



ASET Level 2 Certificate for Door Supervisors



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government





Security Industry Authority

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TITLE

ASET Level 2 Certificate for Door Supervisors

NUMBER OF UNITS

2 units

GUIDED LEARNING HOURS

30

STRUCTURE

Unit Number	Unit Title	Unit GLH	Mandatory or Optional	Mode of assessment - internal or external	Key and/or basic skills map location	National Occupational Standards map location
01	Roles and responsibilities of door supervisors	15	Mandatory	External	Appendix 1	Appendix 2
02	Conflict management for door supervisors	15	Mandatory	External	Appendix 1	Appendix 2

RECOMMENDED PRIOR LEARNING

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.

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:

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

ASSESSMENT

Assessment methods

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

The ASET awarding and assessment quality policy and procedures are available in the ASET handbook and on the ASET website (www.aset.ac.uk)

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

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

EXAMPLES AND EXEMPLARS

Exemplars of assessment for each unit can be found on the ASET website: www.aset.ac.uk in the teaching support area.

DETERMINING AND REPORTING OF RESULTS

The ASET procedures on assessment and internal quality control are available in the Centre Guidance on External Assessment and Centre Guidance on Internal Assessment, both of these documents can be found on the ASET website www.aset.ac.uk

CANDIDATES WITH PROVEN AND DOCUMENTED REQUIREMENTS

The ASET procedures can be found in the Guidance on Assessments for Candidates with Proven and Documented Requirements which is on the ASET website www.aset.ac.uk

ACCREDITATION AND FUNDING

Information about accreditation and funding can be found on the accompanying fact sheet, please visit the ASET website for details: www.aset.ac.uk

FURTHER INFORMATION

Information about ASET qualifications, assessment or other issues can be found on the ASET website www.aset.ac.uk or by telephoning the EDI Business Development Enquiries team on 08707 202 909.

UNIT SPECIFICATIONS

1 Title of Unit

01: Roles and responsibilities of door supervisors

2 Level

2

3 Guided Learning Hours

15

4 ASET Unit Code

R/500/4251

5 ASET Qualification(s) of which this unit is a component:

Qualification Title	Optional or Mandatory
ASET Level 2 Certificate for Door Supervisors	Mandatory

6 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 the learner's knowledge and understanding of the regulatory framework in which he/she has to function as a door supervisor when carrying out day to day activities.

The learner will explore and apply health and safety responsibilities within their job role.

7 Key Skills

This unit offers learners opportunities to demonstrate key skills in the areas shown on the key skills development map (Appendix 1).

8 Learning Outcomes

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

- L01:** Explain the role of door supervisors in the leisure and security industries
- L02:** Understand and apply the law to the role of a door supervisor
- L03:** Describe the day-to-day activities of door supervisors
- L04:** Apply health and safety responsibilities within the role of door supervisors

9 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
 - o SIA's requirements for licensing and enforcement

- o Types of licence
 - Front-line
 - Non front-line
- o 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:
 - o Monitor any enforced Health and Safety procedures
 - o Control access
 - o Provide customer interface
 - o Deter/detect criminal activities
- The main responsibilities of a door supervisor whilst on duty
 - o Carry out work related tasks in accordance with employers instructions
 - o Represent the company in a professional manner
 - o Act lawfully within the confines of authority
 - o Access control
 - o Control of behaviour inside the premises
 - o Comply with Health and Safety procedures which ensures the safety of self and others
 - o Searching, evicting and arresting people
 - o 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
 - o Reasons for having behavioural standards for door supervisors
 - o 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
 - o 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
- o 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
- o 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
 - o Define 'civil' and 'criminal' actions
 - o 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
 - o 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

- o Options available to a door supervisor when the law is broken
- Licensing legislation and the licensee's social responsibility
 - o 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
 - o The law in relation to refusing entry and ejecting customers
 - o Licensing law in relation to young persons
 - Age limits
 - Acceptable forms of proof of age

Examples:
 Passport
 PASS scheme
 - o Police powers in relation to licensed premises
 - o 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
 - o 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

- o Conduct that is unlawful under licensing, gaming and sexual offences legislation
Examples:
Drunk and disorderly
Prostitution
Unlawful gaming
- Equal opportunities and discrimination
 - o What is meant by the terms 'Equal opportunities', stereotyping and prejudice?
 - o The implications to the premises licence holder and door supervisors relating to 'Equal opportunities', stereotyping and prejudice
 - o How people discriminate against each other
Examples:
Disability
Race
Religious belief
Sex
 - o 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
 - o 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

- o 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
 - o 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
 - o 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
 - o 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
 - o 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)
- o 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
- o Signs of drug dealing
- o 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
- o Dealing with customers found in possession of drugs
- o Procedure for handling seized drugs
- o 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
 - o 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
 - o 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
- o 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
 - o 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
 - o Identifying and minimising hazards and typical risks a door supervisor may encounter in the workplace
 - o Types of safety signs and signals and what they mean
Examples:
Mandatory
Prohibition
Warning
 - o Precautions to be taken in the manual handling of heavy goods
 - o Precautions to be taken against infection
Examples:
Hepatitis
HIV
- Fire safety awareness
 - o Reasons for carrying out a fire risk assessment and having occupancy figures
 - o The classifications of fire and the three elements that must be present for fire to exist
 - o The different types of fire extinguisher and their use

- o Other types of fire fighting equipment which may be located in the work place
- o Actions to be taken upon the discovery of a fire
 - Fire and evacuation procedures
- Basic emergency procedures
 - o What is meant by an 'emergency'
 - o Common human responses in an emergency
 - o 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
- o How to remain vigilant - spotting unusual and suspicious activities

10 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
L01: Explain the role of door supervisors in the leisure and security industries	Multiple choice question paper	- Identify key authorities within the leisure and security industries, their role in relation to door supervision - Identify the main roles and responsibilities of the door supervisor whilst on duty - Recognise the skills, qualities and attributes required by a door supervisor	Externally set and marked
L02: Understand and apply the law to the role of a door supervisor		- Indicate actions a door supervisor could take if the law is broken whilst on duty - Identify how licensing legislation impacts on the role of a door supervisor - Identify how equality and diversity legislation effects the role of a door supervisor	
L03: Describe the day-to-day activities of door supervisors		- Identify how a door supervisor should undertake search procedures - Identify how a door supervisor should undertake arrest procedures following an indictable offence - Identify symptoms of drug abuse - Recognise actions a door supervisor should take to deal with illegal drugs issues - Describe how to record incidents and preserve crime scenes	

L04: Apply health and safety responsibilities within the role of door supervisors		• Indicate how relevant areas of health and safety legislation impact on the role of a door supervisor • Recognise hazards and typical risks a door supervisor may encounter • Identify safety signs and signals • Identify correct fire procedures and fire fighting equipment • Indicate actions to be taken in the event of emergencies other than fire	
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11 Guidance on Delivery

The unit content provides the learner with an opportunity to develop an understanding of the roles and responsibilities of a door supervisor. It has been designed to conform to the SIA Core Competency Training and Qualifications for Door Supervisors Specification (see Appendix 2). The delivery style should take into account the different levels of knowledge and experience of individual learners who may be new to the industry or be already working as door supervisors. Where examples are given within the content for each learning outcome it should be noted that the list is for guidance and is not exhaustive.

The presentation of information needs to be delivered with maximum visual impact and narrative, allowing the learner to become involved. Power Point presentations, the use of IT facilities, video and VT footage, short presentations from workers within the industry, role play and group discussions would provide a range of learning environments and opportunities for learner participation.

The production of a guidance booklet would support the learner's self study and provide a reference manual for the course programme. It would be useful to provide within the booklet examples of documents and forms a door supervisor may encounter in the workplace, such as incident reports, also references to key areas within the relevant legislation which impacts on the door supervisor's job role.

The Security Industry Authority website contains details of the licensing requirements for door supervisors plus information on training. If a learner already has some form of UK qualification in door supervision it may mean that they are exempt from all or part of this programme, the SIA website details such information. In order to ensure the information given here is up-to-date, follow the links below.

http://www.the-sia.org.uk/home/licensing/door_supervision/

To meet SIA requirements trainers delivering programmes against this specification must have successfully completed a formal training or instructional qualification or programme. For details of accepted training qualifications and awards follow the link below.

http://www.the-sia.org.uk/home/licensing/door_supervision/training/training_ds_providerinfo.htm

It is recommended that this two unit qualification be delivered over four days with an average course day of 7.5 hours; those delivering could choose to do so in a block or use weekends and/or a combination of evening sessions. The SIA 'Specification for Core Competency Training and Qualifications for Door Supervisors recommends 30 guided learning hours (to include assessment) as the minimum delivery requirement; 14 hours for each unit and 2 hours of examinations.

Each unit is separately assessed via a multiple choice question paper. Support materials and further information regarding assessment may be found on the ASET website www.aset.ac.uk in the teaching support area.

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
 Security Industry Authority

www.skillsforsecurity.org.uk
 Skills for Security

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
 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

Health and Safety Executive

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

Manual Handling Operations Regulations 1992

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

Employment Equality (Age) Regulations 2006

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

National proof of age standards scheme

1 Title of Unit

02: Conflict management for door supervisors

2 Level

2

3 Guided Learning Hours

15

4 ASET Unit Code

Y/500/4252

5 ASET Qualification(s) of which this unit is a component:

Qualification Title	Optional or Mandatory
ASET Level 2 Certificate for Door Supervisors	Mandatory

6 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 learners to consider the effect of different actions through practical application.

Learners 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.

7 Key Skills

This unit offers learners opportunities to demonstrate key skills in the areas shown on the key skills development map (Appendix 1).

8 Learning Outcomes

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

L01: Describe basic communication skills

L02: Understand the requirements for customer care

L03: Recognise situations leading to conflict

L04: Assess, respond to and resolve conflict

9 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
 - o Verbal
 - Speaking clearly and calmly - correct speed, audible, phrasing, inflection
 - Appropriate language and tone

- Open and closed questions
- o Non-Verbal
 - Body language
 - Examples:
 - Demeanour
 - Eye contact
 - Facial expression
 - Gesture
 - Posture
 - Listening skills
 - Behaviour
 - Examples:
 - Assertive
 - Passive
 - Positive
- o Written
 - Examples:
 - Communicating with hearing impaired individuals
- Barriers to effective communication and how to overcome/minimise them:
 - o 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....)
 - o 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
 - o Define the term 'customer care'
 - o Benefits of good customer care
Examples:
Customer/staff loyalty
Increased business/productivity
Job satisfaction/security
Reduced potential for conflict
 - o Effects of poor customer care
Examples:
Drop in sales and productivity
Increased potential for conflict
Lowering of organisation's reputation,
Stressful working conditions
 - o Employing organisations policies and procedures
- Creating the right impression
 - o Personal appearance
 - Corporate image
 - Displaying SIA licence
 - Personal grooming
 - Alert and attentive
 - o 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'
 - o Reasons why conflict manifests
 - Examples:
 - Customer intoxication
 - Lack of information
 - Staff attitudes
 - o 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
 - o 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

- o The importance of managing aggression
- Dealing with refusing entry to a customer on the grounds of:
 - o The venue is already full to capacity
 - o Being under the influence of drink and/or drugs
 - o Being underage
 - o Not being suitably dressed
 - o Not being able to pay the entrance fee
 - o Refusal to be searched
 - o Being found in possession of weapons or drugs
 - o Being banned or under an exclusion order
- Dealing with ejecting/escorting a customer from the venue due to:
 - o Breaches of criminal law

Examples:
Assault
Damage
Drugs
Theft
 - o Breaches of licensing law

Examples:
Being drunk
Quarrelsome
Violent
 - o 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
 - o Legislation e.g. Health and Safety at Work Act 1974
 - o 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
 - o Consider human responses to emotional and threatening situations
 - Examples:
 - Aggression
 - Anger
 - Fright
 - Fear
 - Sweating
 - o The conditions that inhibit an angry response in people
 - Examples:
 - Calm approach
 - Good communication skills
 - Politeness
 - Showing respect
 - o Conditions that would inhibit a personal angry response
 - Examples:
 - Experience and training
 - Personal values
 - Self control
 - Social or legal consequences
 - o Consider situations where there is a risk of escalation into violence
 - o Consider the concept of 'space' as it applies to aggressive situations
 - Examples:
 - Intimate space
 - Normal space
 - Stranger space
 - o The 'reactionary gap' and the relationship between time and distance
- Appropriate measures to reduce or eliminate the risk of conflict

- o The importance of adopting an appropriate initial early response
 - o Ways in which the expectations of the people are managed towards a realistic understanding of the situation
 - o The importance of positive and constructive communication
 - o 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
 - o Appropriate use of communications equipment and terminology
 - o The importance of assistance from appropriate people
- Ways of defusing conflict
 - o How to work effectively with a colleague to de-escalate conflict
 - o How to manage anger and aggression
 - o The difference between assertion and aggression
 - o How to choose appropriate assertive behaviour for confronting unacceptable behaviour
 - Simple strategies for resolving conflict
 - o What is 'empathy'
 - o How to use empathy to recognise the other person's view of the situation
 - o Building a rapport
 - o Basic problem-solving skills
 - o How problem solving can lead to an acceptable resolution to a problem or issue
 - Choosing the most appropriate response to conflict
 - o Identify the potential risk of violence towards self and others
 - o Need to continually assess the level of threat - dynamic risk assessment
 - o Understand how the attitude/behaviour cycle can lead to escalation
 - o Ways to prevent escalation
 - o Recognise need to provide space and exit routes
 - o Reasons for choosing a particular response including exit strategies in high risk conflict situations
 - o How to seek help and make use of support services
 - Post-incident considerations
 - o 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

- o Reporting and recording an incident
 - Why this is important
 - What should be included in a report
- o The consequences of ineffective post incident management

10 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
L01: Describe basic communication skills	Multiple choice questions	- Recognise effective verbal and non-verbal methods of communication - Identify potential barriers to effective communication - Describe how to overcome potential barriers to communication	Externally set and marked by ASET
L02: Understand the requirements for customer care		- Recognise the importance of customer care - Identify appropriate personal appearance and behaviour	
L03: Recognise situations leading to conflict		- Recognise characteristics of behaviours associated with conflict situations - Identify common conflict flash points and the risks door supervisors encounter in these situations - State the reasons why a door supervisor may refuse entry to a customer - State the reasons why a door supervisor may eject/escort a customer from a venue - Describe how a door supervisor should deal with incidents to reduce the risk of conflict	

L04: Assess, respond to and resolve conflict		• Identify the health and safety legislation and employer regulations that relate to workplace violence • Identify how to assess the level of threat in a conflict situation • Indicate appropriate measures that may reduce or eliminate risk of conflict • Identify techniques/strategies to defuse and/or resolve conflict • Recognise the most appropriate response to a conflict situation • Indicate the value of post incident management	
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11 Guidance on Delivery

The unit content provides the learner with an opportunity to develop knowledge and skills in communication and conflict management. It has been designed to conform to the SIA Core Competency Training and Qualifications for Door Supervisors Specification (see Appendix 2). The delivery style should take into account the different levels of knowledge and experience of individual learners and the range of working environments experienced by door supervisors.

The presentation of information needs to be delivered with maximum visual impact and narrative, allowing the learner to become involved. Delivery should be tailored to the specific work place context of the learners through the use of relevant practical scenarios; therefore, it may be necessary or desirable to set up practical scenario training sessions in a bar or similar setting. The purpose of such scenarios is to actively engage the learners in problem solving and to respect and draw upon their own experiences and ideas.

It is important that those delivering training ensure the physical and emotional safety of those participating in and/or affected by scenario based learning. Scenarios need to be supervised at all times with clear briefings to prevent physical confrontation and other risks.

The SIA, within the Core Competency Training and Qualifications for Door Supervisors Specification, has identified examples of scenarios to be used in role play and discussion to reinforce communication skills and conflict management. Deliverers are recommended to use **at least one** practical scenario from **each** of the **three** following sections:

- **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 e.g. 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 with drugs.

8. Refused 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:**
 1. 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.
 2. 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.
 3. Eject a customer for breaching a house rule such as repeatedly dancing on tables or carrying bottles/glasses on the dance floor.
 - **Incident scenarios:**
 1. Advise a customer regarding unacceptable behaviour inside the venue.
 2. Deal with a first aid incident where other drunken customers try to take over.
 3. Deal with a domestic dispute which turns into a noisy incident inside the venue.
 4. Deal with other disputes inside the venue, such as a customer arguing with bar-staff over incorrect change given, or complaint about poor service.
 5. Deal with various aggressive arguments between customers, to try to prevent them from turning physical.
 6. Deal with customers (usually drunk) who refuse to leave the premises at closing time.
 7. Arrest a customer as a last resort. Some customers will comply with the arrest; others will become argumentative or aggressive.

The SIA specification requires door supervisors to know how to minimise conflict in aggressive situations. This may require some physical contact with customers in certain situations. The specification does not require door supervisors to acquire specific knowledge of physical intervention techniques, the training for which usually takes two days and includes an annual refresher.

The Security Industry Authority website contains details of the licensing requirements for door supervisors plus information on training. If a learner already has some form of UK qualification in door supervision it may mean that they are exempt from all or part of this programme, the SIA website details such information. In order to ensure the information given here is up-to-date, follow the links below.

http://www.the-sia.org.uk/home/licensing/door_supervision/wizard/wizard_training_ds.htm

To meet SIA requirements trainers delivering programmes against this specification must have successfully completed a formal training or instructional qualification or programme. Those delivering scenario based conflict management training are required to have a NQF Level 3 or above qualification in the delivery of conflict management training. For up to date details of accepted training qualifications and awards follow the link below.

http://www.the-sia.org.uk/home/licensing/door_supervision/training/training_ds_providerinfo.htm

It is recommended that this two unit qualification be delivered over four days with an average course day of 7.5 hours; those delivering could choose to do so in a block or use weekends and/or a combination of evening sessions. The SIA 'Specification for Core Competency Training and Qualifications for Door Supervisors recommends 30 guided learning hours (to include assessment) as the minimum delivery requirement; 14 hours for each unit and 2 hours of examinations.

Each unit is separately assessed via a multiple choice question paper. Support materials and further information regarding assessment may be found on the ASET website www.aset.ac.uk in the teaching support area.

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

Security Industry Authority

www.skillsforsecurity.org.uk

Skills for Security

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

The Health and Safety Executive - work related violence

APPENDIX 1 KEY SKILLS DEVELOPMENT MAP

Communication Level 2

Unit	Task	Key Skill opportunity	Key Skill Ref.
Unit1 LO1	Take part in a group discussion on the role and responsibilities of door supervisors. Develop points and ideas, with an awareness of others' opinions.	Take part in a group discussion • Make clear and relevant contributions in a way that suits your purpose and situation • Respond appropriately to others • Help to move the discussion forward	C2.1a
Unit1 LO1	Using PowerPoint software give a short talk explaining the qualities, skills and attributes of a door supervisor. Consider making use of diagrams and flow charts etc. to help the audience's understanding. Print your presentation in handout format for your audience.	Give a talk of at least 4 minutes • Speak clearly in a way that suits your subject, purpose and situation • Keep to the subject and structure your talk to help listeners follow what you are saying • Use appropriate ways to support your main points	C2.1b
Unit1 LO1	Research the role, responsibilities and standards of behaviour expected of door supervisors in the leisure and security industry from at least 2 documents. Prepare notes or spider diagram to help you prepare for your discussion and short talk.	Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long • Select and read relevant documents • Identify accurately the main points, ideas and lines of reasoning • Summarise the information to suit your purpose	C2.2

Unit2 LO 1	Write a summary describing communication methods used by door supervisors. Write a report identifying legislation that impacts on the role of a door supervisor.	Write two different types of documents each one giving different information. One document must be at least 500 words long • Present relevant information in a format that suits your purpose • Use a structure and style of writing to suit your purpose • Spell, punctuate and use grammar correctly • Make your meaning clear	C2.3
Unit1 LO 2			

Information and Communication Technology Level 2

Unit1 LO 1	Research the role, responsibilities and standards of behaviour expected of door supervisors in the leisure and security industry using various sources including ICT.	Search for & select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case • Select information relevant to the tasks	IT2.1
Unit1 LO 1	Using appropriate software prepare a draft PowerPoint presentation. Make use of diagrams and flow charts etc. to help the reader's understanding.	Enter & develop information to suit the task and derive new information • Enter and combine information using formats that help development • Develop information and derive new information as appropriate	IT2.2
Unit1 LO 1	Finalise your report paying attention to grammar, punctuation, layout etc.	Present combined information such as text with image, text with number, image with number • Develop the presentation so that the final output is accurate and shows consistent use of formats • Use layout appropriate to the types of information	IT2.3

Working with others Level 2

Unit2 LO3/4	Within the role of a door supervisor reflect on your ability to work as a member of a team to de-escalate conflict. Identify how to work effectively as a team. Formulate strategies the team could use to respond to a violent	Plan work with others • Identify what you need to achieve together • Share relevant information to identify what needs to be done and individual responsibilities • Confirm the arrangements for working together	W02.1
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	situation.		
Unit2 LO3/4	Liaise with your group the strategies you wish to implement to meet your responsibilities of defusing conflict and how to choose appropriate assertive behaviour for confronting unacceptable behaviour.	Work co-operatively towards achieving the identified objectives. • Organise and carry out tasks safely using appropriate methods, to meet your responsibilities • Support co-operative ways of working to help achieve the objectives for working together • Check progress, seeking advice from an appropriate person when needed	W02.2
Unit2 LO4	Review and evaluate your strategies.	Review your contributions and agree ways to improve work with others • Share relevant information on what went well and less well in working with others • Identify your role in helping to achieve things together • agree ways of improving your work with others	W02.3

Improving own learning and performance Level 2

Unit 2 LO4	Review your knowledge of legislation and regulations in relation to workplace violence management.	Help set targets with an appropriate person and plan how these will be met • Provide information to help set realistic targets for what you want to achieve • Identify clear action points for each target and how you will manage your time • Identify how to get the support you need and the arrangements for reviewing your progress	LP2.1
Unit 2 LO4	Produce an action plan for improvement in performance and implement the plan.	Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance. • Use your action points to help manage your time well; revising your plan when needed • Choose ways of learning to improve your performance, working for short periods without close supervision • Identify when you need support and use this effectively to help you meet targets	LP2.2

Unit 2 LO4	Review your progress on targets on your action plan.	Review progress with an appropriate person and provide evidence of your achievements • Identify what you learned and how you learned and how you used your learning in another task • Identify targets you have met and evidence of your achievements • Identify ways you learn best and how to further improve your performance	LP2.3
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Problem solving Level 2			
Unit 2 LO2	Recognise a barrier to effective communication in difficult and emotive situations.	Identify a problem with help from an appropriate person, and identify different ways of tackling it • Provide information to help identify a problem, accurately describing its main features • Identify how you will know the problem has been solved • Come up with different ways of tackling the problem	PS2.1
Unit 2 LO2	Reflect on your course content and try at least one way of solving the problem.	Plan and try out at least one way of solving the problem • Confirm with an appropriate person how you will try to solve the problem • Plan what you need to do, identifying the methods and resources you will use • Use your plan effectively, getting support and revising your plan when needed to help tackle the problem	PS2.2
Unit 2 LO2	Check whether the method used has been successful in solving the problem. Review how your problem solving skills can be further improved.	Check if the problem has been solved and identify ways to improve problem solving skills • Check if the problem has been solved by accurately using the methods you have been given • Describe clearly the results, including the strengths and weaknesses of how you tackled the problem • Identify ways of improving your problem solving skills	PS2.3

APPENDIX 2 MAPPING TO NATIONAL OCCUPATIONAL STANDARDS

**ASET Level 2 Certificate for Door Supervisors
Mapping Unit Content to National Occupational Standards for Security and Loss Prevention
Skills for Security (30 May 2003)****Relevant standards:**

- SLP 1: Minimise and respond to health and safety risks in your workplace
SLP 1.1 Contribute to maintaining a safe workplace
SLP 1.2 Recognise and respond to risks in your workplace
- SLP 2: Communicate effectively in the workplace
SLP 2.1 Provide written information related to your work
SLP 2.2 Communicate effectively to work with others
SLP 2.3 Communicate using telecommunications
- SLP 3: Give customers a positive impression of yourself and your organisation
SLP 3.1 Establish effective relationships with customers
SLP 3.2 Respond appropriately to customers
SLP 3.3 Communicate information to customers
- SLP 4: Control security incidents -
SLP 4.1 Deal with security emergencies
SLP 4.2 Deal with security threats
SLP 4.3 Recognise and deal with actual or potential breaches of the law or security requirements

- SLP 5: Produce documents manually
- SLP 5.1 Record information
 - SLP 5.2 Produce written documents
- SLP 8: Carry out searches of people and their property for unauthorised items
- SLP 8.1 Search people and their property for unauthorised items
 - SLP 8.2 Respond to finding unauthorised items
- SLP 9: Provide security at licensed venues
- SLP 9.1: Control entry to licensed venues
 - SLP 9.2: Deter adverse behaviour at licensed venues
- SLP 11: Arrest people suspected of committing an offence
- SLP 11.1 Apprehend suspected people
 - SLP 11.2 Detain suspected people
 - SLP 11.3 Preserve the integrity of potential evidence
- SLP 12: Deal with disorderly and aggressive behaviour
- SLP 12.1 Deter adverse behaviour through visible security presence
 - SLP 12.2 Deal with adverse behaviour

SLP14: Maintain CCTV video libraries and preserve potential evidence

SLP14.1 Maintain video tape storage systems

SLP14.2 Preserve potential video taped evidence

SLP 20: Present evidence in Court and at hearings

SLP 20.1 Prepare for court or other hearings

SLP 20.2 Present evidence to court or other hearings

Learning Outcome:	Related to ...
01: Roles and responsibilities of door supervisors	
L01: Explain the role of door supervisors in the leisure and security industries	N/A
L02: Understand and apply the law to the role of a door supervisor	9.1, 11.1, 11.2
L03: Describe the day-to-day activities of door supervisors	2.1, 5.1, 5.2, 8.1, 8.2, 9.1, 9.2, 11.1, 11.2, 11.3, 14.1, 20.1, 20.2
L04: Apply health and safety responsibilities within the role of door supervisors	1.1, 1.2, 4.1, 4.2, 4.3
02: Conflict management for door supervisors	
L01: Describe basic communication skills	2.1, 2.2, 2.3, 3.1, 3.2

Learning Outcome:	Related to ...
LO2: Understand the requirements for customer care	3.1, 3.2, 3.3, 12.1
LO3: Recognise situations leading to conflict	2.2, 3.1, 3.2, 3.3, 4.3, 12.1, 12.2
LO4: Assess, respond to and resolve conflict	2.2, 3.1, 3.2, 3.3, 12.1, 12.2

ASET Level 2 Certificate for Door Supervisors

Mapping Unit Content to National Occupational Standards for Managing Work-related Violence: ENTO (2001)

Relevant standards:

W1: Assess the risk of violence to workers

W1.1 Identify the triggers of violence

W1.2 Assess the level of risks and prepare an action plan

W1.3 Review your assessment of risks

W3: Implement policy and procedures to reduce the risk of violence at work

W3.1 Enable workers to maximise their safety and that of other people

W3.2 Review the implementation of policies and procedures to prevent violence at work

W6: Ensure your actions contribute to a positive and safe work environment

W6.1 Identify the risk of violence in your working

W6.2 Reduce the risk of violence in your working environment

- W7: Protect yourself from the risk of violence at work
 W7.1 Help to de-escalate a potentially violent situation
 W7.2 Review the incident for recording and monitoring purposes
- W8: Respond to work-related violent incidents
 W8.1 Resolve a violent situation
 W8.2 Follow procedures for evaluating violent incidents
- W9: Support individuals involved in violent incidents at work
 W9.1 Provide immediate support
 W9.2 Ensure continuing support is available

Learning Outcome:	Related to knowledge and understanding:-
Roles and responsibilities of door supervisors	
L01: Explain the role of door supervisors in the leisure and security industries	W6: a, b, c, f, g, k.
L02: Understand and apply the law to the role of a door supervisor	N/A
L03: Describe the day-to-day activities of door supervisors	N/A

Learning Outcome:	Related to knowledge and understanding:-
L04: Apply health and safety responsibilities within the role of door supervisors	W6: a, b, c, d, f, k. W7: a, b, c. W8: a, b, c, i, m.
Conflict management for door supervisors	
L01: Describe basic communication skills	W6: h, j. W7: f, g. W9: g, h.
L02: Understand the requirements for customer care	W6: e, f, g, h, i. W7: e, f, g, l. W9: c, e, g, h.
L03: Recognise situations leading to conflict	W1: a, b, f. W3: a, b, l. W6: a, b, c, f. W7: a, b, c, h, j. W8: a, b, c, e, g. W9: a, b.
L04: Assess, respond to and resolve conflict	W1: a, b, l, o. W3: a, b, d, l. W6: a, b, c, d, e, f, h, j, k. W7: a, b, c, d, f, g, h, i, j, k, l, m, n, o. W8: a, b, c, d, e, f, g, h, i, j, k, l, m, n. W9: a, b, c, e, f, i.



The logo features the letters 'A S E T' in a bold, blue, serif font. A large, stylized 'Q' is formed behind the letters, with a yellow-to-white gradient arc at the top and a solid blue swoosh at the bottom.

QUALIFICATIONS



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Curriculum Authority



Llywodraeth Cynulliad Cymru
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