

**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

Door Security Procedures Level 4 C10267

June 2007

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 1 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	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.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	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.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	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.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the FETAC 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	Module Title	Door Security Procedures
2	Module Code	C10267
3	Level	4
4	Credit Value	1 credit
5	Purpose	This module is a statement of the standards to be achieved to gain a FETAC credit in Door Security Procedures at Level 4. Its purpose is to provide the learner with an introductory understanding of practical door security duties and procedures.
6	Preferred Entry Level	FETAC Level 3 Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 be familiar with the duties and responsibilities of door security personnel.</p> <p>8.2 be aware of legal codes which apply</p> <p>8.3 understand what constitutes an emergency and the recommended responses to emergencies</p> <p>8.4 develop and apply relevant communication and practical skills</p>

9 Units **The specific learning outcomes are grouped into 3 units.**

Unit 1 **Duties and Responsibilities**
Unit 2 **Fire Prevention and Safety Procedures**
Unit 3 **Practical and Emergency Procedures**

10 Specific Learning Outcomes

Unit 1 **Duties and responsibilities**

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
- 10.1.3** outline the duties and responsibilities of door security personnel
- 10.1.4** interpret relevant legal codes and best practice including:
- criminal and civil law
 - safety, health and welfare legislation
 - liquor licensing laws
 - equality legislation
 - employment legislation and regulations
 - security industry regulatory framework
 - relevant codes of practise
 - statutory bodies authorised to enter premises
- 10.1.5** summarise methods of recognising common illegal drug types, drug abuse and drug dealing
- 10.1.6** discuss a range of typical incidences that may lead to conflict or violence in the workplace
- 10.1.7** list the benefits in the use of modern security technology

Unit 2 **Fire Prevention and Safety Procedures.**

Learners should be able to:

- 10.2.1** describe how door security personnel can assist with occupier policies for customer care, quality service and safety
- 10.2.2** identify a range of common injuries and suggest methods of limiting further risk or injury
- 10.2.3** state the following:
- principle cause of fire
 - appropriate fire prevention measures
 - means of reducing fire spread
 - means of limiting damage
 - methods of preserving the scene of an incident or accident

Unit 3 **Practical and Emergency procedures**

Learners should be able to:

- 10.3.1** use communication skills in the workplace e.g. observation skills for early intervention, reporting incidents and the consequences of reporting or failing to report or incorrectly reporting incidents, use of body language and verbal communication during entry, trespass, aggression or emergency situations
- 10.3.2** demonstrate safe non-violent techniques for breaking away in response to physical contact
- 10.3.3** demonstrate a range of practical security procedures including entry, search, removal and patrolling premises.
- 10.3.4** demonstrate the use of a range of safety systems and equipment e.g fire doors, emergency exits, fire extinguisher, basic first aid kit, two way radio
- 10.3.5** demonstrate action in the event of a range of emergencies including fire, evacuation, robbery, bomb threat, accident and injury
- 10.3.6** demonstrate the ability to record relevant incidents eg:
- note details of incident timing and witnesses
 - write a report relating to the facts of the incidents
 - be aware of the consequential effects of recording incidents

10.3.7 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.

Summary	Skills Demonstrations (2)	40%
	Examination (Theory Based)	40%
	Assignment	20%

11.1 Demonstrations (2) Practical skills 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 3. Internal assessors are advised that assessment of skills demonstrations may take place in the workplace or in a mock/role-play classroom environment.

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

The emphasis on skills demonstrations is assessment of knowledge, verbal communication skills, listening, observation, the use of body language and safe working practises.

The format of the skills demonstrations will be as follows;

Each demonstration will be of 3/5 minutes duration. 20 Marks each. Evidence of one demonstration will be presented on video.

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

- Searching a person
- Conducting patron refusal of entry
- Dealing with an aggressive person
- Making a short presentation on:
 - "patrolling a premises"
 - "acting in the event of a fire"
 - "acting in the event of a bomb Threat"
 - "how to write a report on an incident"
 - "discuss the consequential effects of incorrect "reporting techniques"

**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.

Questions may be answered in different media such as 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.

Candidates 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%

Individual Candidate Marking Sheet 1		Door Security Procedures C10267 Skills Demonstration (2) 40% Examination (T-B) 40% Work place Familiarisation (4) 20%
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Candidate Name: _____ Candidate PPS No: _____

Centre: _____ Roll No: _____

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

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.