

**The Further Education and Training Awards Council (FETAC)  
was set up as a statutory body on 11 June 2001  
by the Minister for Education and Science.  
Under the Qualifications (Education & Training) Act, 1999,  
FETAC now has responsibility for making awards  
previously made by NCVA**



**Module Descriptor**

# **Guarding Skills**

**Level 4 C10266**

**July 2007**

## Summary of Contents

<b>Introduction</b>	Describes how the module functions as part of the national vocational certificate framework.
<b>Module Title</b>	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a> .
<b>Module Code</b>	An individual code is assigned to each module.
<b>Level</b>	Indicates where the module is placed in the national vocational certificate framework, from Level 1 to Level 6
<b>Credit Value</b>	Denotes the amount of credit that a learner accumulates on achievement of the module.
<b>Purpose</b>	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
<b>Preferred Entry Level</b>	Recommends the level of previous achievement or experience of the learner.
<b>Special Requirements</b>	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
<b>General Aims</b>	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
<b>Units</b>	Structure the learning outcomes; there may be no units.
<b>Specific Learning Outcomes</b>	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
<b>Portfolio of Assessment</b>	Provides details on how the learning outcomes are to be assessed.
<b>Grading</b>	Provides details of the grading system used.
<b>Individual Candidate Marking Sheets</b>	List the assessment criteria for each assessment technique and the marking system.
<b>Module Results Summary Sheet</b>	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
<b>Appendices</b>	Can include approval forms for national governing bodies.
<b>Glossary of Assessment Techniques</b>	Explains the types of assessment techniques used to assess standards.
<b>Assessment Principles</b>	Describes the assessment principles that underpin FETAC's approach to assessment.

## Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	<b>Module Title</b>	<b>Guarding skills</b>
2	<b>Module Code</b>	<b>C10266</b>
3	<b>Level</b>	4
4	<b>Credit Value</b>	<b>1 credit</b>
5	<b>Purpose</b>	<p>This module is a statement of the standards to be achieved to gain a FETAC credit in Guarding Skills at Level 4.</p> <p>The module is designed to equip learner with an introductory understanding of practical security duties and procedures for those working within the mainstream and retail security industry.</p>
6	<b>Preferred Entry Level</b>	FETAC Level 3 Certificate or equivalent qualifications and/or relevant life and work experiences.
7	<b>Special Requirements</b>	None
8	<b>General Aims</b>	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 acquire a theoretical knowledge of security, the industry and its history</p> <p>8.2 be familiar with relevant codes in respects of criminal, civil, employment and safety legislation.</p> <p>8.3 understand the responsibilities of the retail security officer.</p> <p>8.4 demonstrate a range of skills required for workplace security procedures and appropriate response to on-site emergencies.</p>

<b>9</b>	<b>Units</b>	<b>The specific learning outcomes are grouped into 4 units.</b>
	<b>Unit 1</b>	<b>Background and Theory</b>
	<b>Unit 2</b>	<b>Legislation and Regulation.</b>
	<b>Unit 3</b>	<b>Retail Security</b>
	<b>Unit 4</b>	<b>Practical and Emergency Procedures</b>

**10 Specific Learning Outcomes**

**Unit 1 Background and Theory.**

*Learners should be able to:*

- 10.1.1** summarise the background and historical developments of the private security industry in Ireland
- 10.1.2** interpret a range of common terms and definitions used within the industry eg generic industry terms, definitions as agreed within IS999:2004
- 10.1.3** outline duties and responsibilities of the basic guard e.g. patrolling duties, good housekeeping, recording, reporting, action in emergencies, gate/entry duties, control facility duties.
- 10.1.4** outline the principles of loss prevention
- 10.1.5** state the principal causes of fire and appropriate fire prevention measures
- 10.1.6** describe how the basic guard can assist with on-site customer care and quality policies
- 10.1.7** recognise the principal components of electronic security systems e.g. CCTV , intruder alarms, access control systems, tagging systems
- 10.1.8** identify a range of security hardware products e.g. locks, grills, perimeter protection, warning signs and notices

**Unit 2                    Legislation and Regulation**

*Learners should be able to:*

- 10.2.1                    interpret relevant legal codes and practices as they relate to the basic guard eg criminal and civil law, industry licensing, code of conduct and standards documents
- 10.2.2                    outline health and safety requirements that impact on the duties and responsibilities of the basic guard eg health and safety legislation and the fire services act
- 10.2.3                    list the principal points of relevant national labour regulations and labour relations eg employment regulation order, contract of employment, terms and conditions, social partnership.

**Unit 3                    Retail Security**

*Learners should be able to:*

- 10.3.1                    give examples of areas of loss in retail environment eg shoplifting, staff theft, wastage and damage, cash handling and cash storage
- 10.3.2                    summarise the principal duties of a retail security officer and store detective eg entry duties, customer monitoring, staff monitoring, searching, opening and locking systems/ procedures, safety and fire risk, loss prevention
- 10.3.3                    outline the risks to retail security officer working within the public areas of a shopping centre or mall
- 10.3.4                    summarise the precautions to be taken when dealing with a suspected shoplifter eg approaching, detaining and searching.

**Unit 4                    Practical and Emergency Procedures**

*Learners should be able to:*

- 10.4.1                    use communications skill in the workplace eg observation skills, use of body language, verbal communication, listening and use of telephone
- 10.4.2                    demonstrate the ability to record relevant incidents eg note details of incident timings and witnesses; write a report relating

to the facts of the incident; be aware of the consequential effects of recording incidents

- 10.4.3 compile assignment instructions for a sample workplace
- 10.4.4 demonstrate the use of a range of security equipment eg two way radio, padlocks and mortise locks, proof of service systems
- 10.4.5 demonstrate a range of practical security procedures including patrolling, gate duties, arrest, search and use of notebook
- 10.4.6 demonstrate a range of practical security procedures including patrolling, gate duties, arrest, search and use of notebook
- 10.4.7 demonstrate a range of emergency procedures eg emergency evacuation, action in the event of on-site incident and action on finding an injured person
- 10.4.8 demonstrate teamwork in a range of workplace situations

## 11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor

All assessment is carried out in accordance with FETAC regulations.

<b>Summary</b>	<b>Skills Demonstrations (2)</b>	<b>40%</b>
	<b>Examination (Theory-Based)</b>	<b>40%</b>
	<b>Assignment (4)</b>	<b>20%</b>

### 11.1 Practical Skills Demonstration

The internal assessor will devise 2 demonstrations to test the candidate's acquisition of practical skills. These assessments will be based on a range of specific learning outcomes from Unit 4. Internal assessors are advised that assessment of skills demonstrations may take place in the workplace or in a mock/role-play environment

Assessors should endeavour to combine a series of relevant tasks during assessment.

The emphasis on skills demonstration is assessment of knowledge, verbal communication skills, listening, observation, the use of body language and safe work practice.

**The format of the skill demonstrations will be as follows:**

Each demonstration will be of 3-5 minutes duration. 20 marks each. Evidence may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

The following list highlights the main areas from within the module for consideration:

- Searching a person
- Effective use of two way radio or telephone
- Use of a fire extinguisher
- Teamwork
- Action on finding an injured person
- Use of notebook and report writing
- Making a short presentation on:
  - the role of the security officer in client customer care
  - assignment instructions checklist
  - patrolling a premises
  - action in the event of emergency
  - discuss the consequential effects of incorrect reporting techniques
  - the contents of a first aid kit
  - the typical duties of a retail security officer
  - loss prevention
  - power of observation

**11.2 Examination  
(Theory based)**

The internal assessor will devise an examination that assesses the candidate's ability to recall theory and understanding. The examination will be based on a range of specific learning outcomes and will be 1 hour in duration.

The format of the examination will be as follows:  
40 short answer questions. Candidates are required to answer all questions using the tick or cross method. 1 Mark each.  
These questions may be answered in different media such as in writing or orally.

**11.3 Assignment**

The internal assessor will devise an assignment that assesses candidates mastery of 4 specific practical skills related to workplace familiarisation. These can be real or role play work environment. Each checklist will be 5 marks each.

The format of the workplace familiarisation assessment will be as follows:

Candidate will be given an opportunity to become familiar with a workplace. Workplace management or appointed assessors will then assess candidate performance in the following areas:

- the ability to locate and identify emergency equipment
- familiarisation with security systems and equipment
- familiarisation with premises policies and procedures
- personal development

## **12 Grading**

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

<b>Individual Candidate Marking Sheet 1</b>	<b>Guarding Skills C10266</b>	
	Skills Demonstration (2)	40%
	Examination (Theory Based)	40%
	Assignment (4)	20%

**Candidate Name:** \_\_\_\_\_ **PPSN No.** \_\_\_\_\_  
**Centre:** \_\_\_\_\_ **Roll No.** \_\_\_\_\_

Performance Criteria	Maximum Mark	Candidate Mark
Skills Demonstration 1	<b>20</b>	
Skills Demonstration 2	<b>20</b>	
Sub total	40	
Examination:  The internal assessor will enter here the amount of questions answered correctly. 1 mark per correct answer.	<b>40</b>	
Sub total	<b>40</b>	
Assignment:  Workplace Familiarisation No. 1	5	
Workplace Familiarisation No. 2	5	
Workplace Familiarisation No. 3	5	
Workplace Familiarisation No. 4	5	
Sub total	<b>20</b>	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>100</b>	

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Examiner's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Glossary of Assessment Techniques

**Assignment:** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work:**

*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

**Examination:** *A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record:** *A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

**Project:**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

Research – requiring individual/group investigation of a topic  
process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 4 or 5*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques and sources of information, referencing/bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/production of documentation/support studies/log
- design skills
- planning skills
- ability to implement/ produce/make/construct/perform (specify)
- mastery of tools and techniques
- creativity/visual/media/technological awareness
- problem solving skills
- time management skills
- team working, co-operation, participation
- presentation/display skills

**Skills****Demonstration:**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

## **FETAC Assessment Principles**

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.