

## EDI Level 2 Certificate for Door Supervisors



Supporting learning  
and performance

### Specification

Effective from: 1 October 2008

Accreditation Number:  
500/1634/9

VRQS0048



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## About EDI

EDI is one of the largest awarders of accredited vocational qualifications in the UK and has been involved in providing qualifications for employment for over 100 years. We work with over 1400 centres and we award over 140,000 vocational qualification certificates every year. Our vocational qualifications are developed in collaboration with industry and are used by students and employers as a benchmark for practical skills and quality. They include National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs), Vocationally Related Qualifications (VRQs), Technical Certificates, apprenticeships and Skills for Life qualifications.

EDI qualifications are accredited on the National Qualifications Framework and are eligible for government funding. EDI qualifications are also accredited on the Qualifications and Credit Framework (QCF). EDI offers unrivalled centre support, through online administration, resources and customer care.

In addition, EDI provides a wide range of services for training providers, colleges, employers and schools including customised assessments, bespoke training programmes, innovative interactive online assessments mapped to the national curriculum, an electronic portfolio system, access to high volume printing and broadband facilities. For more details, please visit the EDI website: [www.ediplc.com](http://www.ediplc.com).

## EDI Level 2 Certificate for Door Supervisors

The qualification is based on the SIA specification for core competency training for Door Supervisors, which covers the necessary understanding and skills required by individuals who work to provide a more secure leisure environment.

### Aims

- To provide the learner with the basic knowledge and understanding to ensure the provision of a professional level of service as a door supervisor; and to address the licensing requirements in the SIA regulated, operational environment.

### Objectives

- Develop the learner's understanding of the roles and responsibilities of door supervisors working in a secure leisure environment, and the relevance of regulations within which they must operate.
- Provide the learner with knowledge of work systems and procedures.
- Develop the learner's knowledge of health and safety in the workplace including awareness of emergency procedures.
- Provide the learner with knowledge of the law and legal issues.
- Enable the learner to implement effective methods of communication.
- Develop the learner's abilities to recognise, defuse and resolve conflict situations.

# Previous learning requirements

## What learners will need to know before starting the programme

There is no pre-requisite knowledge or skills required before commencing this programme.

## What level of key skills will be required?

Learners should be able to work at or above Level 1 Communication, Problem Solving and Working with Others.

Learners who are not operating at this level may require support with literacy in order to achieve a successful outcome.

## Target Group

The EDI Level 2 Certificate for Door Supervisors is a programme designed to meet the needs of learners who require a qualification which will enable them to apply for a Security Industry Authority (SIA) licence for door supervision.

## Progression

Opportunities for further learning and/or qualifications could include:

- Level 2 NVQ/SVQ in Providing Security Services
- Level 2 Security Practitioner
- BCUC Foundation Degree in Protective Security

Plus other qualifications suitable for licensing in associated job roles:

- EDI Level 2 Certificate for CCTV Operatives (PSS)
- Level 3 Certificate in Close Protection
- Level 3 Certificate in Close Protection

## Guided learning hours

The SIA regulations are:

“In order to obtain an SIA licence you will need to show that you are trained to the right level. This applies to front-line staff only.

To get one of the qualifications linked to door supervisor licensing, you will need to attend a two part training course and take and pass two exams. The course may be delivered over 4 days or during weekends and/or evening sessions. The total training time will always be 30 hours, which includes two hours of exams.

Part 1 - Role and Responsibilities of Door Supervisors in the Security Industry Environment (14 hours)

Part 2 - Communication Skills and Conflict Management (14 hours)”

From the SIA website.

## Support

The Centre Support Pack for this qualification includes detailed mapping to National Occupational Standards and Key Skills, together with assessment and verification requirements and guidance for the test.

In addition the Centre Support Pack contains complete documentation for internal assessment and sample multiple choice test questions.

Our website [www.ediplc.com](http://www.ediplc.com) includes the most up-to-date information about this qualification, and details of any training events that will be taking place to support users of this qualification.

## Candidates with particular assessment requirements

We recognise that some candidates will have particular assessment requirements. EDI's policy for candidates with particular requirements is stated in the 'Administration Guide for EDI Centres', which is available via [www.ediplc.com](http://www.ediplc.com) or by contacting [enquiries@ediplc.com](mailto:enquiries@ediplc.com)



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## Structure of the qualification

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The EDI Level 2 Certificate for Door Supervisors will be awarded to learners who successfully complete the learning outcomes and assessments for the following mandatory units:

- Unit 1: Roles and responsibilities of door supervisors
- Unit 2: Conflict management for door supervisors

### Assessment objectives

The assessments enable learners to demonstrate their knowledge and understanding of:

- the role of door supervisors in the leisure and security industries
- applying the law to the role of a door supervisor
- the day-to-day activities of door supervisors
- health and safety responsibilities within the role of door supervisors
- basic communication skills
- the requirements for customer care
- situations leading to conflict

## Assessment

### Assessment methods

Each unit is assessed by a separate multiple choice test which is externally set and marked by EDI.

Learners claiming exception from part of the training must supply original certificates. It is the duty of the centres to ensure that these comply with the listed Security Industry Authority exemptions.

[http://www.the-sia.org.uk/home/licensing/door\\_supervision/wizard/wizard\\_training\\_ds.htm](http://www.the-sia.org.uk/home/licensing/door_supervision/wizard/wizard_training_ds.htm)

### Assessment and Grading Criteria

Each unit is achieved by meeting the assessment criteria outlined in the unit specification. All of the assessment criteria must be met for the units offered; high achievement in one unit cannot compensate for failure to achieve all the assessment criteria for the other unit.

The EDI certificate is awarded to learners who pass the 2 mandatory units. There are no further categories of pass; the certificate is not graded.

## **Multiple-choice tests**

The multiple-choice test is set and marked by EDI. We will send the test to the Centre with Candidate Answer Sheets after the Centre has registered the candidates with EDI. The test must be stored in a secure location until the date of the test.

At the end of the paper-based test, all materials must be collected and returned to EDI. The Candidate Answer Sheets are then scored and moderated by EDI.

All multiple-choice tests must be carried out in accordance with the EDI *Rules for the Conduct of External Assessment - Multiple Choice Tests* which are sent to registered Examination Centres.

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## Appeals Procedure for Learners

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If a learner is dissatisfied with an assessment outcome, they have the right of appeal. There are 3 stages in the appeals procedure and each stage must be exhausted before proceeding to the next one. Learners are advised to keep their own copies of all the documents used in the appeals procedure.

The main reasons for an appeal are likely to be:

- learners do not understand why they are not yet regarded as competent, due to lack of or unclear feedback from the Assessor
- learners believe they are competent and that the Assessor has misjudged them, or has failed to utilise some vital evidence.

### Stage 1

If learners receive a decision they are unsatisfied with, they have the right to appeal directly to the Assessor who carried out the assessment. The appeal must be in writing and clearly indicate:

- the points of disagreement
- the evidence in the portfolio that the learners believe meets the requirements for claiming competence.

### Stage 2

Learners who are not satisfied with the outcome of their Stage 1 appeal can next appeal to the centre Internal Verifier. This appeal must be in writing, but need not repeat the detail provided at Stage 1 as all the documentation used at Stage 1 will be passed to the Internal Verifier.

### Stage 3

Learners who are not satisfied with the outcome of their Stage 2 appeal and who have exhausted all centre appeals procedures may proceed to Stage 3. This appeal must be in writing to the EDI Compliance Manager, and must be accompanied by copies of all documentation from Stages 1 and 2. There must also be evidence that the learner has exhausted all the centre internal appeals procedures

An investigation will be undertaken on behalf of EDI and the EDI appeals panel will compile a report for consideration. This consideration will lead to one of two decisions:

- EITHER the appeal will either be upheld or rejected
- OR the appeals panel will appoint an independent Assessor and require the learner to re-submit their portfolio and be available for interview on an agreed date. The independent Assessor will then report to the appeals panel. The appeal will either be rejected or upheld.

The decision of the appeals panel will be final.

## **Fee for Appeal**

A fee is payable for an appeal. The current fee is listed in the Fee Sheet available from EDI Customer Service. The fee will be refunded if the appeal is upheld.

## **Summary**

The appeals procedure aims to ensure the following:

- the operation of the appeals procedure, and results arising from it, are monitored to determine future policy
- all learners' complaints are acknowledged and investigated to establish the facts and evidence supporting the appeal. If a complaint is considered justified, remedial action will be taken
- all learners who register an appeal will receive a formal reply within 8 weeks. It is intended that the response will be to the mutual satisfaction of the learner and EDI

The appeals procedure must be communicated/available in writing to all learners as well as the action they need to take to make use of it.

## **Composition of the Appeals Panel**

The appeals panel will comprise the chair and three independent members of the Standing Committee, the Head of Product Development and the Compliance Manager.

# Learning Outcomes and Assessment Criteria

## Unit 1: Roles and responsibilities of door supervisors

### About This Unit

This unit provides an overview of the role of door supervisors within the leisure and security industries providing a clear understanding of the range of skills required. It emphasises the degree of professionalism now expected from door supervisors with particular reference to standards of behaviour.

The unit will develop your knowledge and understanding of the regulatory framework in which you have to function as a door supervisor when carrying out day to day activities.

You will explore and apply health and safety responsibilities within your job role.

### Learning Outcomes

In order to achieve the learning outcomes you must be able to:-

- LO1:** Explain the role of door supervisors in the leisure and security industries
- LO2:** Understand and apply the law to the role of a door supervisor
- LO3:** Describe the day-to-day activities of door supervisors
- LO4:** Apply health and safety responsibilities within the role of door supervisors

# Content

## Learning Outcome 1

### Explain the role of door supervisors in the leisure and security industries

- Key authorities; their role within the leisure and security industries in relation to door supervision:  
Examples:
  - British Standards Institute (BSI) – BS7690
  - Local authorities
  - Police
  - National Security Inspectorate (NSI)
  - Security Industry Authority (SIA)
  
- The Private Security Industry Act 2001; requirements for door supervision
  - SIA's requirements for licensing and enforcement
  - Types of licence
    - Front-line
    - Non front-line
    - Penalties for operating without a licence
  
- Qualities a door supervisor should possess  
Examples:
  - Approachable
  - Assertive
  - Friendly
  - Informative
  - Knowledgeable
  - Polite
  - Smart appearance
  - Team player
  
- The main roles of a door supervisor whilst on duty:
  - Monitor any enforced Health and Safety procedures
  - Control access
  - Provide customer interface
  - Deter/detect criminal activities
  
- The main responsibilities of a door supervisor whilst on duty
  - Carry out work related tasks in accordance with employers instructions
  - Represent the company in a professional manner
  - Act lawfully within the confines of authority
  - Access control
  - Control of behaviour inside the premises
  - Comply with Health and Safety procedures which ensures the safety of self and others
  - Searching, evicting and arresting people

- Contribute to the administrative processes
  - Examples:
    - Completing accident book
    - Completing rejection book
    - Completing reports
    - Maintaining notebooks
    - Making statements
    - Signing in and out
    - Visitor passes/guest list
  
- The SIA Code of Behaviour for door supervisors
  - Reasons for having behavioural standards for door supervisors
  - Personal appearance:
    - Wear clothing which is smart, presentable, easily identifies the individual as a door supervisor and in accordance with employer guidelines
    - Wear SIA licence visibly, displaying photograph, whilst on duty
  - Attitudes and skills:
    - Greet visitors to the licensed premises in a friendly and courteous manner
    - Act fairly; do not show discrimination
    - Carry out duties in a professional and courteous manner
    - Behave with personal integrity and understanding
    - Use moderate language, which is not defamatory or abusive, when dealing with the public or colleagues
    - Be fit for work and remain alert
    - Develop knowledge of local services and amenities
  - General conduct:
    - Never solicit or accept any bribe or other consideration from any person
    - Do not drink alcohol or be under the influence of alcohol or drugs
    - Do 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 with the police, local authorities, SIA and other statutory agencies with an interest in the licensed premises or the way they are run
  - Company values and standards:
    - 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 organisation/company

## Learning Outcome 2

### Understand and apply the law to the role of a door supervisor

- Civil and criminal law relevant to door supervisors
  - Define 'civil' and 'criminal' actions
  - Requirements relating to the use of 'force'
    - What is meant by 'reasonable' and 'necessary' force
    - Limitations to the use of force
      - Defence of yourself and others
      - Protection of property
      - Lawful restraint
      - 'Proportionality' in relation to the use of force
    - Justification of use of force
      - To self and others
      - In court
  - Types of assault and other criminal offences encountered by door supervisors  
Examples:
    - ABH
    - Assault on a Police Officer
    - Common assault (civil)
    - Crimes against property
    - Criminal damage
    - GBH
    - Possession of offensive weapons
    - Possession or supplying drugs
    - Prostitution
    - Theft
  - Options available to a door supervisor when the law is broken
- Licensing legislation and the licensee's social responsibility
  - The Licensing Act 2003
    - Activities covered
      - The sale by retail of alcohol
      - The supply of alcohol by clubs
      - The provision of regulated entertainment
      - The provision of late night refreshment
    - Objectives
      - The prevention of crime and disorder
      - Public safety
      - The prevention of public nuisance
      - The protection of children from harm
  - The law in relation to refusing entry and ejecting customers
  - Licensing law in relation to young persons
    - Age limits
    - Acceptable forms of proof of age  
Examples:
      - Passport
      - PASS scheme
  - Police powers in relation to licensed premises

- Types of licences and permissions available for premises; their importance and why they could be revoked  
Examples:
  - Entertainment licence
  - Fire risk assessment
  - Performing rights licence
  - Premises licence
- The rights and duties of licensees, and door supervisors as their representatives, as displayed by notice at premises entrances  
Examples:
  - Age restrictions e.g. over 21
  - Dress code
  - No stag/hen parties
- Conduct that is unlawful under licensing, gaming and sexual offences legislation  
Examples:
  - Drunk and disorderly
  - Prostitution
  - Unlawful gaming
- Equal opportunities and discrimination
  - What is meant by the terms 'Equal opportunities', stereotyping and prejudice?
  - The implications to the premises licence holder and door supervisors relating to 'Equal opportunities', stereotyping and prejudice
  - How people discriminate against each other  
Examples:
    - Disability
    - Race
    - Religious belief
    - Sex
  - The relevance for door supervisors of current legislation covering equality and diversity and how these acts may be enforced  
Examples:
    - Disability Discrimination Act 1995
    - Employment Equality (Age) Regulations 2006
    - Employment Equality (Sex discrimination) and (Religion and Beliefs) Regulations 2005
    - Race Relations Act 2000
    - Sex Discrimination Act 1975

## Learning Outcome 3

### Describe the day-to-day activities of door supervisors

- Search procedures
  - The rights of a door supervisor to carry out searches
    - Reasons for carrying out searches
    - Definition of an 'offensive weapon'
    - The different types of searches
      - Premises
      - Persons
    - Examples:
      - An individual's property (bag search....)
      - Pat down
      - Rub down
      - Search equipment
    - The difference between general, random and specific searches
    - Hazards of conducting a search
  - Procedures to follow
    - The conditions that have to be in place before searching can be carried out
    - Examples:
      - At least one witness
      - Conditions of entry'
      - Consensual search
      - In the presence of CCTV if possible
      - Male/female search processes
    - Dealing with a refusal to be searched
  - Actions to be taken when finding unauthorised items during a search
    - Options available to door supervisors if items are found
    - Procedures for recording articles seized during searches
- Arrest procedures
  - What is meant by the term 'indictable offence'
    - Definition
    - Relevant legislation
    - The Police and Criminal Evidence Act (PACE) section 24A
    - Serious Organised Crime and Police Act (SOCPA) 2005
    - Examples of indictable offences:
      - Assault with intent to rob
      - Cause bodily harm by wilful misconduct
      - Conspire to supply a controlled drug
    - Circumstances when a door supervisor may make an arrest to prevent the person:
      - causing physical injury to himself or another person
      - suffering physical injury
      - causing loss of, or damage to, property
      - escaping before the police can attend
    - Circumstances in which to involve the police
    - Examples:
      - An arrest has been made
      - An individual is carrying a firearm
    - Implications of wrongful arrest

- Making an arrest
  - The powers a door supervisor has stressing the limitations
  - Why arrests should be made as a last resort
  - Agreed procedures for arrest
  - Procedures following an arrest
  
- Drugs awareness
  - Common types of illegal drugs
    - Classes of controlled drugs as identified in the Misuse of drugs Act 1971
    - Recognising common illegal drugs
      - Examples:
        - Cannabis
        - Cocaine
        - Ecstasy
        - Flunitrazepam (Rohypnol)
        - GHB (Gamma-Hydroxyl-Butyric Acid)
        - Heroin
        - LSD (Lyseric Acid Diethylamide)
  - Symptoms of drug abuse
    - Examples:
      - Very relaxed and lethargic
      - Feeling frightened, paranoid and out of control
      - Drowsy, disorientated or confused
      - Suffering from nausea, hallucinations, anxiety or panic attacks
  - Signs of drug dealing
  - Key areas of drug misuse legislation
    - Misuse of Drugs Act 1971
    - Public entertainment licence (Drugs misuse) Act 1997
    - Licensing Act 2003
    - Anti-social behaviour Act 2003
    - Drugs Act 2005
  - Dealing with customers found in possession of drugs
  - Procedure for handling seized drugs
  - Health and safety issues in relation to illegal drugs
    - Disposal of contaminated waste
    - Risks associated with infectious diseases e.g. HIV, Hepatitis
  
- Recording incidents and crime scene preservation
  - Different types of records and reasons for making them
    - Examples:
      - Accident book
      - Duty register
      - Personal notebook
      - Security incident log
    - Incidents that need recording and when to call the police
    - Information a record should contain
    - Rules for incident book/notebook entries

- Evidence
  - The different types of evidence
    - Examples:
      - Circumstantial
      - Direct
      - Documentary
      - Expert
      - Real
      - Secondary
    - How forensic evidence can be obtained at a crime scene
    - Rules to follow to preserve potential evidence
- Prepare for court or other hearings

## Learning Outcome 4

### Apply health and safety responsibilities within the role of door supervisors

- Basic health and safety in the work place
  - The main areas of Health and Safety legislation
    - The Health and Safety at Work Act 1974, who is covered by this Act and the responsibilities it places upon the employer, employees and self employed
    - Understand the purpose of 'duty of care' and how this applies to the door supervisor role
    - Other health and safety regulations and how they impact on the door supervisors role with particular reference to reporting practices:  
Examples:
      - Control of Substances Hazardous to Health (COSHH) 2002
      - Manual Handling Operations Regulations 1992
      - Noise at Work Regulations 1989
      - Reporting of injuries, diseases and dangerous occurrences (RIDDOR) 1995
  - Identifying and minimising hazards and typical risks a door supervisor may encounter in the workplace
  - Types of safety signs and signals and what they mean  
Examples:
    - Mandatory
    - Prohibition
    - Warning
  - Precautions to be taken in the manual handling of heavy goods
  - Precautions to be taken against infection  
Examples:
    - Hepatitis
    - HIV
- Fire safety awareness
  - Reasons for carrying out a fire risk assessment and having occupancy figures
  - The classifications of fire and the three elements that must be present for fire to exist
  - The different types of fire extinguisher and their use
  - Other types of fire fighting equipment which may be located in the work place
  - Actions to be taken upon the discovery of a fire
    - Fire and evacuation procedures
- Basic emergency procedures
  - What is meant by an 'emergency'
  - Common human responses in an emergency
  - Types of emergency a door supervisor may have to deal with, the associated problems and actions to take  
Examples of emergencies:
    - Bomb call threat
    - CS gas, pepper and similar sprays
    - Fire
    - First aid situations
    - Gas leaks/explosions
    - Power cut

Examples of possible actions:

- Administer first aid
- Appropriate behaviour
- Emergency call procedures
- Evacuation/invacuation

- How to remain vigilant – spotting unusual and suspicious activities

## Assessment

To pass this unit the learners must show that they have achieved the learning outcomes for the unit listed under Learning Outcomes in Section 8.

Learning outcome	How assessed	Assessment criteria	Internal or external assessment
<b>LO1:</b> Explain the role of door supervisors in the leisure and security industries	Multiple choice question paper	<ul style="list-style-type: none"> <li>▪ Identify key authorities within the leisure and security industries, their role in relation to door supervision</li> <li>▪ Identify the main roles and responsibilities of the door supervisor whilst on duty</li> <li>▪ Recognise the skills, qualities and attributes required by a door supervisor</li> </ul>	Externally set and marked
<b>LO2:</b> Understand and apply the law to the role of a door supervisor		<ul style="list-style-type: none"> <li>▪ Indicate actions a door supervisor could take if the law is broken whilst on duty</li> <li>▪ Identify how licensing legislation impacts on the role of a door supervisor</li> <li>▪ Identify how equality and diversity legislation effects the role of a door supervisor</li> </ul>	
<b>LO3:</b> Describe the day-to-day activities of door supervisors		<ul style="list-style-type: none"> <li>▪ Identify how a door supervisor should undertake search procedures</li> <li>▪ Identify how a door supervisor should undertake arrest procedures following an indictable offence</li> <li>▪ Identify symptoms of drug abuse</li> <li>▪ Recognise actions a door supervisor should take to deal with illegal drugs issues</li> <li>▪ Describe how to record incidents and preserve crime scenes</li> </ul>	

<b>LO4:</b> Apply health and safety responsibilities within the role of door supervisors		<ul style="list-style-type: none"><li>▪ Indicate how relevant areas of health and safety legislation impact on the role of a door supervisor</li><li>▪ Recognise hazards and typical risks a door supervisor may encounter</li><li>▪ Identify safety signs and signals</li><li>▪ Identify correct fire procedures and fire fighting equipment</li><li>▪ Indicate actions to be taken in the event of emergencies other than fire</li></ul>	
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## Resources

### Publications:

Safe on the Door: The Complete Guide for Door Supervisors

Author: Lee Morrison  
Publisher: Hodder Arnold (2006)  
ISBN: 0340905751

Old School – New School: Guide to Bouncers, Security and Registered Door Supervisors

Author: Jamie O’Keefe  
Publisher: New Breed Publishing (1997)  
ISBN: 0951756761

### Useful websites:

[www.the-sia.org.uk](http://www.the-sia.org.uk)  
Security Industry Authority

[www.skillsforsecurity.org.uk](http://www.skillsforsecurity.org.uk)  
Skills for Security

[http://www.bsia.co.uk/bsia\\_legislation.taf](http://www.bsia.co.uk/bsia_legislation.taf)  
The Private Security Industry Act 2001

<http://www.opsi.gov.uk/acts/acts2003/30017--u.htm>  
The Licensing Act 2003

<http://www.opsi.gov.uk/si/si2001/20013932.htm>  
Misuse of Drugs Act 1971

<http://www.opsi.gov.uk/ACTS/acts2005/20050017.htm>  
Drugs Act 2005

<http://www.opsi.gov.uk/acts/acts2003/20030038.htm>  
Anti-social Behaviour Act 2003

[http://www.opsi.gov.uk/si/si1988/Uksi\\_19881200\\_en\\_1.htm](http://www.opsi.gov.uk/si/si1988/Uksi_19881200_en_1.htm)  
The Police and Criminal Evidence Act 1984 (Codes of Practice) Order 1988

<http://www.opsi.gov.uk/ACTS/acts2005/50015--l.htm>  
Serious Organised Crime and Police Act 2005

[www.hse.gov.uk](http://www.hse.gov.uk)  
Health and Safety Executive

[www.legislation.hmso.gov.uk/si/si2001/20012127.htm](http://www.legislation.hmso.gov.uk/si/si2001/20012127.htm)  
The Health and Safety at Work Act 1974

[http://www.legislation.hmso.gov.uk/si/si1992/Uksi\\_19922793\\_en\\_4.htm](http://www.legislation.hmso.gov.uk/si/si1992/Uksi_19922793_en_4.htm)  
Manual Handling Operations Regulations 1992

[http://www.legislation.hmso.gov.uk/si/si1995/Uksi\\_19953163\\_en\\_10.htm](http://www.legislation.hmso.gov.uk/si/si1995/Uksi_19953163_en_10.htm)  
Reporting of injuries, diseases and dangerous occurrences Regulations 1995

<http://www.opsi.gov.uk/acts/acts1998/19980042.htm>

Human Rights Act 1998

<http://www.disability.gov.uk/dda/>

Website – link to Disability Discrimination Act 1995 and relevant information

<http://www.opsi.gov.uk/si/si2005/20052467.htm>

Employment Equality (Sex discrimination) Regulations 2005

<http://www.opsi.gov.uk/acts/acts2000/20000034.htm>

Race Relations Act 2003

<http://www.pfc.org.uk/legal/sda.htm>

Sex Discrimination Act 1975

[http://www.opsi.gov.uk/SI/si2006/draft/ukdsi\\_0110742664\\_en.pdf](http://www.opsi.gov.uk/SI/si2006/draft/ukdsi_0110742664_en.pdf)

Employment Equality (Age) Regulations 2006

<http://www.pass-scheme.org.uk>

National proof of age standards scheme

## **Unit 2: Conflict management for door supervisors**

### **About This Unit**

This unit focuses on the use of communication skills and conflict management to assess, reduce and defuse potential conflict situations. The use of practical scenarios facilitates increased understanding and confidence by allowing you to consider the effect of different actions through practical application.

You will explore how to recognise potential conflict situations and assess levels of risk. Strategies for defusing and resolving conflict are considered so developing and sharing good practice procedures.

Throughout this unit the requirements for good customer care will be considered emphasising the door supervisor's need to establish effective and appropriate relationships with customers.

### **Learning Outcomes**

In order to achieve the learning outcomes you must be able to:-

- LO1:** Describe basic communication skills
- LO2:** Understand the requirements for customer care
- LO3:** Recognise situations leading to conflict
- LO4:** Assess, respond to and resolve conflict

# Content

## Learning Outcome 1

### Describe basic communication skills

- Define the term 'communication'
- The basics of two way communication (sender/receiver)
- The use of appropriate communication methods for working effectively with other members of staff and interacting with customers
  - Verbal
    - Speaking clearly and calmly – correct speed, audible, phrasing, inflection
    - Appropriate language and tone
    - Open and closed questions
  - Non-Verbal
    - Body language
      - Examples:
        - Demeanour
        - Eye contact
        - Facial expression
        - Gesture
        - Posture
    - Listening skills
    - Behaviour
      - Examples:
        - Assertive
        - Passive
        - Positive
  - Written
    - Examples:
      - Communicating with hearing impaired individuals
- Barriers to effective communication and how to overcome/minimise them:
  - Physical
    - Examples:
      - Alcohol and drugs
      - Attitudes (embarrassed, nervous, obstructive.....)
      - Behaviour (abusive, angry, anxious, distressed.....)
      - Language difficulties (accent, dialect, jargon.....)
      - Location (crowded, flashing lights, heat....)
      - Poor equipment
      - Sensory impairment (back ground noise, to many people speaking....)
  - Psychological
    - Examples:
      - Attitudes/beliefs
      - Culture
      - Discrimination
      - Mental health problems and learning difficulties
      - Power/authority
- The importance of effective communication and actions to take when communication failures occur
- The use of telephones and radio equipment

## Learning Outcome 2

### Understand the requirements for customer care

- The importance of customer care
  - Define the term 'customer care'
  - Benefits of good customer care
    - Examples:
      - Customer/staff loyalty
      - Increased business/productivity
      - Job satisfaction/security
      - Reduced potential for conflict
    - Effects of poor customer care
      - Examples:
        - Drop in sales and productivity
        - Increased potential for conflict
        - Lowering of organisation's reputation,
        - Stressful working conditions
    - Employing organisations policies and procedures
- Creating the right impression
  - Personal appearance
    - Corporate image
    - Displaying SIA licence
    - Personal grooming
    - Alert and attentive
  - Personal behaviour
    - Meet and greet appropriately – courteous and polite
    - Using impartiality, fairness, tact and empathy
    - Self awareness
    - Remaining calm
    - Avoiding violence
    - Showing respect for people, their property and rights
    - Dealing with complaints
    - Employer organisations standards
- Recognise and relate to different types of customers

## Learning Outcome 3

### Recognise situations leading to conflict

- What is meant by the term 'conflict'
  - Reasons why conflict manifests  
Examples:
    - Customer intoxication
    - Lack of information
    - Staff attitudes
  - Consequences of conflict in the workplace  
Examples:
    - Criminal convictions against the door supervisor
    - Injury
    - Job loss
    - Stress
  
- Characteristics of behaviours associated with conflict situations.  
Examples:
  - Aggression
  - Assertion
  - Challenging/anti-social
  - Submissive
  - Violent
  
- The conditions and behaviours that trigger an angry response  
Examples:
  - Aggression
  - Embarrassment
  - Fear
  - Insults
  - Threat
  
- Identify common conflict 'flash-points' in the workplace  
Examples:
  - Breaches of licensing law
  - Closing time
  - Domestic disputes
  - Front entrance
  
- The risks that can occur when dealing with violent situations
  - Physical violence  
Examples:
    - Assault causing serious injury/death
    - Physical attack (kicking, biting, spitting.....)
    - Using weapons
  - Non-physical violence  
Examples:
    - Bullying
    - Harassment
    - Threats
    - Verbal abuse
  - The importance of managing aggression

- Dealing with refusing entry to a customer on the grounds of:
  - The venue is already 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
  
- Dealing with ejecting/escorting a customer from the venue due to:
  - Breaches of criminal law
    - Examples:
      - Assault
      - Damage
      - Drugs
      - Theft
  - Breaches of licensing law
    - Examples:
      - Being drunk
      - Quarrelsome
      - Violent
  - Breaches of house rules
    - Examples:
      - Bottles on the dance floor
      - Dancing on tables
  
- Dealing with other incidents inside the venue
  - Examples:
    - Advising/reprimanding for behaviour (breaches of house rules)
    - Arguments and fights
    - Complaints about service
    - Disputes between customer and bar staff
    - Domestic disputes
    - Failing to adhere to drinking-up times
    - First aid situations
    - Undertaking an arrest of a customer

## Learning Outcome 4

### Assess, respond to and resolve conflict

- Legislation, procedures and company policies relating to workplace violence, safe working practices and lone working
  - Legislation e.g. Health and Safety at Work Act 1974
  - Regulations
  - Examples:
    - The Management of Health and Safety at Work Regs 1999
    - Reporting of Injuries, Diseases and Dangerous Occurrences Regs 1995 (RIDDOR)
    - Safety Representatives and Safety Committees Regs 1977
    - European Human Rights Act 1998
  
- Assessing the levels of threat posed by a conflict situation
  - Consider human responses to emotional and threatening situations
  - Examples:
    - Aggression
    - Anger
    - Fright
    - Fear
    - Sweating
  - The conditions that inhibit an angry response in people
  - Examples:
    - Calm approach
    - Good communication skills
    - Politeness
    - Showing respect
  - Conditions that would inhibit a personal angry response
  - Examples:
    - Experience and training
    - Personal values
    - Self control
    - Social or legal consequences
  - Consider situations where there is a risk of escalation into violence
  - Consider the concept of 'space' as it applies to aggressive situations
  - Examples:
    - Intimate space
    - Normal space
    - Stranger space
  - The 'reactionary gap' and the relationship between time and distance
  
- Appropriate measures to reduce or eliminate the risk of conflict
  - The importance of adopting an appropriate initial early response
  - Ways in which the expectations of the people are managed towards a realistic understanding of the situation
  - The importance of positive and constructive communication
  - Using verbal and non-verbal communication effectively in difficult and emotive situations
  - Examples:
    - Body language and gestures
    - Language and speech
    - Physical Appearance
    - Position and space

- Appropriate use of communications equipment and terminology
  - The importance of assistance from appropriate people
- Ways of defusing conflict
    - How to work effectively with a colleague to de-escalate conflict
    - How to manage anger and aggression
    - The difference between assertion and aggression
    - How to choose appropriate assertive behaviour for confronting unacceptable behaviour
  - Simple strategies for resolving conflict
    - What is 'empathy'
    - How to use empathy to recognise the other person's view of the situation
    - Building a rapport
    - Basic problem-solving skills
    - How problem solving can lead to an acceptable resolution to a problem or issue
  - Choosing the most appropriate response to conflict
    - Identify the potential risk of violence towards self and others
    - Need to continually assess the level of threat – dynamic risk assessment
    - Understand how the attitude/behaviour cycle can lead to escalation
    - Ways to prevent escalation
    - Recognise need to provide space and exit routes
    - Reasons for choosing a particular response including exit strategies in high risk conflict situations
    - How to seek help and make use of support services
  - Post-incident considerations
    - Issues to consider after an incident has occurred
      - Examples:
        - Contributing long term solutions to re-occurring problems and issues
        - Debriefing
        - Evidence gathering
        - Personal issues
        - Reflecting and learning from the experience of conflict
        - The value of sharing good practice
    - Reporting and recording an incident
      - Why this is important
      - What should be included in a report
    - The consequences of ineffective post incident management



## Assessment

To pass this unit the candidates must show that they have achieved the learning outcomes for the unit listed under Learning Outcomes in Section 8.

Learning outcome	How assessed	Assessment criteria	Internal or external assessment
<b>LO1:</b> Describe basic communication skills	Multiple choice questions	<ul style="list-style-type: none"> <li>▪ Recognise effective verbal and non-verbal methods of communication</li> <li>▪ Identify potential barriers to effective communication</li> <li>▪ Describe how to overcome potential barriers to communication</li> </ul>	Externally set and marked by EDI
<b>LO2:</b> Understand the requirements for customer care		<ul style="list-style-type: none"> <li>▪ Recognise the importance of customer care</li> <li>▪ Identify appropriate personal appearance and behaviour</li> </ul>	
<b>LO3:</b> Recognise situations leading to conflict		<ul style="list-style-type: none"> <li>▪ Recognise characteristics of behaviours associated with conflict situations</li> <li>▪ Identify common conflict flash points and the risks door supervisors encounter in these situations</li> <li>▪ State the reasons why a door supervisor may refuse entry to a customer</li> <li>▪ State the reasons why a door supervisor may eject/escort a customer from a venue</li> <li>▪ Describe how a door supervisor should deal with incidents to reduce the risk of conflict</li> </ul>	

<b>LO4:</b> Assess, respond to and resolve conflict		<ul style="list-style-type: none"><li>▪ Identify the health and safety legislation and employer regulations that relate to workplace violence</li><li>▪ Identify how to assess the level of threat in a conflict situation</li><li>▪ Indicate appropriate measures that may reduce or eliminate risk of conflict</li><li>▪ Identify techniques/strategies to defuse and/or resolve conflict</li><li>▪ Recognise the most appropriate response to a conflict situation</li><li>▪ Indicate the value of post incident management</li></ul>	
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## Resources

### Publications:

Safe on the Door: The Complete Guide for Door Supervisors

Author: Lee Morrison

Publisher: Hodder Arnold (2006)

ISBN: 0340905751

Old School – New School: Guide to Bouncers, Security and Registered Door Supervisors

Author: Jamie O’Keefe

Publisher: New Breed Publishing (1997)

ISBN: 0951756761

### Useful websites:

[www.the-sia.org.uk](http://www.the-sia.org.uk)

Security Industry Authority

[www.skillsforsecurity.org.uk](http://www.skillsforsecurity.org.uk)

Skills for Security

<http://www.hse.gov.uk/violence/index.htm>

The Health and Safety Executive – work related violence



**Acceptable Proof of Identification as Specified by the SIA (Security Industry Authority)  
From 1 October 2007 the identification documents requirements are**

- **TWO (2)** identity documents from **GROUP A**. Of these, at least ONE (1) document must show your current address and at least ONE (1) document must show your date of birth.

**OR**

- **ONE (1)** identity document from **GROUP A** and **TWO (2)** documents from **GROUP B**. Of these at least ONE (1) document must show your current address and at least ONE (1) document must show your date of birth.

Acceptable forms of identity documents:-

<b>CODE</b>	<b>GROUP A DOCUMENTS</b>
<b>01</b>	Signed valid passport of any nationality
<b>02</b>	Signed UK photo driving licence (both parts of the full or provisional licence are required)
<b>03</b>	Valid UK firearms licence with photo
<b>04</b>	HM Forces ID card (UK)
<b>05</b>	UK birth certificate or certified copy issued within 12 months of birth, but not a photocopy
<b>06</b>	UK adoption certificate
<b>CODE</b>	<b>GROUP B DOCUMENTS</b>
<b>08</b>	Valid EU photo ID card
<b>09</b>	Signed UK paper driving licence
<b>10</b>	Marriage certificate or Civil Partnership certificate, with translation if not in English
<b>11</b>	Certified copy (not a photocopy) of a UK birth certificate issued more than 12 months after date of birth
<b>12</b>	Non-UK birth certificate, with translation if not in English
<b>13</b>	P45 statement of income for tax purposes on leaving a job issued in the last 12 months
<b>14</b>	P60 annual statement of income for tax purposes issued in the last 12 months
<b>15</b>	Bank or building society statement issued to your current address, less than three months old, up to 2 statements from different providers are acceptable
<b>16</b>	Mortgage statement issued in the last 12 months
<b>17</b>	Gas, electric, telephone, water, satellite, cable, mobile phone contract or utility bill issued to your current address within the last three months. You can only send us one utility bill.
<b>18</b>	TV licence in your name and current address issued in last 12 months
<b>19</b>	Pension, endowment or ISA statement issued in last 12 months
<b>20</b>	Certificate of British nationality
<b>21</b>	British work permit or visa issued in last 12 months
<b>22</b>	Letter from H.M. Revenue & Customs, Department of Work and Pensions, employment service, or local authority. You can use more than one letter as long as each is issued by different Government department or different local authorities. A local authority is someone you pay council tax to
<b>23</b>	A credit card statement sent to your current address within the last three months. You can use more than one statement as long as each is issued by a different service provider
<b>24</b>	Court summons issued in last 12 months
<b>25</b>	Child benefit book issued in last 12 months
<b>26</b>	A pay slip, with your address and the employer's name or logo, that is less than three months old
<b>27</b>	Second letter, bank or credit card statement providing it meets the requirements specified in <b>15, 22 or 23</b>

- **All documents from group A and group B must be ORIGINALS and in your current name unless accompanied by a deed poll document that confirms a change of name, or a valid adoption certificate.**
- **Please ensure that one document shows the candidate's current address and one the candidate's date of birth; it is good practice for one document to have the candidate's photograph.**
- **Multiple forms of ID are not permitted unless otherwise stated.**

