

## Special Purpose Specification NFQ Level 4

### Door Security Practices 4S20612

#### 1. Certificate Details

<b>Title</b>	Door Security Practices
<b>Teideal as Gaeilge</b>	gCleachtais Slándála Dorais
<b>Award Class</b>	Special Purpose
<b>Code</b>	4S20612
<b>Level</b>	4
<b>Credit Value</b>	10
<b>Purpose</b>	The purpose of this award is to enable the learner to work under supervision in the private security sector undertaking door security duties in compliance with the current requirements set out by the Private Security Authority. The award is not a licence to practice
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Acquire a broad range of knowledge of the private security industry in Ireland and Irish law pertaining to the sector
<i>Kind</i>	Demonstrate understanding of private security theory and practices as linked to role and functions of door security personnel
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate a range of skills in licenced door security practices and procedures from routine activities to handling emergency and /or conflict situations
<i>Selectivity</i>	Demonstrate appropriate application of procedures and practices related to typical door security activities in a range of environments
<b>Competence</b>	

<i>Context</i>	Perform door security activities in a range of locations and scenarios where licensed door security services are ordinarily required
<i>Role</i>	Demonstrate the ability to fulfil the role of a door security person using appropriate customer and communication skills whilst participating effectively as a team member
<i>Learning to Learn</i>	Learn to take responsibility for own learning within a supervised environment
<i>Insight</i>	Act appropriately in a range of typical door security environments

The learning outcomes associated with this award are outlined in the associated Component Specifications.

<b>Access</b>	<p>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.</p> <p>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</p>
<b>Transfer</b>	Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.
<b>Progression</b>	Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.
<b>Progression Awards</b>	Learners who successfully complete this award may progress to a range of different awards.
<b>Grading</b>	<p>Pass</p> <p>Merit</p> <p>Distinction</p> <p>The grade achieved will be determined by the grades achieved on the components</p>

## 2. Certificate Requirements

**The total credit value required for this certificate is 10. This will be achieved by completing:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
<b>All of the following component(s)</b>			

### 3. 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

### 4. 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

### 6. 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](http://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 QQI 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.

## 7. 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

