

Component Specification

Door Security Skills

NFQ Level 4

4N20611

1. Component Details

Title	Door Security Skills
Teideal as Gaeilge	.
Award Class	Minor
Code	4N20611
Level	4
Credit Value	10
Purpose	The purpose of this component is to equip the learner with the knowledge, skill and competence to carry out door security activities under supervision and in accordance with current safety and health at work legislation and private security legislation.
Units	<p>The Learning Outcomes are grouped into the following units:</p> <ol style="list-style-type: none"> 1 Private Security Sector 2 Door Security Skills
Learning Outcomes	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1 Private Security Sector <ol style="list-style-type: none"> 1.1 Explain the purpose and structure of the private security sector 1.2 Explain the legislation, regulations and standards governing the private security industry

- 1.3 Outline the typical operational structure and services of a private security company to include typical quality management systems
- 1.4 Explain the role, functions and responsibilities of private security persons in a range of typical environments
- 1.5 Distinguish between the principles of prevention, protection and detection
- 1.6 Outline the relevant aspects of Irish criminal, civil, equality, safety and health and environmental law pertaining to licenced private security activity
- 1.7 Explain the typical court proceedings and court witness procedures to which private security personnel may be exposed
- 1.8 Differentiate between a range of emergencies including those relating to terrorist and extremist actions and the procedures for responding to an injured person
- 1.9 Outline the practices and procedures for patrolling, monitoring access and egress, use of electronic aids and security hardware products
- 1.10 Differentiate between the range and uses of documentation relevant to security guarding
- 1.11 Outline the procedures for responding to a range of alarms and warning devices, emergency evacuation of people and preserving the scene of an incident or crime
- 1.12 Explain the principles of verbal and non-verbal communication for customer care, incident recording and reporting and managing conflict and aggression
- 1.13 Carry out a typical range of company policies and procedures related to day to day security guarding activities to include patrolling, written and verbal communication, emergency incidents, alarms, warning devices and evacuation of people
- 1.14 Use the appropriate on site safety and fire equipment to deal with typical day to day security activities and scenarios
- 1.15 Exercise appropriate procedures in relation to storage and protection of confidential information and materials, preserving the scene of an incident
- 1.16 Carry out typical communications and customer service activities to include completion of reports,

observation skills, using communications equipment,
dealing with challenging behaviour and
understanding crowd dynamics

- 1.17 Demonstrate appropriate personal presentation, professional attitude, teamwork and customer-focused approach
- 2 Door Security Skills
 - 2.1 Outline the law in relation to the role and functions of door security personnel
 - 2.2 Explain the legal parameters within which licenced door security personnel operate to include refusal of entry and dealing with requests to leave a premises or event
 - 2.3 Outline the role and responsibilities of door security personnel in relation to drugs and alcohol
 - 2.4 Identify the typical range of indicators of drug and alcohol use to include main symptoms of misuse and associate health and safety risks
 - 2.5 Distinguish between relevant statutory provisions governing powers of arrest and their application in a range of typical door security scenarios
 - 2.6 Demonstrate legally compliant procedures related to search and seizure, detention and arrest in a range of door security scenarios
 - 2.7 Outline the factors required to comply with national codes of practice for crowd management
 - 2.8 Explain the principles of effective crowd management
 - 2.9 Identify the appropriate control measures for access and egress to a range of typical door security environments
 - 2.10 Apply appropriate access and egress control measures
 - 2.11 Outline the relevant Irish law provisions and their application to reasonable and necessary use of force
 - 2.12 Explain the circumstances and factors related to reasonable and necessary use of force in typical door security environments
 - 2.13 Demonstrate a range of best practice methods in relation to physical intervention taking into account typical scenarios for door security personnel

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Examination - Theory	50%
Skills Demonstration	50%

Description

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

The learner must pass this assessment in order to achieve the award

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

The learner must pass this assessment in order to achieve the award

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

Specific Validation Requirements

Programmes submitted for validation against this award must show how they are consistent with the training and assessment requirements specified by the current Private Security Authority 'Training Requirements for Guarding, Door and Event Security' (PSA59 October 2016)

1. A training provider must show evidence of having sought approval from the Private Security Authority in accordance with the Private Security Authority 'Requirements for Training Providers TP1
2. Providers must show evidence of the information and procedures in place to satisfy the PSA requirements on dealing with learners whose first language is not English or Irish

Supporting Documentation

1. Private Security Authority 'Training Requirements for Guarding, Door and Event Security' (PSA 59 October 2016)
2. Private Security Authority 'Requirements for Training Providers TP1'

3. Current safety and health at work legislation and codes of practice

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Learners whose first language is not English or Irish must comply with the Private Security Authority's language proficiency requirements i.e. have a minimum of CEFR B1 level of competency in English from a body listed in the Private Security Authority Requirements for Training Providers TP1

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Mainly concrete in reference and with some elements of abstraction or theory
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools
	Selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence	Context	Act in familiar and unfamiliar contexts
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

