



Security Industry Authority

Specification for Core Competency Training and Qualifications for Door Supervisors*

June 2006

* Door Supervisors are also referred to as Door Stewards

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Section I: Training

Introduction

The SIA recognises that it is essential for all Door Supervisors to have undergone a structured programme of training and education resulting in recognised qualifications if they are to be effective and professional in their role. Increasingly, industry stakeholders also recognise that the individuals who work to provide a more secure leisure environment must have a broad range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continue to grow, so the degree of professionalism expected from Door Supervisors will increase.

This document is intended to provide a clear specification on the approach, which has been commonly agreed by the SIA and industry stakeholders in relation to Core Competency Training and resulting qualifications for the purpose of Door Supervisor licensing in the SIA regulated, operational environment.

1.1 Implications arising from the Private Security Industry Act 2001

Section 1 of the Private Security Industry Act 2001 specifies that the functions of the SIA include *“to set or approve standards of training”* and *“to make recommendations and proposals for the maintenance and improvements of standards in the provision of security industry services and other services involving the activities of security operatives”*.

The Act continues, in Section 7 to state that licensing criteria *“may include such criteria as the Authority considers appropriate for securing that those persons have the training and skills necessary to engage in the conduct for which they are licensed”* and later in Section 9, that the Authority may *“prescribe or impose conditions as to training”*.

1.2 National Occupational Standards

In approving standards, the SIA has taken into consideration the existing National Occupational Standards (NOS). NOS are statements of competence and are written to measure performance outcomes. NOS must be considered one of the most important factors in future planning. The primary function of the standards is as a key component for qualifications. However, they have many other uses including training design, training needs analysis, appraisals, recruitment, skills matrices, skills benchmarking and quality assurance. Throughout this specification, when and where applicable, the training and qualification has been mapped against existing NOS with the relevant standard and standard setting body indicated.

1.3 Criteria for Training Delivery

1.3.1 Facilities

Training providers must be able to demonstrate that all classroom training is undertaken in a room appropriate for training during the training delivery period. The room must be adequately equipped for the purpose of training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available. For the practical scenario situations of the Communication Skills and Conflict Management training it may be necessary or desirable to set these up in a bar or similar setting.

Arrangements for the assessment/examination environment are described in 1.5 below.

1.3.2 Approved Trainers and Training for Trainers

Approved trainers delivering programmes against this specification must have successfully completed a formal training or instructional qualification or programme.

From January 2006 the SIA will require all trainers who train candidates for SIA endorsed licensing qualifications to have a teaching or training qualification at NQF Level 3 (or equivalent) or above, accredited by QCA, SQA or endorsed by the HE Academy. Further Education teaching certificates will also be acceptable. Those intending to enrol on a Further Education teaching certificate course should have done so by 30 September 2005 and be able to provide evidence of this.

Some examples of relevant teaching or training qualifications at Level 3 or above are:

City & Guilds

- City & Guilds Level 3 Certificate in Teaching Adult Learners (7307)
- City & Guilds Level 3 Certificate in Delivering Learning (7302)
- City & Guilds Level 4 Certificate in Further Education Teaching (7407)

Edexcel

- Edexcel Level 4 BTEC Award in Instructional Techniques (you can remove the bracketed bit as this is now fully accredited)
- Edexcel Level 4 BTEC Certificate in Instructional Techniques (you can remove the bracketed bit as this is now fully accredited)
- Edexcel Level 4 BTEC Certificate in FE Teaching

Also, a range of qualifications comprising NVQ units including:

- Edexcel Level 3 Advanced Certificate in Training and Presenting
- Edexcel Level 3 Advanced Certificate in Skills Training
- Edexcel Level 3 Advanced Certificate in Workplace Learning

Other Qualifications

- CIPD Level 3 Certificate in Training Practice

Other Relevant NVQs/SVQs

- Level 3 in Direct Training Support
- Levels 3, 4 & 5 in Learning and Development

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting any of the SIA endorsed awarding bodies.

The SIA requires all trainers delivering scenario-based conflict management training for the SIA approved qualifications to have received relevant training – please contact the appropriate awarding body for further details. From 1 August 2006 trainers will be required to have a NQF (or equivalent) Level 3 or above qualification in the delivery of conflict management training providing they have showed evidence of having booked or registered on a course by 1 January 2006. Trainers who wish to deliver training in conflict management after 1 August 2006 are urged to enrol on these new qualifications as soon as possible:

- Edexcel Level 3 BTEC Certificate in Conflict Management Training
- City & Guilds Level 3 Certificate for Deliverers of Conflict Management Training

1.3.3 Sector Competence for Approved Trainers

Trainers delivering the mandatory core competency training must demonstrate that they have the necessary understanding of the licensed retail trade and the door supervision related

Security functions. Awarding bodies may require additional information about a trainer's experience for consideration in the approval process, for example, evidence of experience in the police service, fire service, door supervision or management of door supervision.

1.3.4 Training Programme Overview

Core competency training is delivered in two parts as follows:

Part One – Knowledge based training and assessment (14 hours)

- Role and responsibilities of a door supervisor
- The law and legal Issues
- Emergencies

Part Two – Practical scenario based training and assessment (14 hours)

- Communication skills
- Conflict management

These subjects may be delivered over 4 days with an average course day of 7 hours or, trainers may adopt a more flexible approach to delivery using weekends and/or a combination of evening sessions. Trainers may not reduce the prescribed learning/assessment hours of either part of the training

For detailed Training Programme please see 1.9 below

1.3.5 Physical Intervention Techniques

The SIA specification requires door supervisors to know how to minimise conflict in aggressive situations. This may include 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 requires 2 days and includes an annual refresher.

As a regulatory authority, the SIA requires that door supervisors have the relevant level of competence to operate in a professional manner and increases public trust and confidence in those offering security services. The standards specified do not preclude the right of door supervisors to defend his/herself when faced with a threatening situation. It also does not remove the duty of the employer to identify and provide additional training for door supervisors should they deem it necessary.

1.4 Assessment

Arrangements for the assessment of the core competency training are fully described in Section 2.2

1.5 Examination Venue Criteria

To gain approval for knowledge-based assessment, all examination venues must comply with the policy, standards and regulations specified by the appropriate Qualifications Regulatory Authority:

- All desks must face the same way.
- Each candidate must be a minimum of 1.25 metres (centre to centre) each way from the next candidate's chair.
- Each candidate must be seated at a separate desk, table or workstation.
- There must be a place for the invigilator to sit.
- Walls must be clear of any material that would provide help to the candidates.
- If the room or desks are changed after approval, in such a way as to alter the seating capacity, re-approval must be obtained.
- Awarding bodies retain the right to make spot checks on examination days to ensure the approved room and numbers are being adhered to.
- Only rooms approved can be used: not substitutes, unless there has been an emergency, for example: fire.

1.6 Certification

Only full certification from a recognised and approved awarding body or a QAA higher education body will be acceptable evidence of successful achievement of the core competency training.

1.7 Audit Criteria

Those organisations offering this training are required to allow representatives from the SIA, awarding bodies and associated organisations to inspect and/or audit training venues and/or training delivery, in order to ensure consistent quality of delivery.

1.8 Exemption from Core Competency Training and Assessment

Door supervisors who have successfully achieved a qualification in door supervision, which has been awarded by a recognised and approved awarding body, may be exempt from parts of the core competency training. Appendix A gives details of qualifications which may exempt candidates from all or part of the core competency training.

1.9 Legal Systems and Local Laws

Laws and legal systems in England, Wales and Scotland differ and local laws may also differ. The SIA advises that operatives and their employers remain responsible for operatives to familiarise themselves with the laws and legal system relating to the area in which they will be working.

1.10 Detailed Training Programme

Part 1: Role and Responsibilities of Door Supervisors in the Security Industry Environment

Aim:

- To ensure that door supervisors have the knowledge and understanding of their role and responsibilities in the security industry environment.

Specifically:

- Introduction to the role
- Standards of Behaviour
- Legal constraints
- Drugs
- Crime prevention
- Equal opportunities
- Health and safety
- Emergency procedures including first aid

Session 1(a): Introduction

Aim:

- To introduce door supervisors to the leisure and security industries.

Objectives:

By the end of this session trainees will be able to:

- Define the role of the door supervisor
- Identify the qualities of a door supervisor
- Identify the key authorities in the leisure and security industries
- State the relationships with the SIA, the police and local authorities
- State the main objectives of door supervisors
- State the requirements for door supervisors under the Private Security Industry Act

National Occupational Standards:

None relevant – training relevant to the industry only

Session 1(b): Behavioural Standards

Aim:

- To discuss behaviour appropriate for individual door supervisors using the SIA Standards of Behaviour at Appendix B.

Objectives:

By the end of this session trainees will be able to:

- State the reasons for having behavioural standards
- State the standards of behaviour required of door supervisors
- State the SIA's specific requirements in relation to licensing and enforcement

National Occupational Standards:

None relevant – training relevant to the industry only

Session 1(c): Civil and Criminal Law

Aim:

- To discuss civil and criminal law relevant to door supervision.

Objectives:

By the end of this session trainees will be able to:

- Show an understanding of civil and criminal law
- State the requirements relating to the use of force
- State what is meant by 'reasonable' and 'necessary force'
- Identify types of assault
- Identify the options available when the law is broken
- List crimes against property that door supervisors may come across

National Occupational Standards:

SLP 11 – Arrest people suspected of committing an offence – SKILLS FOR SECURITY

Session 1(d): Searching

Aim:

- To discuss search procedures.

Objectives:

By the end of this session trainees will be able to:

- State the reasons for searching premises
- State how to search people and their property
- State 'conditions of entry' and the importance of obtaining permission to search
- State the difference between general, random and specific searches
- Define an 'offensive weapon'
- State the hazards of conducting a search
- State the procedures for recording articles seized during searches
- Identify the options available to door supervisors if they find items during searches

National Occupational Standards:

SLP 8 – Carry out searches of people and property for unauthorised Items - SKILLS FOR SECURITY

SLP 11 – Arrest people suspected of committing an offence – SKILLS FOR SECURITY

Session 1(e): Arrest

Aim:

- To discuss arrest procedures.

Objectives:

By the end of this session trainees will be able to:

- Identify offences
- State the agreed procedures for arrest
- State the limitations to a door supervisor's powers of arrest
- Specify why arrests should only be made as a last resort
- State the procedures following an arrest

National Occupational Standards:

SLP 5 – Produce documents manually

SLP 11 – Arrest people suspected of committing an offence – SKILLS FOR SECURITY

Session 1(f): Drugs Awareness

Aim:

- To discuss drugs and drug abuse.

Objectives:

By the end of this session trainees will be able to:

- Identify key areas of drugs misuse legislation
- State some of the symptoms of drug abuse
- Identify the most common types of illegal drugs
- Identify signs of drug dealing
- State how to deal with customers found in possession of drugs
- State the procedure for handling seized drugs
- Identify Health and Safety issues in relation to illegal drugs
- State how to dispose of contaminated waste

National Occupational Standards:

SLP 8 – Carry out searches of people and property for unauthorised Items - SKILLS FOR SECURITY

SLP 11 – Arrest people suspected of committing an offence – SKILLS FOR SECURITY

Session 1(g): Recording Incidents and Crime Scene Preservation

Aim:

- To discuss incident recording and crime scene preservation.

Objectives:

By the end of this session trainees will be able to:

- Identify the types and reasons for records
- State the reasons for recording incidents
- Identify incidents that need recording and when to call the police
- Explain what information a record should contain
- State the rules for incident book/notebook entries
- Identify the different types of evidence
- State how forensic evidence can be obtained at a crime scene
- State the basic rules to follow to preserve evidence

National Occupational Standards:

SLP 2.1 – Provide written information related to your work – SKILLS FOR SECURITY

SLP 5.1 – Record information – SKILLS FOR SECURITY

SLP 5.2 – Produce written documents - SKILLS FOR SECURITY

SLP 11.3 – Preserve the integrity of potential evidence – SKILLS FOR SECURITY

SLP 14.1 – Maintain videotape storage systems – SKILLS FOR SECURITY

SLP 20 – Present evidence in court and at other hearings – SKILLS FOR SECURITY

Session 1(h): Licensing Law

Aim:

To discuss licensing law and the licensee's social responsibility

Objectives:

By the end of this session trainees will be able to:

- State the licensing objectives under the Licensing Law
- State the law in relation to refusing entry and ejecting customers
- State police powers in relation to licensed premises
- State the different types of licences and permissions available for premises
- State the rights and duties of licensees and door supervisors as their representatives
- State the law in relation to young persons
- State the conduct that is considered unlawful under licensing, gaming and sexual offences legislation

National Occupational Standards:

SLP 9 – Provide security at licensed venues

Session 1(i): Equal Opportunities

Aim:

- To discuss Equal Opportunities and Discrimination.

Objectives:

By the end of this session trainees will be able to:

- State what is meant by equal opportunities, prejudice and stereotyping
- State the relevance for door supervisors of the Race Relations Act, the Sex Discrimination Act, the Disability Discrimination Act and the Employment Equality Act (Sexual Orientation) and (Religion and Belief).
- State how these Acts may be enforced

National Occupational Standards:

None relevant – training relevant to the industry only

Session 1(j): Health and Safety at Work

Aim:

- To discuss Health and Safety in the workplace.

Objectives:

By the end of the session trainees will be able to:

- State the main areas of Health and Safety legislation
- State the purpose of 'duty of care'
- State the responsibilities of the employer, employees and self employed
- Identify typical risks, hazards and spillages
- Identify safety signs and safety signals
- State the precautions to be taken in the manual handling of heavy goods
- State the precautions to be taken against HIV, hepatitis and other infectious diseases

National Occupational Standards:

SLP 1– Contribute to health and safety in the workplace – SKILLS FOR SECURITY

2GEN1 and 2GEN2 – Hospitality Industry

Session 1(k): Emergency Procedures

Aim:

To learn the basic procedures for emergency situations

Objectives:

By the end of this session trainees will be able to:

- Identify common human responses in an emergency
- Identify the reasons for fire certificates and occupancy figures
- State the three components of fire
- Explain the importance of knowing the venue's fire and evacuation procedures
- Identify the types of fire extinguishers, and their use
- State the procedures for a bomb threat
- Demonstrate an understanding of how to remain alert and vigilant of unusual and suspicious activity
- State how to act in a first response situation requiring first aid
- State who to contact in first aid situations

National Occupational Standards:

SLP 4 – Control security incidents - SKILLS FOR SECURITY

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

N.B.

Awarding bodies and training providers will be expected to maintain and update the currency of training in the light of any changes to procedures or legislation.

Awarding bodies are reminded of the importance of signposting and supporting candidates in developing basic and/or key skills

Part 2: Communication Skills and Conflict Management

Aim:

- To ensure that door supervisors have the appropriate communication skills and knowledge of conflict management

Session 2a: Introduction to Communications Skills and Conflict Management

Aim:

- To discuss communication skills and conflict management.

Objectives:

By the end of this session trainees will be able to:

- State the importance of customer care
- Show an understanding of basic communication skills
- Show an understanding of verbal and non-verbal communication effectively
- State the need to calm difficult situations and avoid violence
- Identify different types of behaviour
- State what risks can occur during violence at work
- Identify the most common conflict flash-points
- State the importance of managing aggression
- Show an understanding of basic problem-solving skills
- State the impact of reflecting and learning from the experience of conflict

National Occupational Standards:

SLP 2.2 – Communicate effectively to work with others - SKILLS FOR SECURITY

SLP 3 – Give customers a positive impression of yourself and your Organisation - SKILLS FOR SECURITY

SLP 3.1 – Establish effective relationships with customers

SLP 3.2 – Respond appropriately to customers

SLP 3.3 – Communicate information to customers

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

2GEN1 and 2GEN2 – Hospitality Industry

Unit 1 – Assess the risk of violence to workers – Employment NTO

Unit 3 – Implement policy and procedures to reduce the risk of violence at work

Unit 6 – Ensure your actions contribute to a positive and safe working environment

Unit 7 – Protect yourself from the risk of violence at work

Unit 8 – Respond to work violent incidents

Unit 9 – Support individuals involved in violent incidents at work

Session 2(b): Application of Communication Skills and Conflict Management

Aim:

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

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

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

Objective:

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

2. Ejecting a customer from the venue due to:

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

Objective:

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

3. Incidents inside the venue, such as:

- advising/reprimanding for behaviour (breaches of house rules)
- first aid situation
- undertaking an arrest of a customer for an arrestable offence
- failing to adhere to drinking-up times
- domestic disputes
- other disputes (customer vs. bar-staff, complaints about service etc.)

- arguments/fights

Objective:

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

Scenario Situations

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

Refusal scenarios:

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

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

Incident scenarios:

13. Advise a customer regarding unacceptable behaviour inside the venue. Try to stop the behaviour, warning the customer about further action if the behaviour persists.
14. Deal with a first aid incident where other drunken customers try to take over.
15. Deal with a domestic dispute which turns into a noisy incident inside the venue.
16. Deal with other disputes inside the venue, such as a customer arguing with bar-staff over incorrect change given, or a complaint about poor service.
17. Deal with various aggressive arguments between customers, to try to prevent them from turning physical.
18. Deal with customers (usually drunk) who refuse to leave the premises at closing time.
19. Arrest a customer as a last resort. Some customers will comply with the arrest; others will become argumentative or aggressive.

National Occupational Standards:

SLP 2.2 – Communicate effectively to work with others - SKILLS FOR SECURITY

SLP 2.2 – Communicate effectively to work with others - SKILLS FOR SECURITY

SLP 3 – Give customers a positive impression of yourself and your Organisation - SKILLS FOR SECURITY

SLP 3.1 – Establish effective relationships with customers

SLP 3.2 – Respond appropriately to customers

SLP 3.3 – Communicate information to customers

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

2GEN1 and 2GEN2 – Hospitality Industry

Unit 6 – Ensure your actions contribute to a positive and safe working environment

Unit 7 – Protect yourself from the risk of violence at work

Unit 8 – Respond to work violent incidents

Unit 9 – Support individuals involved in violent incidents at work

Section 2: Qualifications

Introduction

For the purpose of individual licensing, all door supervisor core competency training must result in a formal, examination-based, qualification. Only qualifications awarded by a recognised and approved awarding body where the individual qualification has been accredited on to the National Qualifications Framework or equivalent, will be accepted.

2.1 Qualification Requirements

The SIA's door supervisor qualification for licensing will be examination-based using two external objective tests. The questions for examination papers will be selected at random from a question bank held by each awarding body and based upon the underpinning knowledge requirements of the relevant National Occupational Standards. The awarding body will externally mark all examination papers. Examination papers must be designed in such a way that the trainees' underpinning knowledge across all core competency areas is assessed.

2.2 Assessment

On completion of the knowledge based core competency training (Part 1) all candidates must take a written objective test, to assess the knowledge-based content of the core competency training, under full examination conditions. The time allocated to this test is one hour.

Communication Skills and Conflict Management (Part 2) will also be assessed by an objective test under full examination conditions. This test will assess the appropriate application of the knowledge, skills and understanding of communication skills and conflict management to practical situations. The time allocated to this test is also one hour.

The questions for both Part 1 and Part 2 examinations will be externally set and externally marked by awarding bodies. Candidates must pass both Part 1 and Part 2 examinations to be eligible for a license.

2.3 Examination Venue Approval

The awarding bodies will be responsible for approving examination centres and in doing so, must demonstrate and be able to evidence, that the criteria in section 1.5 have been followed.

2.4 Examination Integrity and Security

Qualification Regulatory Authority guidelines on the integrity and security of the entire examination process must be stringently adhered to. All awarding bodies must be able to demonstrate that their approved examination centres are regularly inspected and/or audited accordingly.

2.5 Continuous Professional Development

Door supervisors should be encouraged by employers to achieve further qualifications in security disciplines. Awarding bodies should demonstrate that this basic entry qualification encourages progression to qualifications such as National/Scottish Vocational Qualifications at Level 2 and above, and to other qualifications, for example, higher education programmes offered by Colleges and Universities.

2.6 Basic and Key Skills Requirements

It is important that candidates are not excluded from taking the Core Competency Training and Qualification through lack of basic, core and/or key skills. Awarding bodies and training organisations are asked to ensure that they have methods in place to identify candidates with basic and/ or key skills requirements and to support them or direct them to a separate training provision.

Section 3: Business Process Requirements

Introduction

The SIA's process for licensing requires applicants to prove identity and competence, and to undergo a criminality check. Awarding bodies will play a key role in this process by supplying data on identification and qualifications. Full details of the business process and information requirements will be contained in a separate legal agreement with each awarding body.

3.1 Identification Requirements

Awarding bodies are required to collect identification data from each candidate at the time of assessment and accreditation of prior learning. This should include a passport size colour photograph endorsed by the assessor and a candidate signature. Both photograph and signature should then be captured and held electronically by the awarding body until the assessment is verified. Awarding bodies must ensure that their assessment centres have secure and reliable systems in place to correctly identify each candidate.

3.2 Qualifications Requirements

The SIA will establish and maintain a Qualifications Database. Awarding bodies are required to update the Qualification Database of candidates who undertake an assessment or accreditation of prior learning for an SIA approved qualification. The outline information required is:

- Candidate identification details
- Awarding body candidate number
- Date of full award
- Award name
- Award reference - the unique identifier used by the award body to identify the specific qualification record
- Photograph and signature images

Information should be updated on the SIA qualifications database within 10 working days of the candidate's final assessment. Awarding bodies must demonstrate that they have secure and efficient systems in place to collate, hold and transmit this information.

3.3 Accreditation of Prior Learning

3.3.1 *Prior learning and qualifications gained in the UK.*

Awarding bodies are required to accredit the prior learning and qualifications gained in the UK by candidates apply for a SIA licence. Candidates, who have attained a relevant or partly relevant qualification in door supervision, may present their qualification(s) to an awarding body for accreditation. (Exemptions from Core Competency Training and Assessment are listed in Appendix A and the latest details are published on the SIA website).

Awarding bodies should only issue a qualification certificate when they have evidence that the candidate has the equivalence and/or has attained the relevant parts of the SIA approved door supervisor's qualification to achieve full competence. Awarding bodies will be responsible for the integrity of the certificates they accredit for SIA approved qualifications.

Recognised and agreed exemptions will be published by the SIA to ensure common approach and consistency.

3.3.2 Prior learning and qualifications gained outside the UK.

Applicants from overseas who have a relevant qualification in door supervision operations may present their certificates to an awarding body for part accreditation. See SIA web site for the procedure for applicants with relevant qualifications from overseas. All overseas applicants will be required to demonstrate that they can communicate both orally and in writing in English and that they have attended training in subjects relating to legislation in England and Wales or Scotland (to meet the learning objectives of this training).

Appendix A: Exemption from Core Competence Training and Assessment

The SIA recognises relevant previous training and experience and has agreed the following list of exemptions for this sector from the licensing qualification. The table below lists the circumstances under which the current door supervisors offer exemption from some or all of the core competency training and assessments.

Qualification / Award Held By Existing Door Supervisors	Exemption	Training Requirement	Assessment Requirement
British Institute of Innkeeping Awarding Body (BIIAB) Level 2 National Certificate for Licensees	Exempt from Part 1 training	Part 2	Parts 1 and 2*
British Institute of Innkeeping (BIIAB) both Stages 1 and 2 in Door Supervision (excluding Physical Intervention and First Aid)	Full exemption	None	None
British Institute of Innkeeping (BIIAB) Parts 1 only in Door Supervision	Exempt from Part 1 training and assessment	Part 2	Part 2
NCFE both Stages 1 and 2 in Door Supervision	Exempt from all training and Part 1 assessment	None	Part 2
NCFE Stage 1 only in Door Supervision	Exempt from Part 1 training and assessment	Part 2	Part 2
SITO/NOCN award in Door Supervision	Exempt from Part 1 training and assessment	Part 2	Part 2
All other door supervisors and new entrants	No exemption	Parts 1 and 2	Parts 1 and 2

**Training providers will offer brief revision of the learning objectives for Part 1.*

Overseas Exemptions from Core Competence Training and Assessment

Qualification / Award Held By Existing Door Supervisors	Exemption	Training Requirement	Assessment Requirement
Security Institute of Ireland (SII Awarding Body) FETAC (NCVA Level 1) Minor award at Level 4 Module 'Door Security Procedures'	Exempt from Part 1 training	Part 2	Parts 1 and 2*

Please note: Current and valid Local Authority or Police Registration Licence badge no longer allow exemption from Part 1 of the door supervisor qualification. This is because it is now a legal requirement to hold an SIA licence.

Duration of Exemption

It is important to ensure that training remains current, so that the knowledge and skills developed are up-to-date. Therefore the exemption held must be no more than 3 years old, except where otherwise stated.

Overseas Qualifications

Please refer to section 3.3 above.

Appendix B: Standards of Behaviour for Door Supervisors

Personal Appearance
<p>A Door supervisor should at all times:</p> <ul style="list-style-type: none"> • Wear clothing which is smart, presentable, easily identifies the individual as a door supervisor, and is in accordance with the employer's guidelines • Wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side
Professional Attitude & Skills
<p>A door supervisor should:</p> <ul style="list-style-type: none"> • Greet visitors to the licensed premises in a friendly and courteous manner • Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the Door Supervisors responsibility. • Carry out his/her duties in a professional and courteous manner with due regard and consideration to others. • Behave with personal integrity and understanding • Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues • Be fit for work and remain alert at all times • Develop knowledge of local services and amenities appropriately
General Conduct
<p>In carrying out his/her duty, a door supervisor should:</p> <ul style="list-style-type: none"> • Never solicit or accept any bribe or other consideration from any person. • Not drink alcohol or be under the influence of alcohol or drugs • Not display preferential treatment towards individuals • Never abuse his/her position of authority • Never carry any item which is or could be considered to be threatening • Report all incidents to the management • Co-operate fully with members of the Police, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the licensed premises or the way they are run.

Organisation / Company Values and Standards

A door supervisor should:

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