**Scheme of Work**

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| **Course code** | 002-DS | **Course start date** | TBC | **Course end date** | TBC |
| **Course title** | L2 Door Supervisors in the Private Security Industry | **Number of sessions** | 4 |
| **Session length**  | 7 hours |
| **Provider/Tutor** | TBC | **Total number of hours** | 35 hours |
| **Venue** | TBC | **Number on register** | TBC |

Overall Course Aim: Intent – What is the intended purpose of this course? (i.e., what key concepts, knowledge and skills do you want learners to gain?)

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| (Amend bullet points as required)* To prepare learners for employment in the security industry.
* Support learners to gain the knowledge, skills and behaviours required to apply for a licence from the Security Industry Authority (SIA) to work as a door supervisor.
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Course Learning Objectives: Implementation – What are the learning objectives for this course? (i.e., how will you ensure the key concepts are embedded into learner’s long-term memory?)

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| (Amend bullets points as required)* Principles of working in the private security industry.
* Principles of working as a door supervisor in the private security industry.
* Application of conflict management in the private security industry.
* Application of physical intervention skills in the private security industry.

Tutors assess learners are learning throughout delivery, using a variety of assessment methods including direct questioning techniques, responses to group discussions, observation of activities, mock tests, completed task/assignments, and workbooks.  |

Evaluation of Learning Objectives Impact: – How will you check that the learning objectives have been achieved and that learners have progressed? (i.e., how will learners demonstrate that they remember what they have learnt?)

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| * Direct questions and answers
* Observations of activities
* Completed tasks and products
* Scenarios/role play
* Correctly completed questions in workbook
* Accreditation achieved
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**How will you assess learners starting points and how will you incorporate the information into the planning of your sessions for this course?**

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| All learners’ complete initial assessments in English and maths to ensure they are at the level required to complete the course or identify if they may need any additional support that will be provided individually by the tutor during the course to ensure all learners have an equal opportunity to achieve.  |

**How will you inform learners of the importance of equality and diversity, and how will you ensure they are in a safe learning environment, either in the classroom or online?**

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| All learners complete the following on-line learning modules as part of the Personal and Social Development course:* Staying safe on-line
* Safeguarding and Prevent

The tutors will embed safe practices during on-line delivery and refer any concerns to the Designated Safeguarding Officer. Session 4 - The aim of the Working in the Security Industry session is to introduce learners to the purpose and structure of various security organisations, how to contribute to environmental sustainability within an organisation, how to support equality and diversity in an organisation and the requirements of confidentiality and security in an organisation.  |

| **Wk No** | **Session name, objectives /topics to be covered**  | **Assessment****Methods \*** | **How will you embed safeguarding, E&D and** **Prevent?** | **How will English, maths and digital skills be embedded?**  |
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| 2 | Session 1 – Principles of working in the private security industry* The main characteristics and purposes of the private security industry.
* The legislation as it applies to a security operative.
* Arrest procedures relevant to security operatives.
* The importance of safe working practices.
* Fire procedures in the workplace.
* Emergencies and the importance of emergency procedures.
* How to communicate effectively as a security operative.
* Record keeping relevant to the role of the security operative.
* Terror threats and the role of the security operative in the event of a threat.
* **How to keep vulnerable people safe.**
* Good practice for post-incident management.
 | Questions and AnswersResponse to group discussionsObservation of activityCompletion of task/activity | Showing respect for others’ opinions and views | Reading, writing, speaking, and listening |
| 2 |  Session 2 – Principles of working as a door supervisor in the private security industry* Crimes relevant to door supervision.
* How to conduct effective search procedures.
* Drug misuse legislation, issues, and procedures relevant to the role of a door supervisor.
* Preservation of evidence relevant to the role of a door supervisor.
* Queue management and venue capacity responsibilities relevant to a door supervisor.
* Equipment relevant to a door supervisor.
 | Questions and AnswersResponse to group discussionsObservation of activityCompletion of task/activity | Respecting others’ views | Research skillsReading, writing, speaking, and listening  |
| **2** | Session 3 – Application of conflict management in the private security industry* The principles of conflict management appropriate to the role.
* How to recognise, assess and reduce risk in conflict situations.
* The use of problem-solving techniques when resolving conflict.
* How to communicate to de-escalate conflict.
 | Scenario/Role PlayResponse to group discussionsObservation of activityCompletion of task/activity | Respecting others knowledge and skills | Reading, writing, speaking, and listening Writing skills |
| 2 | Session 4 – Application of physical intervention skills in the private security industry* Physical interventions and the implications of their use.
* The risks associated with using physical intervention.
* How to reduce the risk associated with physical intervention.
* Demonstrate using physical skills to protect the learner and the others.
* Demonstrate how to use non-pain compliant standing, holding and escorting techniques.
 | Scenario/Role PlayResponse to group discussionCompletion of task/activityObservation of activity | Showing respect for others’ views and opinions | Reading, writing, speaking, and listening |

**\* Assessment methods:**

* 1. Quizzes
	2. Learner self-assessment
	3. Accreditation achieved
	4. Q&A
	5. Response to group discussion
	6. Observation of activity
	7. Completed tasks/assignments
	8. Worksheets

**Prevent Strategy**:

Please note that British values are defined as democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. Institutions are expected to encourage learners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010. [*www.gov.uk/government/publications/prevent-strategy-2011*](http://www.gov.uk/government/publications/prevent-strategy-2011)