Maintaining order
 - Ensuring customers have an enjoyable experience in a safe environment
- The key qualities of a door supervisor:

- Approachable
- Assertive
- Smart appearance
- Work well in a team

LO2 Understand the elements of civil and criminal law relevant to door supervisors

- The law relating to use of force, for example:
 - What is 'necessary' and 'reasonable'
 - Common law - self defence,
 - Criminal Law Act 1967, Section 3.
- The different types of assault as defined by law, for example:
 - Murder
 - Sexual assault
 - ABH
- Offences against property that a door supervisor may come across, for example:
 - Criminal damage
 - Arson
 - Theft
 - Burglary
- The options available to a door supervisor when the law is broken, for example:
 - Arrest
 - Ejection
 - Call the police

LO3 Understand search procedures and the reasons for having them

- The importance of an admissions policy:
 - To stop unwanted people
 - To check for drugs
 - To check for weapons
- Common areas that can be included in an admissions policy, for example:
 - Maximum numbers
 - Checking for customers who are drunk or on drugs
 - Attitude of the customer
 - Dress code
 - Age restrictions
 - Search policy
- The reasons for searching premises, for example:
 - Look for suspect packages
 - Search for drugs or weapons
 - To meet H&S requirements e.g. identify hazards
- How to search people and their property:
 - Gain permission from customer

- Same sex search
- Follow the search policy
- In view of CCTV if possible
- The differences between general, random and specific searches:
 - General
 - Everyone searched
 - Random
 - Selection of people
 - Specific
 - Specific individual searched
- The hazards involved with conducting searches and appropriate precautions that can be taken e.g.
 - Hazards, for example:
 - Needles
 - Weapons
 - Violence
 - Precautions
 - Use of PPE e.g. needle proof gloves
 - In view of CCTV if possible
- The definitions of offensive weapons
 - Made, adapted or intended to cause harm
- The procedures for handling and recording articles, including drugs, seized during a search e.g.
 - Work as a team
 - Record the details in relevant documentation
 - Place items in a security area e.g. safe

LO4 Understand the powers of arrest and related procedures

- Indictable offences
 - Can go to crown court for:
 - Murder
 - Rape
 - Serious assaults
 - Offences against property
- Factors to consider when deciding whether to make a citizen's arrest, for example:
 - Are there reasonable grounds for arrest?
 - Is it an indictable offence?
 - Evidence
 - Personal Safety
- The procedures for making a citizen's arrest
 - Informing detainee e.g.
 - That they are being arrested
 - Why they are being arrested
 - Reasons for arrest

- That the police will be called
 - Detain the person
- The procedures to be followed after a citizen's arrest:
 - Responsibility of the Door Supervisor
 - Ensure evidence is not disposed of
 - Prevent self harm
 - Assisting the police
 - Details of any witnesses
 - Handover any evidence
 - Complete required documentation
 - Attending court if required

LO5 Understand relevant drug legislation and its relevance to the role of the door supervisor

- Aspects of current drugs legislation that apply to the role of the door supervisor
 - Misuse of drugs act 1971
 - Possession
 - Possession with intent to supply
- The common indicators of drug misuse, for example:
 - Uncoordinated behaviour
 - Dilated pupils
 - Anxiety
 - Powder marks around the nose
- Common types of illegal drugs
 - Classes
 - A – Heroin, Cocaine, Ecstasy
 - B - Cannabis, Amphetamines
 - C - Tranquilisers, anabolic steroids
- How to recognise signs of drug dealing
 - Suspicious behaviour, for example:
 - Frequent trips to the toilets
 - Many customers approaching one individual
 - Drugs paraphernalia, for example:
 - Used needles
- The procedure for dealing with customers found to be in possession of drugs:
 - Seizure of drugs
 - Possible arrest
 - Inform the relevant manager e.g. DPS
 - Complete relevant documentation
- How to safely dispose of drug related litter and waste, for example:
 - Use PPE – needle proof gloves
 - Use sharps boxes if available
 - Dispose of bloodstained tissues down the toilet

LO6 Understand incident recording and crime scene preservation

- The types of records needed to be kept by a door supervisor and reasons for this:
 - Types, for example:
 - Incident reports
 - Personal notebook
 - Accident book
 - Reasons, for example:
 - Potential use as evidence
 - Could be required in court
 - Self protection

- Incidents that need to be recorded and when the police are to be called, for example:
 - Arrests
 - Any use of force
 - Accidents
 - Drug seizures

- The procedures for record keeping, for example:
 - Being in line with company policy
 - Completed promptly
 - Accurate
 - Notebook rules

- The different types of evidence:
 - Direct
 - Something seen, heard or experienced by the DS
 - Circumstantial
 - Indirect
 - Hearsay
 - Heard from another person
 - Documentary
 - Notebook or incident log
 - Real
 - Produced as an exhibit e.g. weapons
 - Forensic
 - Scientific evidence e.g. fingerprints

- The rules to be followed to appropriately preserve evidence and crime scenes:
 - Control the area
 - Call for support
 - Contact emergency services
 - Cordon off area
 - Restrict access
 - Record actions

LO7 Understand licensing law and social responsibility

- The licensing objectives under current alcohol licensing legislation:
 - The Licensing Act 2003
 - Prevent crime and disorder
 - Public safety

- Prevention of public nuisance
 - Protection of children from harm
- The different types of licences issued and the activities they allow, for example:
 - Personal licence
 - Issued to an individual to allow them to sell or authorise the sale of alcohol on licensed premises
 - Premises licence
 - Issued for premises to allow one or more of the licensable activities to take place
- The circumstances under which customers can be ejected, for example:
 - Intoxication
 - Drug use
 - Violence
- Police powers with regard to licensed premises, for example:
 - Right to entry and search premises
 - Closure of premises
- The powers of entry of authorised persons, for example:
 - Authorities
 - Licensing authorities
 - Fire safety inspector
 - Environmental Health Officer
 - Powers
 - Right to enter licensed premises at any reasonable time to carry out statutory duties.
- The rights and duties of licensees and door supervisors as their representatives
 - Admission policy
 - Maintaining order in line with licensing objectives

LO8 Understand and be able to follow procedures for emergency situations

- Common human responses in an emergency situation, for example:
 - Panic
 - Ignoring the emergency
 - Following usual exits rather than fire exits
- The reasons for having fire risk assessments and maximum occupancy figures, for example:
 - Legal requirement
 - Customer & staff safety
 - Effective evacuations
- Behaviours that could indicate unusual and suspicious activity:
 - Particular interest in venue
 - Interest in CCTV systems
 - Interest in security arrangements
 - Loitering
 - Photography

- Making notes
 - False alarm activations
 - Signs of forced entry
- Current counter terrorism issues and procedures as they relate to the role of a door supervisor:
 - Vigilance in and near the venue
 - Searching customers and bags on entry
 - Regular patrols
 - Suspicious of people taking an interest in security measures
 - Parked vehicles with occupants
 - Unoccupied vehicles unattended for long periods
- Common situations requiring first aid that occur in licensed premises:
 - Alcohol misuse
 - Cuts and bruises
 - Drug misuse
 - Heat exhaustion
- How to safely dispose of contaminated waste, for example:
 - Use of sharps boxes
 - Flushing bloodstained tissues down the toilet
 - Use appropriate PPE

Application of Communication Skills and Conflict Management for Door Supervisors

Aim:

To observe, discuss and participate in scenario situations requiring effective communication skills and conflict management. This is so that learners become aware of situations likely to lead to conflict and can apply knowledge of effective communication and conflict management skills to these situations.

1. Refusing entry to a customer on the grounds of:

- the venue already being full to capacity
- being under the influence of drink and/or drugs
- being underage
- not being suitably dressed
- not being able to pay the entrance fee
- refusal to be searched
- being found in possession of weapons or drugs
- being banned or under an exclusion order

Objective:

By the end of this session learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.

2. Ejecting a customer from the venue due to:

- breaches of criminal law (theft, damage, assaults, drugs etc)
- breaches of licensing law (being drunk, violent, quarrelsome etc)
- breaches of house rules (dancing on tables, bottles on the dance floor etc)

Objective:

By the end of this session learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.

3. Incidents inside the venue, such as:

- advising/reprimanding for behaviour (breaches of house rules)
- a first aid situation
- undertaking an arrest of a customer for an arrestable offence
- failing to adhere to drinking-up times
- domestic disputes
- other disputes (customer vs. bar staff, complaints about service etc.)
- arguments/fights
- lost property (coat/bag/keys etc)
- dealing with incidents that lead outside of the premises – what should be the door supervisor's obligations.

Objective:

By the end of this session learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict. They will also understand the law about arrest in relation to a door supervisor's role.

Scenario Situations:

The following are examples of scenarios which should be used as role plays and in discussions to reinforce the communication skills and conflict management learning. Nominated Tutors are recommended to use at least one from each section below.

Refusal scenarios:

1. Refuse entry to customers when the venue is full, explaining why no more people can come in, explaining that they may be allowed in if and when other customers leave.
2. Refuse entry to someone who is obviously under the influence of drink or drugs. Some customers may complain, but go away; others will argue and may become aggressive.
3. Refuse entry to someone who appears to be under the age of 18 (or 21), and cannot provide appropriate ID.
4. Refuse entry to someone who breaches the venue's dress code, i.e. someone wearing trainers where this is not allowed.
5. Refuse 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. Refuse entry to someone who refuses to be searched as a part of the entry conditions.
7. Refuse entry to someone found in possession of either an offensive weapon or drugs.
8. Refuse 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. Refuse entry to someone who behaves aggressively at the point of entry, and is therefore not suitable to be allowed in.

Ejection scenarios:

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

Incident scenarios:

13. Advise a customer regarding unacceptable behaviour inside the venue. Try to stop the behaviour, warning the customer about further action if the behaviour persists.
14. Deal with a first aid incident where other drunken customers try to take over.
15. Deal with a domestic dispute which turns into a noisy incident inside the venue.
16. Deal 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. Deal with various aggressive arguments between customers, to try to prevent them from turning physical.
18. Deal with customers (usually drunk) who refuse to leave the premises at closing time.
19. Arrest a customer as a last resort. Some customers will comply with the arrest; others will become argumentative or aggressive.
20. Deal with people in the 14-18 age group who may be under the influence of alcohol or drugs.

Standards of Behaviour for Door Supervisors

A door supervisor should at all times:

- Wear clothing which is smart, presentable, easily identifies the individual as a door supervisor, 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 & Skills

A door supervisor should:

- Greet visitors to the licensed premises in a friendly and courteous manner.
- Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the Door Supervisors responsibility.
- Carry out his/her duties in a professional and courteous manner with due regard and consideration to others.
- Behave with personal integrity and understanding.
- Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues.
- Be fit for work and remain alert at all times.
- Develop knowledge of local services and amenities appropriately.

General Conduct

In carrying out his/her duty, a door supervisor should:

- Never solicit or accept any bribe or other consideration from any person.
- Not drink alcohol or be under the influence of alcohol or drugs.
- Not display preferential treatment towards individuals.
- Never abuse his/her position of authority.
- Never carry any item which is or could be considered to be threatening.
- Report all incidents to the management.
- Co-operate fully with members of the Police, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the licensed premises or the way they are run.

Organisation / Company Values and Standards

A door supervisor should:

- Adhere to the employing organisation/company standards.
- Be perceptive of the employing organisation/company culture and values.
- Contribute to the goals and objectives of the employing organisation/company.

Unit: Understanding security and loss prevention in a retail business
Unit no: K/502/5817
Credit: 2
GLH: 15
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Know the range of security risks faced by a retail business	1.1 Describe the types of criminal activity which commonly occur in retail businesses 1.2 Identify the types of merchandise at greatest risk of theft and the reason for this
2. Understand the effect which crime has on a retail business and its staff	2.1 Describe how crime can affect the profits of a retail business 2.2 Describe how crime can affect people working in retail
3. Know what actions can be taken to prevent crime in a retail business	3.1 Outline actions and precautions typically taken to secure: <ul style="list-style-type: none"> • stock • premises • cash • people • information 3.2 Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock
4. Know how security incidents should be dealt with	4.1 Describe what action should be undertaken in the event of an observed or suspected theft 4.2 Describe the steps employees should take to safeguard their own personal security 4.3 State when security incidents should be referred to senior staff

Unit: Learning with Colleagues and Other Learners
Unit no: Y/501/5915
Credit: 2
GLH: 20
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the importance of learning with colleagues or other learners	1.1 Explain why learning with their colleagues or other learners is important for their own development
2. Plan the learning they will undertake with colleagues or other learners	2.1 Describe a learning goal which they will be able to undertake with colleagues or other learners
	2.2 Explain how they will work towards achieving the learning goal
3. Be able to interact appropriately with colleagues or other learners in a learning situation	3.1 Respond appropriately to advice from others
	3.2 Express beliefs and opinions to others appropriately
	3.3 Give helpful feedback to others
4. Review the learning they have undertaken with colleagues or other learners	4.1 Give examples of how they have learned with colleagues or other learners
	4.2 Reflect on their experience of learning with a group of other colleagues or other learners

Unit: Communicating Solutions to Others
Unit no: R/501/5895
Credit: 2
GLH: 20
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand why they need to solve a problem	1.1 Describe a possible problem to solve 1.2 Explain why the problem requires a solution 1.3 Describe a way to solve the problem
2. Communicate the solution effectively to others	2.1 Using appropriate communication methods, explain to others how the problem was solved 2.2 Use appropriate information to support their explanation
3. Provide appropriate responses to questions or objections	3.1 Identify possible questions or objections to their solutions to a problem 3.2 Plan how to deal with feedback and questions from others in the group 3.3 Respond appropriately to questions or objections from others
4. Evaluate their performance	4.1 Evaluate how effective their performance was 4.2 Suggest areas for improvement

Unit: Effectiveness at Work
Unit no: J/501/5912
Credit: 1
GLH: 10
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand effective workplace behaviour	1.1 Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside of the workplace
2. Demonstrate effective working practice	2.1 Interact appropriately with a wide range of colleagues in the workplace
	2.2 Represent the workplace positively when dealing with customers or others outside of the workplace
	2.3 Apply organisational procedures appropriately
3. Evaluate their own practice	3.1 Describe what went well and what did not
	3.2 Suggest areas for improvement of their performance

Unit: Working in a Team
Unit no: R/501/6058
Credit: 3
GLH: 30
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the advantages and disadvantages of having a team complete a task	1.1 Explain the advantages and disadvantages of having a team complete a task
2. Understand the need for a team to work to an agreed code of conduct	2.1 Identify a code of conduct for effective team work
	2.2 Explain the likely consequences of team members not following a code of conduct
3. Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team
	3.2 Identify some relevant strengths, skills and experiences that other members bring to a particular team
4. Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1 Agree with other team members the roles and responsibilities of each member of the team
	4.2 Explain how each role contributes to the team's objectives and the completion of the team task
5. Work positively as a member of a team	5.1 Describe ways in which respect was shown for the ideas and suggestions of others
	5.2 Identify relevant ideas and suggestions which were given which helped the team to complete their task
	5.3 Describe ways in which help, support or advice was given to team members where appropriate
	5.4 Explain why it is important to respond positively to advice or constructive criticism
	5.5 Complete tasks allocated to the required standard and on time
6. Reflect on the performance of a team	6.1 Discuss how their individual performance contributed to the overall performance of the team

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>6.2 Outline ways in which the team as a whole performed effectively</p> <p>6.3 Outline areas in which the team could improve its team work skills.</p>

Unit: Building Working Relationships with Colleagues

Unit no: L/501/6107

Credit: 2

GLH: 20

Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how people in the workplace depend on one another	1.2 Explain the interdependencies between different people in a workplace
2. Understand how an individual's behaviour affects other people at work	2.1 Describe how the positive behaviour of one person can affect others in the workplace
	2.2 Describe how the negative behaviour of one person can affect others in the workplace
3. Be able to demonstrate positive behaviours that promote effective working with others	3.1 Communicate clearly with colleagues
	3.2 Resolve differences with colleagues amicably
	3.3 Offer help and guidance to colleagues and accept their help and guidance
	3.4 Offer ideas, suggestions and opinions to colleagues
	3.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately

Unit: Setting and Meeting Targets at Work
Unit no: D/501/6113
Credit: 2
GLH: 20
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to develop and confirm personal targets	1.1 Develop personal targets that are appropriate for a workplace situation 1.2 Identify relevant team or organisational targets which relate to own personal targets 1.3 Confirm own personal targets with an appropriate person 1.4 Present own personal targets in an appropriate format to suit organisational requirements
2. Review progress against own targets	2.1 Identify an appropriate review point 2.2 Review own progress with an appropriate person 2.3 Discuss and agree with an appropriate person what has been achieved and what, if anything, is still to be achieved

Unit: Contributing to Meetings

Unit no: Y/501/5896

Credit: 1

GLH: 10

Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Know key aspects of meetings	1.1 Describe key aspects of the meeting process and procedures
2. Know solutions to common meeting problems	2.1 Describe appropriate solutions to common meeting problems
3. Be able to contribute to the discussion at a meeting	3.1 Record personal notes from meeting 3.2 Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting
4. Be able to take responsibility for an agenda item at a meeting	4.1 Present an agenda item at a meeting 4.2 Answer questions to help move the discussion forward and reach decisions

Unit: Developing Personal Skills For Leadership
Unit no: K/501/5904
Credit: 2
GLH: 20
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the main features of leadership	1.1 Describe the main features of leadership 1.2 Explain how their own skills and qualities relate to the main features of leadership
2. Plan how to demonstrate leadership skills	2.1 Describe the range of skills they will use to lead others 2.2 Explain how they will put these skills into practice in order to lead others
3. Prepare for a leadership activity	3.1 Select a suitable activity to demonstrate their leadership skills 3.2 Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

Unit: Practising Leadership Skills with Others
Unit no: D/501/5916
Credit: 2
GLH: 20
Level: 2

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to lead a group activity	1.1 Explain how their leadership skills will contribute to a given group activity
2. Demonstrate effective leadership skills with others	2.1 Give support to other members of the group 2.2 Allocate tasks and activities appropriately to other members of the group 2.3 Give and receive appropriate feedback 2.4 Make decisions about tasks and activities appropriately
3. Evaluate their leadership performance	3.1 Carry out an evaluation of their leadership performance 3.2 Suggest areas for improvement of their leadership performance