Tutor, Assessor and Internal Quality Assurance Support Pack

Highfield Level 2 Award for Door Supervisors in the Private Security Industry

Qualification Number: 603/5531/1

Version 1   March 2021

Welcome

Welcome to the *Highfield Level 2 Award for Door Supervisors in the Private Security Industry* tutor, assessor and quality assurance support pack. This pack has been put together to support tutors, assessors and IQAs in their respective roles.

The pack is split into three sections:

1. Delivery Support
This section of the pack aims to support tutors in the quality assured delivery of the qualification and makes reference to supporting materials, as signposted within the qualification specification.

2. Assessment Support
This section of the pack aims to support assessors in the quality assured assessment of the qualification and provides guidance on the completion of the Highfield assessment paperwork.

3. Internal Quality Assurance Support
This section of the pack aims to support those responsible for internal quality assurance of the qualification and provides guidance and examples of practice that could support this role.

Although the pack makes reference to three different areas, it is important to note that centres are able to become approved for the award with just **two** people fulfilling the following roles:

1 x Tutor/Assessor: This individual can deliver and assess the entire qualification.

1 x Internal Quality Assurer: This individual quality assures the delivery and assessment of the Tutor/Assessor *(see Internal Quality Assurance Support for further information).*

This pack makes reference to a number of supporting documents and Highfield would recommend that centres become familiar with these prior to registering a course. If you require any further information or support, please contact your Highfield Account Manager who will be more than happy to help.

Delivery Support

The delivery of the qualification is the responsibility of the **nominated Tutor** (who will normally act as the assessor too). This person should meet the associated criteria within the qualification specification and have the relevant skills, experience and qualifications.

Length of Course
The total qualification time (TQT) for this qualification is **61-hours,** and of this, **52-hours** are guided learning hours (GLH).

Please note 44 hours is the minimum contact time (MCT) as stipulated by the SIA which is applicable if self-study is applied to the Principles of working in the private security industry unit. If self-study isn't applied for this unit, then the MCT for this qualification will be 52 hours.

Minimum contact time is defined as the time that a learner must spend under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). It does not include time spent checking ID or assessing English language skills, or breaks. This time will be monitored and **enforced** by Highfield Qualifications.

Please refer to the qualification specification for further details.

Order of delivery and assessment

Learners undertaking this qualification must be trained in the Application of Conflict Management in the Private Security Industry **before**:

- the practical assessment of Principles of Working as a Security Officer in the Private Security Industry
- the practical assessment of Principles of Working as a Door Supervisor in the Private Security Industry
- the delivery and assessment of Application of Physical Intervention Skills in the Private Security Industry

Please note: The assessment of the Application of Conflict Management in the Private Security Industry unit can be done after the physical intervention has been delivered.

Learning Outcomes

This qualification is assessed by a combination of practical assessments, oral questioning and multiple-choice examination papers and it is the responsibility of the nominated tutor to ensure learners are adequately prepared for the assessment. As such, learners should be made aware of the learning outcomes they are working towards, all of which can be found detailed within the qualification specification.

This TAI pack focusses on the practical and questioning elements of the assessments, which cover the following learning outcomes:

Principles of working in the private security industry
- Demonstrate the accurate completion of an evidential statement (Section 9 Statement)

Principles of working as a door supervisor in the private security industry
- Demonstrate how to search people and their personal possessions
- Demonstrate effective use of communication devices

Application of conflict management in the private security industry
- Recognise verbal and non-verbal communication techniques
- Explain how to deal with communication barriers in conflict situations
- Identify different behaviour types
- Demonstrate approaches to take when addressing unacceptable behaviour
- Demonstrate ways to de-escalate conflict situations
- Demonstrate working with colleagues to de-escalate conflict situations

Application of physical intervention skills in the private security industry
- Identify the risk factors involved with the use of physical intervention
- Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis
- State the specific risks associated with positional asphyxia
- State the specific risks associated with prolonged physical interventions
- Identify how to deal with physical interventions on the ground appropriately
- State how to manage and monitor a person's safety during physical intervention
- Demonstrate stance and positioning skills
- Demonstrate skills used to evade and protect against blows
- Demonstrate methods of disengagement from grabs and holds
- Demonstrate non-aggressive intervention methods to stop assaults or fights
- Communicate professionally throughout the physical intervention
- Demonstrate how to physically prompt a person
- Demonstrate low-level restrictive standing holds that can be used to escort an individual
- Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual
- Demonstrate transitions between disengagement techniques and escorting techniques
- Demonstrate how to escort an individual on stairways
- Demonstrate how to disengage safely
- Demonstrate how to manage risk immediately following disengagement

Assessment Support

The assessment of the qualification is the responsibility of the **nominated assessor**. This person should meet the associated approval criteria within the qualification specification and have the relevant skills, experience and qualifications. As mentioned previously this person may also act as the course tutor.

The following guidance supports assessors in the completion of the Highfield assessment paperwork.

Information summary

Centres are required to ensure the following information is fully completed with accurate details.

Learner Name:			
Date of Birth:			
Centre Name:		Centre no:	
Tutor/Assessor Name:		Tutor no:	
IQA Name (if sampled):			
Assessment Date:		Course ID:	

Learner name and date of birth
Please insert basic information for the learner in the boxes provided.

Learner ID
Please indicate here the identification of the learner that has been seen to ensure the learner taking the assessment is indeed who they say they are.

Centre name and number
Please insert basic information for the Highfield Approved Centre.

Tutor/assessor name and number and IQA name
Please insert basic information for the nominated tutor/assessor.

Assessment date and course ID
Please insert the date of assessment (this may be the same as the date of course). Please also ensure you insert the course identification which will be given to you by Highfield.

Example assessment summary and qualification result

The assessment outcome for each task must be recorded by the tutor/assessor on the last page of the pack.

Assessment declarations

The assessment declarations are final confirmation by the learner, the tutor/assessor and the IQA (if sampled) that they have met and adhered to the statements listed. These must be signed before certificates can be issued.

Learner name:		Centre no:	

Tutor/Assessor declaration
By signing this document you confirm that:
- you have confirmed the identity of the learner prior to the start of the teaching and assessment and they are the same person registered to take the course;
- you observed the learner throughout the assessment and they have sufficiently and independently demonstrated the skills and understanding against the assessment criteria;
- you understand that learners can only pass if they successfully complete this activity, against the assessment guidance provided

1. Working in the Private Security Industry - Overall Assessment Decision

Please ✔ for Pass or ✘ for Fail   PASS ☐   FAIL ☐

Tutor/Assessor signature:		Date:	

2. Working as a Door Supervisor - Overall Assessment Decision

Please ✔ for Pass or ✘ for Fail   PASS ☐   FAIL ☐

Tutor/Assessor signature:		Date:	

3. Application of Conflict Management - Overall Assessment Decision

Please ✔ for Pass or ✘ for Fail   PASS ☐   FAIL ☐

Tutor/Assessor signature:		Date:	

4. Application of Physical Intervention Skills - Overall Assessment Decision

Please ✔ for Pass or ✘ for Fail   PASS ☐   FAIL ☐

Tutor/Assessor signature:		Date:	

Learner declaration: By signing this document, you confirm that you fully participated in the training and assessment for these assessment criteria and the information stated on this document is correct.

Learner signature:		Date:	

IQA declaration (if sampled): By signing this document, you confirm that the assessment has been carried out using the correct processes and procedures and that the judgements made are both appropriate and consistent with the assessment standards.

IQA signature:		Date:	

Assessment Pack Guidance

The assessment pack has been designed to provide a robust method of recording learners' work, activities, or oral responses to prescribed questions, dependant on the task given for each unit. Each learner should complete an assessment pack. Assessment packs require responses to each task and it is important that learners complete every task **themselves**.

To achieve this qualification, in addition to multiple-choice examinations, the learner will be required to:

o   produce **one** hand-written witness statement, based on a centre-devised scenario
o   undertake **one** practical searching activity, based on a given brief
o   undertake conflict management scenario-based practical activities
o   partake in an oral question and answer session based on the conflict management activities
o   demonstrate physical intervention practical skills
o   partake in an oral question and answer session based on underpinning physical intervention knowledge criteria

Learners must successfully pass **all** criteria to achieve a pass overall for each assessment. **All** assessments, including multiple-choice examinations, must be passed in full in order to pass each unit. **All** units must be passed to achieve a pass for the qualification overall.

All practical activities must be visually recorded, and all assessment records (including video evidence) kept for audit purposes for 3 years.

All assessment paperwork must be sent to Highfield Qualifications for processing. This can be done by post, or virtually uploaded to the course via Highfield Central.

Please note that physical copies of examination answer sheets (EASs) and ID sheets must be provided and cannot be uploaded virtually.

Unit: Principles of Working within the Private Security Industry
AC 8.4: Demonstrate the accurate completion of an evidential statement (Section 9 Statement)

For this assessment, learners are required to produce a **hand-written** statement, based on a scenario provided by the centre using the evidential statement template provided. Centres must provide learners with a <u>centre-devised scenario</u> that offers learners the opportunity to write a report to the acceptable level of detail.

Example Scenario: Attempted theft
You (James Milton) have been working as a Security Officer at Craggs Ltd in Boothville, Lancashire, LA5 2HU, for the last 3 months. Craggs is a busy factory that supplies high value watches, the company supply 'black digital' watches for the staff to wear at work and operate a random search policy. The main shift has just finished, so there is the usual rush to get out.

1. It is Saturday 5th November, and you started the night shift at 18:30.
2. You have been assigned searching at the main exit, which is completed with a wand
3. The searches start promptly at 19:00
4. You complete 3 searches following the company procedures, without incident
5. On the 4th search the wand beeps, when it goes over the left wrist. You ask the person, who you know to be Davey Jones, to pull up his sleeve
6. Initially, he refuses, stating that he is going to miss his bus.
7. You remind him of the company policy and ask again for him to pull up his sleeve.
8. Although not happy, he pulls up his sleeve and you can see that he is wearing one of the new style watches that Craggs are due to release to their customers. This model of watch has not yet been released to staff.
9. You continue the search, but nothing else activates the wand.
10. You ask him to sign the search register, which he does. You add the details of the watch found.
11. You ask him to step into the security office and call his supervisor to attend
12. At 19:15 his Supervisor Peter Taylor arrives and you explain the situation fully.
13. Mr Taylor explains that he is going to retain the watch and suspend Mr Jones pending an investigation.
14. Mr Taylor then asks you to escort Mr Jones from site and provide a statement as to what has happened.

An example of a completed witness statement based on the scenario above is provided on the next page.

In order to achieve the assessment criteria, reports **must** include these key areas:

*   The author of the report **(I am)**
*   The date of the report **(On)**
*   Where the incident happened (**At)**
*   The time of the incident (**About**)
*   What they saw/did (**I was/I saw/I did)**
*   Signature of the report author

As a guide, the assessment task is expected to take 15 minutes.

Witness Statement (CJ Act 1967, s.9 MC Act 1980, ss. 5B (3a) & MC Rules 1981

Statement of: James Milton

Age if under 18: ('Over 18')

Occupation: Security Officer

This statement (consisting of 1 pages each signed by me) is true to the best of my knowledge and belief and I make it knowing that, if it tendered in evidence, I shall be liable to prosecution if I wilfully stated anything in it which I know to be false or do not believe to be true.

Dated the 5th day of November 2020

Signature: James Milton

I am James Milton **I am employed as a** Security Officer **by** Craggs Ltd

In Boothville, Lancashire LA4 2HU **I have held this position since** 8th August 2020

Statement and report body:

At Craggs Ltd **on** 5th November 2020, **abou**t 18:30 hours, I started my night shift, as part of my duties **I was** tasked with searching the staff leaving the site at 19:00 hours. All searching is done randomly and with a wand to identify unauthorised items.

At 19:00, I started doing the searches on the 4th person I search the wand beeped as I passed over the persons wrist. As I have been on site for 3 months I can identify this person as Davey Jones.

I asked Mr Jones to pull up his sleeve to check what had activated the wand. Mr Jones refused this request. I reminded him of the company search policy and again asked him to pull up his sleeve. As he pulled up the sleeve, **I saw** that he was wearing a watch that was not company issue and appeared to be new.

I did continue the search, but did not identify anything else, I then asked him to sign the search register which he did. I noted on the register what had been found.

I asked Mr Jones to step into the security office, whilst I contacted his supervisor Mr Taylor. At 19:15 Mr Taylor arrived and I gave him a full brief as to what happened. Mr Taylor explained that the watch would be retained and he then suspended Mr Jones pending an investigation and I escorted Mr Jones from site as instructed.

A full entry was made in the Daily Occurrence book and I have produced this statement as requested by Mr Taylor.

Signature: James Milton   **Signature witnessed by:** Peter Taylor

Unit: Principles of working as a door supervisor in the private security industry
AC 2.7: Demonstrate how to search people and their personal possessions
AC 7.5: Demonstrate effective use of communication devices

For this assessment, learners are required to carry out a search of people and their personal possessions and to demonstrate use of communication devices.

To achieve this, learners are required to complete a practical assessment through demonstration and participation in a scenario-based activity as given below, which will be observed by the trainer/assessor. Assessment decisions should be recorded within the assessment pack.

Please note, a minimum of **two** participants are required to allow the learner to sufficiently demonstrate some of the activities in this assessment.

Each participant must be given the following brief beforehand in order to complete the assessment. A second participant should take on the role of the subject of the search and should be provided with an 'imitation' prohibited item to conceal in an appropriate location:

You are the door supervisor working on the door of a busy night club. Alongside the usual policy on searching individuals, the venue has a policy where all bags carried by customers must be searched as a condition of entry to the club. There have in the past been incidents where customers have taken bottles of their own drink into the club. This has led to very drunk customers and bottles being left on club premises. A customer wants to gain entry to the club. The customer is wearing a large coat and carrying a bag/handbag. You are responsible for ensuring the customer is searched appropriately and dealing with any prohibited items found.

In order to achieve a pass in this assessment, learners must demonstrate competence in all areas of the assessment criteria as indicated on the next page, encompassing:
- explaining to a customer what their right to search is, and
- showing that they know the appropriate method of searching
- dealing with a concealed item
- communicating information on the item to another security operative using a communication device

Where the scenario does not allow the learner to demonstrate competence practically, a suitable question must be asked as indicated in the guidance on the next page.

For each activity, the assessor should indicate whether they passed (✓) or failed (✗) where indicated on the assessment paperwork and state any additional comments or feedback in the box provided. Each criteria should only be passed once the learner has satisfied the minimum requirements outlined on the next page.

This assessment is recommended to take approximately 15 minutes per learner.

Activity:	
Demonstrate how to search people and their personal possessions (AC2.7)	**Assessment guidance (where applicable)**
Explain the search policy	
Obtain permission of person being searched prior to the search	
Carry out a physical search of a person and their possessions to locate a concealed item	Learners must demonstrate the following. • Search conducted in an appropriate place • Request support from another security officer (if required) • Use appropriate PPE / search equipment e.g. wand • Ask to remove outer garments (those worn over other clothes)
Consider and respond to protected characteristics. *Q. How would searching an individual with a protected characteristic influence your searching technique?*	Assessor to select at least 2 protected characteristics for the learner to answer questions on. The assessor must ensure that within each cohort of learners all protected characteristics that will be encountered in a **normal working environment** are tested. A normal working environment refers to situations that a Door Supervisor would realistically need to manage, i.e. marriage being an unlikely characteristic.
Consider and respond to children or young person *Q. How would searching a child influence your searching technique?*	Considerations include: • never asking to remove clothing, other than outer garments like coats, gloves, jumpers • should be conducted in the presence of another individual, ideally parent, guardian or other responsible adult • should be spoken to in an appropriate manner while informing them of what's happening and why • consent should be obtained from the child and understanding confirmed • searches should be conducted by a person of the same sex as the child or young person

Was the concealed item found, seized, stored and handed over appropriately	
Demonstrate effective communication throughout	
Demonstrate effective use of communication devices (AC 7.5)	**Guidance (where applicable)**
Provide accurate, brief and clear information to a colleague using a communication device	This could be either a radio, mobile phone, internal telephone system or a tannoy system
Use the NATO phonetic alphabet to clarify information	I.e. place names, names of people

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Unit: Application of conflict management in the private security industry
AC 4.1: Recognise verbal and non-verbal communication techniques
AC 4.2: Explain how to deal with communication barriers in conflict situations
AC 4.3: Identify different behaviour types
AC 4.4: Demonstrate approaches to take when addressing unacceptable behaviour
AC 4.5: Demonstrate ways to de-escalate conflict situations
AC 4.6: Demonstrate working with colleagues to de-escalate conflict situations

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In addition to completing a multiple-choice test, for this unit learners are required to:

o undertake a practical assessment through demonstration and participation in a scenario-based activity as given below, which will be observed by the trainer/assessor and cover assessment criteria 4.4, 4.5 and 4.6

o respond to questions asked by the trainer/assessor on assessment criteria 4.1, 4.2 and 4.3

For each criterion demonstrated, the assessor will be required to indicate whether the learner passed or failed, and will also have the opportunity to provide further feedback where necessary. For each open response question asked, the assessor should record the learners response as well as the outcome.

Learners will only pass the practical assessment if **all** of the criteria have been demonstrated successfully **and all** questions are satisfactorily answered.

Practical assessment scenarios are provided on the following pages. The assessor is required to choose **1 example per assessment criteria** to ensure full coverage of the content. Each chosen scenario should be indicated on the assessment paperwork for each criterion.

These given scenarios will cover:

• **Refusing entry to a customer**: learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict;

• **Ejecting a customer from the venue**: learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict; and

• **Incidents inside the venue**: learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict.

To complete the practical activities, assume the learner is working as a door supervisor of a busy nightclub in the centre of town. The club holds regular promotions, which often include high profile DJs, which can result in a capacity crowd and high noise levels.

This assessment, including oral questioning and answers is recommended to take approximately 15 minutes per learner.

Demonstrate approaches to take when addressing unacceptable behaviour (AC 4.4)

Example scenarios (<u>one</u> of the below must be chosen)

1. A customer does not comply with the strict dress code, so you politely refuse them entry. They are insistent that you should allow them entry to the club and starts to become verbally aggressive. Demonstrate an appropriate approach to deal with his unacceptable behaviour

2. A drunk customer begins a fight with another customer while waiting in the queue. Demonstrate an appropriate approach to deal with their unacceptable behaviour

3. You refuse a customer entry for wearing jeans, which is against the dress code. In protest, they remove their jeans outside the venue. Demonstrate an appropriate approach to deal with their unacceptable behaviour

4. During a search, you find that a customer is trying to bring a bottle into the venue. You attempt to confiscate the item as per conditions of entry, but the customer refuses to hand it in. Demonstrate an appropriate approach to deal with their unacceptable behaviour

Assessment guidance

To pass, the learner should demonstrate the following approaches.

o Non-aggressive body language
o Empathy
o Be positive and assertive
o Actively listen
o Problem solving
o Follow appropriate organisational policies and procedures

Demonstrate ways to de-escalate conflict situations (AC 4.5)

Example scenarios (<u>one</u> of the below must be chosen)

1. A couple (romantically involved) are beginning to argue. The situation looks like it could escalate quickly if no intervention occurs. Demonstrate techniques to de-escalate the situation

2. A customer has spilt their drink over another customer who is wearing an expensive light coloured outfit. They begin to argue over whether it was deliberate or accidental. Demonstrate techniques to de-escalate the situation

3. A customer has seen their former partner. They meet and begin to argue. Demonstrate techniques to de-escalate the situation

4. A customer is dancing on a table which breaks house rules. When asked to stop, their friends begin to defend their actions. Demonstrate techniques to de-escalate the situation

Assessment guidance

To pass, the learner should demonstrate the following methods of de-escalation.

o Managing communication barriers
o Using positive communication
o Active listening
o Non-verbal communication
o Verbal communication
o Non-aggressive
o Empathy
o Building rapport/trust
o Problem solving
o Providing assistance e.g., calling a taxi
o Including management in discussions

Demonstrate working with colleagues to de-escalate conflict situations (AC 4.6)

Example scenarios (<u>one</u> of the below must be chosen)

1. A customer is dancing in a very animated fashion resulting in the knocking into other customers that are dancing in the same area. If allowed to continue they may hurt someone. Demonstrate working with colleagues to de-escalate the conflict situation and encourage them to leave peacefully

2. You have been told that an individual has been dealing drugs. You approach the individual and request to search them. They refuse and become hostile towards you. Demonstrate working with colleagues to de-escalate the conflict situation and encourage them to leave peacefully

3. A customer has been ejected from the venue due to fighting with another customer. They are still very angry and want to be let back into the club as they felt it was not their fault. The customer is shouting at you and may try to force their way back into the club. Demonstrate working with colleagues to de-escalate the conflict situation and encourage them to leave peacefully

4. When evening comes to an end, a small group of people are uncooperative and unwilling to leave. Demonstrate working with colleagues to de-escalate the conflict situation and encourage them to leave peacefully

Assessment guidance

To pass, the learner should demonstrate the following.

o Positioning
o Switching to or from a colleague

Unit: Application of physical intervention skills in the private security industry
AC 2.1: Identify the risk factors involved with the use of physical intervention
AC 2.2: Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis
AC 2.3: State the specific risks associated with positional asphyxia
AC 2.4: State the specific risks associated with prolonged physical interventions
AC 3.2: Identify how to deal with physical interventions on the ground appropriately
AC 3.5: State how to manage and monitor a person's safety during physical intervention
AC 4.1: Demonstrate stance and positioning skills
AC 4.2: Demonstrate skills used to evade and protect against blows
AC 4.3: Demonstrate methods of disengagement from grabs and holds
AC 4.4: Demonstrate non-aggressive intervention methods to stop assaults or fights
AC 4.5: Communicate professionally throughout the physical intervention
AC 5.1: Demonstrate how to physically prompt a person
AC 5.2: Demonstrate low-level restrictive standing holds that can be used to escort an individual
AC 5.3: Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual
AC 5.4: Demonstrate transitions between disengagement techniques and escorting techniques
AC 5.5: Demonstrate how to escort an individual on stairways
AC 5.6: Demonstrate how to disengage safely
AC 5.7: Demonstrate how to manage risk immediately following disengagement

In addition to completing a multiple-choice test, for this unit learners are required to:

o   undertake a practical skills assessment in which they will perform each of the techniques listed in the assessment criteria for learning outcomes 4 and 5

o   respond to questions asked by the trainer/assessor to cover the underpinning knowledge of the critical areas of Physical Intervention (ACs: 2.1, 2.2, 2.3, 2.4, 3.2, 3.5)

For each skill demonstrated, the assessor will be required to indicate whether the learner passed or failed. For each open response question asked, the assessor should record the learners response as well as the outcome.

Learners will only pass the practical assessment if **ALL** of the techniques have been demonstrated successfully **and all** questions are satisfactorily answered.

Please note, a minimum of **three** participants are required to allow the learner to sufficiently demonstrate some of the techniques in this assessment.

This assessment is internally marked by the approved centre and is subject to internal and external quality assurance checks. IQAs can be present at the demonstration but it is not essential.

As with all practical assessments, the practical skills assessment and Q&A session for this unit must be video recorded. The video recording must capture the learner introducing themselves, stating their full name; the date and that they will be demonstrating the techniques taught during their Physical Intervention course. Either on the same recording, or a separate recording, the learner must be video recorded completing the Q&A session with the assessor. All questions relating to the critical knowledge areas must be asked by the assessor and verbally answered by the learner. The learner will need to state their full name and the date at the beginning of the recording. Video evidence must be kept securely to allow standards verification to take place.

Practical demonstration guidance on what needs to be observed is provided on the following pages.

This assessment, including oral questioning and answers is recommended to take approximately 15 minutes per learner.

Activity:	AC Ref.	Guidance
Demonstrate stance and positioning skills	4.1	Stance and positioning skills must: • reduce vulnerability to assault • facilitate exit or intervention • be used whilst maintaining positive, non-threatening non-verbal communication • include verbal communication in line with conflict management training to assist the exit or intervention
Demonstrate skills used to evade and protect against blows	4.2	Show how use of limbs and movement can protect against an assault whilst demonstrating stance and position skills: • include verbal communication in line with conflict management training to support the technique
Demonstrate methods of disengagement from grabs and holds	4.3	Show a minimum of **two** skills relevant to the security role to address the most common types of assault.
Demonstrate methods used to intervene in a violent situation	4.4	Demonstrate the disengagement techniques that can be adapted to different scenarios. **Must** include: • an individual method • a method working with a colleague *This should include all techniques taught in the approved programme for disengaging from the aggressor, such as single wrist grab, double wrist grab, clothing grab, throat grab etc.
Communicate professionally throughout the physical intervention	4.5	Use positive verbal and non-verbal communications to: • calm and reassure the individual restrained • calm and reassure others present • check understanding with the person restrained • check the physical and emotional well-being of the person restrained • negotiate and manage safe de-escalation with the person restrained and with the staff involved

Demonstrate how to physically prompt a person	5.1	Use a non-restrictive prompt when verbal and non-verbal persuasion has not worked to escort a person Learners should continue to apply customer service skills throughout
Demonstrate low-level restrictive standing holds that can be used to escort an individual	5.2	Use low-level intervention options to hold and escort a person, including: • one-person hold (in motion, not just static) • two-person hold (in motion, not just static)
Demonstrate low-level restrictive standing one two person holds that can be used to escort an individual	5.3	Demonstrate restraining and escorting techniques with an individual. Two demonstrations are needed to fully meet this assessment criteria: • a one-person technique • a technique involving colleague(s) *Techniques used **MUST** be in the approved programme.
Demonstrate transitions between disengagement techniques and escorting techniques	5.4	Demonstration should show: • escalation from an escorting technique to a restrictive technique • de-escalation from a restrictive technique back to an escorting technique • disengagement
Demonstrate how to escort an individual on stairways	5.5	Show how to escort an individual on a stairway (minimum of three stairs), including movement both up and down stairs. Learners should demonstrate continuous communication in line with their conflict management training throughout the technique. This technique requires a minimum of 3 participants (1 person being escorted, and a minimum of 2 people escorting).

Demonstrate how to disengage safely	5.6	Demonstrations must include: • controlled physical de-escalation i.e. transition to less restrictive holds and complete release • continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding • safe positioning during de-escalation and disengagement

Demonstrate how to manage risk immediately following disengagement	5.7	Show how to reduce risks of assault to staff and bystanders during and immediately after de-escalation and disengagement of restraint through:
		
		• creating space
		• using positive communication with colleagues and other people present
		• indicate what type of information you would provide to ensure a safe handover to others. This should include:
		  o risky behaviours presented by the person (to themselves and/or others)
		  o method of restraint(s) used and its duration
		  o any concerns you have for their wellbeing

Internal Quality Assurance (IQA) support

The internal quality assurance of the qualification is the responsibility of the Internal Quality Assurance officer (IQA). The IQA should meet the associated criteria within the qualification specification and should monitor both the delivery and assessment of the qualification. The IQA **should not** contribute to the delivery or complete any assessment of the course they are sampling.

The IQA **should**:
- Ensure the delivery and assessment is in line with the qualification requirements;
- Ensure all assessment paperwork is completed accurately;
- Ensure all tutors/assessors are sampled over time;
- Support and offer development for tutors/assessors; and
- Provide an audit trail of internal quality assurance.

It is important to note that the IQA role is one of support and as a result should improve the delivery and assessment programme over time. IQA samples can be completed in a number of ways however the main two methods are:

1. Live observation of course delivery/assessment (visit to an active course).
2. Desk-based sampling of course assessment material (either during a visit or remote check of completed assessment packs).

It is important to note that it is **not a requirement that every course is internally quality assured** via live observation visits, and instead desk-based samples should be used to support this process. Centres must take responsibility for planning and implementing an effective quality assurance procedure which is clearly evidenced within their sampling plan and verification process.

Standardisation activities

Standardisation activities are centre-led and used as a method of sharing good practice across the delivery, assessment and quality assurance of the qualification. These activities should be completed on a periodic basis and include members of the centre's delivery, assessment and quality assurance team. The IQA officer is key to this process as it is likely they will have sampled work across tutors/assessors and so be able to share positives from each team member.

Internal Quality Assurance (IQA) Strategy

Highfield recommends that a form of internal quality assurance is completed for every course. This can include both live visits and/or a desk based reviews, along with on-going standardisation activities and quality checks. Highfield recommends that centres implement a system for the frequency of visits based on risk. An example of this risk based approached can be supported using a basic traffic light system.

The starting point for using this type of system is to risk rate (grade) tutors/assessors. This process should be documented and completed using justifiable methods; an example of risk ratings is below:

- **Green**: Tutors/Assessors who have a significant amount of experience and competence in the delivery and/or assessment of the qualification, *(e.g. have delivered over 30 courses with no actions from quality assurance checks)*.

- **Amber**: Tutors/Assessors who have a moderate amount of experience and competence in the delivery and/or assessment of the qualification *(e.g. have delivered over 15 courses with minor actions from quality assurance checks)*.

- **Red**: Tutors/Assessors who have little or no experience in the delivery of the qualification or where a new assessment methodology is implemented.

- Once a grade agreed and documented within the centre, the next stage is to identify the volume of support that is required, once again an example of this is illustrated below:

- **Green Tutors/Assessors** require an IQA live visit every 20 courses or every 1 year, if sooner. Note; all courses will be subject to quality assurance monitoring, which could be completed via other methods e.g. desk based review.

- **Amber Tutors/Assessors** require an IQA live visit for every 10 courses registered or every 6 months, if sooner. Note; all courses will be subject to quality assurance monitoring, which could be completed via other methods e.g. desk based review.

- **Red Tutors/Assessors** would require an IQA live visit for every course registered as well as quality assurance documentation checks.

Once agreed, there is a need for ongoing review of risk, which could mean Tutor/Assessor grading may be adjusted and sampling may increase of decrease accordingly.

Please note that internal quality assurance is something unique to every delivery centre and each will have their various models that meet their needs. It is important to be aware that one model does not suite all needs and the above is just one example of how to simply and effectively implement IQA. An example of how this can work in practice is detailed overleaf:

If you require further support, please do not hesitate to contact the Highfield External Quality Support Team

A Practical Guide to Internal Quality Assurance

The below provides a practical example of how this system may be applied in a centre who is wishing to use open response assessment for the first time and up until that point has only ever used multiple choice question paper assessment, therefore IQA is a relatively new concept.

1. As a new assessment methodology is being applied, all tutor/assessors would be initially graded Red and each course would be run and observed by the IQA.

2. After each course an IQA report will be completed summarising the findings from that sample of delivery and assessment. This, along with previous knowledge and experience of the Tutor/Assessor, will support the grading process*, e.g.:

    - *No actions from quality assurance checks could support a grading of Green*
    - *Minor actions from quality assurance checks could support a grading of Amber*
    - *Major actions from quality assurance checks could support a grading of Red*

    please note that previous experience could also contribute to the grading process

3. Dependant on this grading, IQA support/monitoring will be provided as indicated below:
    - **Green Tutors/Assessors** will have an IQA live visit every 20 courses or every 1 year, if sooner and each lot of course paperwork will be sampled through desk based review before certification claim.
    - **Amber Tutors/Assessors** require an IQA live visit for every 10 courses registered or every 6 months, if sooner and each lot of course paperwork will be sampled through desk based review before certification claim
    - **Red Tutors/Assessors** would require an IQA live visit for every course registered and during this visit both delivery and assessment paperwork will be checked.

4. Once the IQA and Tutor/Assessor are happy with the assessment being of the correct standard for a course, both the assessment paperwork and IQA report should be submitted to the Highfield Quality Assurance Auditor for review.

5. The Highfield Quality Assurance Auditor will collate a report which will support centre risk based approach, but this can also support further Tutor/Assessor grading. This report along with all submitted paperwork will allow for a decision on whether the centre is able to gain Direct Claim Status (DCS), until this point the centre will be expected to submit assessment paperwork for Highfield Quality Assurance Auditor review prior to certification claim. On average it takes approximately two successful course reviews before a centre is given DCS, it is therefore recommended that centres send, in the first instance, two lots of course and IQA paperwork.

Ongoing reviews of Tutors/Assessors will and should affect grading and support required and this may reduce or increase where necessary

IQA Plan

The IQA Plan is a method of documenting all courses delivered by the Centre and a way to identify which courses have been IQA sampled and the outcome of that sampling.

Centre Name:				Qualification:			
Date of Course	Venue	Tutor/Assessor Name	No. of Registered Learners	No. of Certificated Learners		IQA Sample Date	IQA Outcome

IQA Report

The IQA Report is a method of documenting a sample/check. This form can be used when observing delivery/ assessment or when completing a portfolio sample. When the Report is complete it is important that both the IQA and the centre receive a copy for audit purposes.

Centre Name:			
Course/Qualification:			
Tutor/Assessor Name:			
Course Identification:		Date of Assessment:	
IQA Name:			
IQA Type (please '✓'):	• Desk based review	Date of IQA:	
	• Observational visit		
	• Other (please state)		

IQA Checklist		Yes	No
1.	Has the Learner and Centre Details' been completed according to Highfield guidance?		
2.	Has the 'Qualification Result' been recorded according to Highfield guidance?		
3.	Have the Declarations been completed according to Highfield guidance?		
4.	Has the knowledge assessment been completed to the correct standard?		
5.	Has the practical assessment been completed to the correct standard?		
6.	Have all assessments been visually recorded, where applicable?		

Outcome:	

Feedback to Assessor

Agreed action plan/development requirements	Target date

Assessor Signature:		Date:	
IQA Signature:		Date:	