

| Awarding Organisation | | QAN | Level | Days | Preparation for Life and Work | Week 1 |
|---|--|------------|-------|------|---|---------------|
| ncfe | | 501/0225/4 | E2 | 1-2 | Certificate in Personal and Social Development (PSD) | |
| ncfe | | 601/4681/3 | L1 | 3-5 | Certificate in Employability Skills (ES) | |
| | | | | | | Week 2 |
| Highfield | | 603/2133/7 | L3 | 1 | Award in Emergency First Aid at Work | |
| Highfield | | 601/6074/3 | L2 | 2-4 | Certificate in Event Security Operations (ESO) Units towards | |
| Highfield | | 601/4963/2 | L2 | 5 | Award for Working as a Door Supervisor within the Private Security Industry (DS) - Self Study revision | |
| | | | | | | Week 3 |
| Highfield | | 601/4964/4 | L2 | 1-3 | Award for Working as a Security Officer within the Private Security Industry (DS) | |
| | | | | 4-5 | Classroom Delivery - Physical Intervention | |
| HSQE (Health Safety Quality Environment) On-line training courses https://hsqe.co.uk/courses/ | | | | | Vocational CPD on-line e-learning: <i>Fire Safety Awareness</i> <i>Extremism and Radicalisation Awareness</i> <i>Manual Handling Awareness</i> <i>Noise Awareness</i> <i>Mental Health Awareness</i> | |
| | | | | | | Week 4 |
| | | | | 1 | DS Exams | |

Level 2 Award for Door Supervisors in the Private Security Industry (603/5531/1)

Last Updated: March 2021

Aim and objectives:

The objective of this qualification is to support a role in the workplace. It is designed for learners wishing to apply for a licence from the Security Industry Authority (SIA) to work as a door supervisor and is based on the relevant SIA specification for learning and qualifications.

Entry Requirements:

Learners will need to show that they hold a current and valid First Aid or Emergency First Aid Certificate that meets the requirements of the Health and Safety (First Aid) Regulation 1981. It is an SIA requirement that training centres **must** confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.

Training centres are permitted to deliver suitable First Aid qualifications together with security qualifications as part of a training package. All First Aid training **must** be completed and passed **prior** to the commencement of the security training.

Duration:

This course is normally delivered over 6 days.

Method of Delivery:

On-line blended model

Resources:

Deliver Plan/Scheme of Work (SOW) and Session Plans (SP)

Note: Session Plans are the responsibility of each tutor to produce prior to delivery.

Resources:

Strong internet access, LMS (Learners workbooks, assessments, reviews and feedback) and TEAMS

Assessment Method: On-going throughout delivery and completed/correct workbooks

Delivery/Assessment ratios: 1:12

The SIA stipulates a minimum number of contact hours and a minimum number of training days.

Assessment Method: A multiple-choice examinations

The SIA licence cannot be applied for until the age of 18.

Units

- 1 Principles of working in the private security industry (J/617/9686)
- 2 Principles of working as a door supervisor in the private security industry (L/617/9687)
- 3 Application of conflict management in the private security industry (R/617/9688)
- 4 Application of physical intervention skills in the private security industry (Y/617/9689)

Embedding English: Reading, writing, speaking and listening.

Standards of behaviour for security operatives

Personal Appearance

A door supervisor should at all times:

wear clothing which is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines

Wear his/her Security Industry Authority licence on the outside of their clothing while on duty, displaying the photograph side (except close protection operatives)

Professional Attitude and Skills

A security operative should:

Greet visitors to the premises in a friendly and courteous manner

Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the security operatives responsibility

Carry out his/her duties in a professional and courteous manner with due regard and consideration to others

Behave with personal integrity and understanding

Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues

Be fit for work and remain alert at all times

Develop knowledge of local services and amenities appropriately

General Conduct

In carrying out his/her duty, a door supervisor should:

Never solicit or accept any bribe or other consideration from any person

Not drink alcohol or be under the influence of alcohol or drugs

Not display preferential treatment towards individuals

Never abuse his/her position of authority

Never carry any item which is or could be considered to be threatening

Report all incidents to the management

Cooperate fully with members of the police and partner, local authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run

Organisation/Company Values and Standards

A door supervisor should:

Adhere to the employing organisation/company standards

Be perceptive of the employing organization/company culture and values

Contribute to the goals and objectives of the employing organisation/company

Distance Learning - to be completed prior to starting the course.

Unit 1 - Principles of working in the private security industry (J/617/9686)

Resources:

Course book

Workbook

https://train4.instructure.com/courses/179/pages/highfield-l2-award-security-officer?module_item_id=2299

The PowerPoint presentation to support delivery is located via the above link.

The remote delivery plan is located via the above link.

The qualification specification is located via the above link.

All resources used have been produced by Highfield, the awarding organisation.

| Timings | Unit and Learning Outcomes | Method of Delivery | Teaching and Learning | Assessments of Learning |
|---------------|---|---|---|---|
| 8.00 - 8.30 | Preparation for delivery, Register - Please make sure your registers are completed daily and emailed to: register@train4.me.uk, Activity Logs - Please ensure that learners are given their activity logs. Check all distance learning workbooks have been completed. | Recap on previous learning. Explain the aims and objectives of this session. | Listening, participating and completing Activity Logs. | Key Tasks and Activities |
| 8.30 - 11.00 | <p>Set Ground Rules and explain the keys for the presentation</p> <p>Unit 1 - Principles of working in the private security industry</p> <p>1 Know the remain characteristics and purposes of the private security industry</p> <p>1.1 Identify the key purposes of the security industry</p> <p>1.2 State the aims and functions of the Security Industry Authority (SIA)</p> <p>1.3 Recognise the required standards of behaviour of a security operative</p> <p>1.4 Identify the benefits of community safety initiatives</p> <p>1.5 Recognise how assignment instructions support the security operative role</p> <p>1.6 Recognise how each security operative role may use CCTV</p> <p>1.7 Identify the limitations of CCTV within the security operative role</p> <p>1.8 State the purpose of the Approved Contractor Scheme</p> <p>2 Understand legislation as it applies to a security operative</p> <p>2.1 Identify the differences between civil and criminal Law</p> <p>2.2 State the main aims of the Private Security Industry Act 2001</p> <p>2.3 Identify key legislation relating to promoting equality and diversity in the workplace</p> <p>2.4 Identify licensable roles under the Private Security Act</p> <p>2.5 Identify how data protection regulation impacts not he security operative</p> <p>3 Understand arrest procedures relevant to security operatives</p> <p>3.1 State the meaning of arrest</p> <p>3.2 Identify offences for which a security operative can make an arrest</p> <p>3.3 identify the limitations to a security operative's powers of arrest</p> <p>3.4 State procedures to follow when making an arrest</p> <p>3.5 State why an arrest should only be made as a last resort</p> <p>3.6 State procedures following an arrest</p> <p>3.7 State what is meant by 'reasonable' and 'necessary' force</p> | Virtual Delivery Acceptable | <p>Highfield Presentation used to structure teaching and learning</p> <p>Module 1 - Principles of working in the private security industry</p> <p>1:1 the private security industry</p> <p>1:2 Legislation</p> <p>1:3 Arrest procedures</p> | <p>Module 1 - Core Handouts</p> <p>What does the abbreviation SIA stand for? Describe the three main aims of the SIA. Identify five standard behaviours expected of a security operative.</p> <p>Describe civil law and criminal law. Identify the key legislation relating to equality and diversity in the workplace. Explain how the data protection regulation impacts your role as a security operative.</p> <p>Explain what is meant by the term 'arrest' Provide six examples of offences for which as security operative can make an arrest. Explain the procedures a security operative should follow after an arrest.</p> |
| 11.00 - 11.15 | | Break (15 minutes) | | |
| 11.15 - 12.30 | <p>4 Understand the importance of safe working practices</p> <p>4.1 Identify responsibilities under the Health and Safety at Work etc Act</p> <p>4.2 Identify the risks of lone working within the private security industry</p> <p>4.3 Identify typical workplace hazards and risks</p> <p>4.4 State how to minimise risk to personal safety at work</p> <p>4.5 Identify safety signs and signals</p> <p>4.6 State procedures to be followed for recording and reporting accidents and health and safety incidents</p> <p>5 Understand fire procedures in the workplace</p> <p>5.1 Identify the elements that must be present for fire to exist</p> <p>5.2 State the actions to be taken upon discovering a fire - Unit 5 1.8 (partial)</p> <p>5.3 Identify basic fire safety controls</p> <p>5.4 Identify classifications of fire</p> <p>5.5 Identify the different types of firefighting equipment</p> <p>5.6 Identify the role of a fire marshal in the event of an emergency</p> <p>6 Understand emergencies and the importance of emergency procedures</p> <p>6.1 Identify the key emergency terms</p> <p>6.2 Identify different types of emergencies within the workplace</p> <p>6.3 Recognise how people react when emergencies occur</p> <p>6.4 Identify actions to be taken in an emergency situation</p> <p>6.5 Identify the role of the security operative in relation to first aid incidents</p> <p>6.6 recognise evacuation principles</p> | Virtual Delivery Acceptable | <p>1:4 Safe working practices</p> <p>1:5 Fire procedures</p> <p>1:6 Emergencies</p> | <p>Identify the responsibilities of employees and employers under the Health and Safety at Work Act. Identify four risks associated with lone working. State the procedures that should be followed for recording and reporting accidents and health and safety incidents.</p> <p>State the three elements needed for a fire to start and survive. List four tasks a fire warden/marshal may be required to carry out. List four classes of fire and their meaning.</p> <p>What are the four aims of first aid? Identify four types of emergency that could happen in the workplace. Explain the principles of evacuation and invacuation.</p> |
| 12.30 - 13.00 | | Lunch (30 minutes) | | |
| 13.00 - 14.00 | <p>7 Understand how to communicate effectively as a security operative</p> <p>7.1 Identify the different types of communication</p> <p>7.2 State the importance of effective communication (Unit 4 - 1.2)</p> <p>7.3 Identify the benefits of teamwork in the private security industry</p> <p>7.4 State the principles of customer service</p> <p>7.5 Recognise diverse customer needs and expectations</p> <p>8 Understand record keeping relevant to the role of the security operative</p> <p>8.1 State the importance of accurate record-keeping</p> <p>8.2 Identify the types of records that may need to be completed</p> <p>8.3 Identify what information to include in records</p> <p>8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement)</p> <p>8.5 State the process of attending court to give evidence</p> <p>9 Understand terror threats and the role of the security operative in the event of a threat</p> <p>9.1 Identify the different threat levels</p> <p>9.2 Recognise the common terror attack methods</p> <p>9.3 Recognise the actions to take in the event of a terror threat</p> <p>9.4 Identify the procedures for dealing with suspicious items</p> <p>9.5 Identify behaviours that could indicate suspicious activity</p> <p>9.6 Identify how to respond to suspicious behaviour</p> | Virtual Delivery Acceptable | <p>1:7 Communication sills</p> <p>1:8 Record keeping</p> <p>1:9 Terror threats</p> | <p>Provide three examples of verbal and non-verbal communication. Give three examples of good customer service. State the importance of effective communication in the workplace.</p> <p>Explain the importance of accurate record-keeping. Identify the types of information that should be included in records. Describe the process of attending court to give evidence.</p> <p>Statement to be completed, written by hand and uploaded into the Practical Assessment Pack.</p> <p>What are the five different threat levels? What are the most common terror attack methods? Identify behaviours that could indicate suspicious activity and explain how you would respond to the activity you have identified.</p> |
| 14.00 - 14.15 | | | | |
| 14.15 - 17.00 | <p>10 Understand how to keep vulnerable people safe</p> <p>10.1 Recognise duty of care with regard to vulnerable people</p> <p>10.2 Identify factors that could make someone vulnerable</p> <p>10.3 Identify actions that the security operative should take towards vulnerable individuals</p> <p>10.4 Identify behaviours that may be exhibited by sexual predators</p> <p>10.5 Identify indicators of abuse</p> <p>10.6 State how to deal with allegations of sexual assault</p> <p>10.7 State how to deal with anti-social behaviour</p> <p>11 Understand good practice for post-incident management</p> <p>11.1 Identify sources of post incident support available</p> <p>11.2 State why accessing support following an incident is important</p> <p>11.3 State the benefits of reflecting on incident</p> <p>11.4 Identify why it is important for security operatives to contribute to improving practice</p> | Virtual Delivery Acceptable | <p>1:10 Vulnerable people</p> <p>1:11 Post incident management</p> | <p>Identify five factors that could make someone vulnerable. Identify behaviours that may be exhibited by sexual predators. Identify indicators of abuse.</p> <p>Explain where post-incident support or resources can be found. Explain why it is important to access support following an incident. Identify five benefits of reflecting on an incident.</p> |

| Timings | Unit and Learning Outcomes | Method of Delivery | Teaching and Learning | Assessments of Learning |
|---------------|---|---|---|---|
| 8.00 - 8.30 | Preparation for delivery, Register - Please make sure your registers are completed daily and emailed to: register@train4.me.uk, Activity Logs - Please ensure that learners are given their activity logs. | Recap on previous learning. Explain the aims and objectives of this session. | Listening, participating and completing Activity Logs. | Key Tasks and Activities |
| 8.30 - 11.00 | <p>Unit 2 - Principles of Working as a Door Supervisor in the Private Security Industry</p> <p>1 Understand crimes relevant to door supervision</p> <p>1.1 Recognise the types of crimes against a person that a door supervisor may come across</p> <p>1.2 Recognise common crimes against property and premises that a door supervisor may come across</p> <p>1.3 Identify an offensive weapon</p> <p>2 Know how to conduct effective search procedures</p> <p>2.1 State the different types of searches carried out by a door supervisor</p> <p>2.2 Identify a door supervisor's right to search</p> <p>2.3 Identify the different types of searching equipment</p> <p>2.4 Recognise possible hazards when conducting a search</p> <p>2.5 State the precautions to take when carrying out a search</p> <p>2.6 State the actions to take if an incident or an accident occurs</p> <p>2.7 Demonstrate how to search people and their personal possessions</p> <p>2.8 Identify the reasons for carrying out a premises search</p> <p>2.9 Recognise actions to take in the event of a search refusal</p> <p>2.10 Identify reasons for completing search documentation</p> <p>2.11 Identify actions to take if a prohibited or restricted item is found during a search</p> | <p>Virtual Delivery Acceptable</p> <p>Virtual Delivery Acceptable</p> <p>2.7 Demonstrate how to search people and their personal possessions</p> <p>The practical assessment for each learner must be visually recorded and is recommended to take approximately 15 minutes per learners.</p> | <p>Highfield Presentation to be used to structure teaching and learning.</p> <p>Module 2 - Principles of working as a door supervisor</p> <p>2:1 Crime relevant to door supervision</p> <p>2:2 Conducting effective search procedures</p> | <p>Identify seven types of crime a door supervisor may come across.</p> <p>Identify four common crimes against property and premises that a door supervisor may come across. Provide four examples of offensive weapons.</p> <p>Identify three different types of search equipment.</p> <p>Explain the precautions a door supervisor should follow when carrying out searches.</p> <p>2.7 to be recorded in the Practical Assessment Pack.</p> |
| 11.00 - 11.15 | Break (15 minutes) | | | |
| 11.15 - 12.30 | <p>3 Understand drug-misuse legislation, issues and procedures relevant to the role of a door supervisor</p> <p>3.1 Identify relevant aspects of drug-misuse legislation</p> <p>3.2 Identify common types of illegal drugs</p> <p>3.3 Recognise the signs and symptoms of drug use</p> <p>3.4 Identify the signs that may indicate drug dealing</p> <p>3.5 State the procedure for dealing with individuals found to be in possession of drugs</p> <p>3.6 State the procedures for handling and storing seized drugs</p> <p>3.7 State how to dispose of drug related litter and contaminated waste</p> <p>4 Understand preservation of evidence relevant to the role of a door supervisor</p> <p>4.1 State reasons for recording and preserving crime scenes</p> <p>4.2 State actions to take to preserve evidence after the incident</p> <p>4.3 Identify circumstances when a door supervisor should call the police</p> <p>4.4 Identify how different types of evidence can be obtained at a crime scene</p> | <p>Virtual Delivery Acceptable</p> <p>Virtual Delivery Acceptable</p> | <p>2:3 Drug-misuse, legislation, issues and procedures</p> <p>2:4 Preservation of evidence relevant to the role of a door supervisor</p> | <p>Explain the procedures a door supervisor should follow when an individual is found to be in the possession of drugs.</p> <p>How should seized drugs be handled and stored by a door supervisor?</p> <p>Explain how to dispose of drug-related litter and contaminated waste.</p> <p>Explain why it is important to reserve the crime scene.</p> <p>Identify how different evidence can be obtained at a crime scene.</p> <p>Describe the different circumstances under which a door supervisor should call the police.</p> |
| 12.30 - 13.00 | Lunch (30 minutes) | | | |
| 13.00 - 14.00 | <p>5 Understand licensing law relevant to the role of a door supervisor</p> <p>5.1 Identify the licensing objectives</p> <p>5.2 State the law in relation to refusing entry and ejecting customers</p> <p>5.3 identify police powers regarding licensed premises</p> <p>5.4 State the rights and duties of licensees and door supervisors as their representatives</p> <p>5.5 State the role of the designated premises supervisor (DPS)/premises manager (PM)</p> <p>5.6 State the law regarding children and young persons on licensed premises</p> <p>5.7 State conduct that is unlawful under licensing, gaming and sexual offences legislation</p> <p>5.8 Identify acceptable forms of proof of age</p> <p>6 Understand queue management and venue capacity responsibilities relevant to a door supervisor</p> <p>6.1 State the responsibilities of a door supervisor when controlling queues</p> <p>6.2 Recognise the benefits of queue control</p> <p>6.3 Identify the importance of following dispersal procedures</p> <p>6.4 State why communicating is important throughout the queuing process</p> <p>6.5 State the responsibilities of a door supervisor in relation to crowd capacity regulations</p> <p>6.7 State the factors to consider when ejecting or refusing entry to a person who may be vulnerable</p> | <p>Virtual Delivery Acceptable</p> <p>Virtual Delivery Acceptable</p> | <p>2:5 Licensing law relevant to the role of a door supervisor</p> <p>2:6 Queue management and venue capacity (embedding numeracy skills) responsibilities relevant to a door supervisor</p> | <p>List the four licensing objectives.</p> <p>What are the rights and duties of the licensees and door supervisor?</p> <p>List three acceptable forms of ID.</p> <p>What are the responsibilities of a door supervisor when controlling queues?</p> <p>Why is communication important throughout the queuing process?</p> <p>What factors should be considered when ejecting or refusing entry to a person who may be vulnerable?</p> |
| 14.00 - 14.15 | Break (15 minutes) | | | |
| 14.15 - 17.00 | <p>7 Know how to use equipment relevant to a door supervisor</p> <p>7.1 Recognise equipment used to manage venue capacity</p> <p>7.2 Recognise the different types of personal protective equipment relevant to the role of a door supervisor</p> <p>7.3 State the purpose of using body-worn cameras (BWC)</p> <p>7.4 Identify how to communicate effectively using relevant equipment</p> <p>7.5 Demonstrate effective use of communication devices</p> | <p>Virtual Delivery Acceptable</p> <p>7.5 Demonstrate effective use of communication devices - observation/recording required</p> | <p>2:7 Using equipment relevant to a door supervisor</p> | <p>What is the purpose of a body-worn camera?</p> <p>List the four main communication devices that may be used by a door supervisor.</p> <p>Identify three different types of equipment that could be used to help manage venue capacity.</p> |

| Timings | Unit and Learning Outcomes | Teaching and Learning Activities | Assessments of Learning |
|---|--|---|---|
| 9.00 - 9.30 | Preparation for delivery, Register - Please make sure your registers are completed daily and emailed to: register@train4.me.uk, Activity Logs - Please ensure that learners are given their activity logs. | Recap on previous learning. Explain the aims and objectives of this session. | Key Tasks and Activities |
| 9.30 - 11.00 | Unit 3 - Application of Conflict Management in the Private Security Industry 1 Understand the principles of conflict management appropriate to the role 1.1 Identify situations that can lead to conflict 1.2 State how positive and constructive communication can be used to manage conflict 1.3 Recognise why it is important to be familiar with policies and procedures relating to workplace violence 1.4 Identify the stages of escalation in conflict situations 1.5 Recognise the stages of the attitude and behaviour cycle | Virtual Delivery Acceptable Highfield presentation used to structure teaching and learning. Module 3 - Application of conflict management in the private security industry 3:1 The principles of conflict management appropriate to the role | Identify six situations that can lead to conflict. Describe the four stages of escalation in a conflict situation. Identify the stages of the attitude and behaviour cycle. |
| 11.00 - 11.15 | Break (15 minutes) | | |
| 11.15 - 12.30 | 2 Understand how to recognise, assess and reduce risk in conflict situations 2.1 Recognise the potential risk posed in a conflict situation 2.2 Identify factors that can trigger or inhibit a range of responses in self and others 2.3 Identify a range of responses to conflict situations 2.4 Recognise the stages in de-escalating conflict 2.5 State the importance of positioning and exit routes | Virtual Delivery Acceptable 3:2 Recognising, assessing and reducing risk in conflict situations | What are the factors, triggers and inhibitors appropriate to a conflict situation? Identify five potential responses to a conflict situation. State four de-escalating techniques. |
| 12.30 - 13.00 | Lunch (30 minutes) | | |
| 13.00 - 14.00 | 3 Understand the use of problem-solving techniques when resolving conflict 3.1 Recognise how to use empathy to resolve conflict 3.2 Identify the benefits of using problem-solving techniques 3.3 Recognise how win-win approaches work to resolve conflict situations | Virtual Delivery Acceptable 3:3 Problem-solving techniques | Explain how to use empathy to resolve conflict situations. State the benefits of using problem-solving techniques when resolving conflict. Explain how the win-win approach works to resolve conflict situations. |
| 14.00 - 14.15 | Break (15 minutes) | | |
| 14.15 - 17.00 | 4 be able to communicate to de-escalate conflict 4.1 Recognise verbal and non-verbal communication techniques 4.2 Explain how to deal with communication barriers in conflict situations 4.3 Identify different behaviour types 4.4 Demonstrate approaches to take when addressing unacceptable behaviour 4.5 Demonstrate ways to de-escalate conflict situations 4.6 Demonstrate working with colleagues to de-escalate conflict situations | Virtual Delivery Acceptable 3:4 Communication to de-escalate conflict 4.4 Demonstrate approaches to take when addressing unacceptable behaviour 4.5 Demonstrate ways to de-escalate conflict situations 4.6 Demonstrate working with colleagues to de-escalate conflict situations | Identify different verbal and non-verbal communication techniques. Identify the three behaviour types and provide examples of each. |
| The practical assessment for each learner must be visually recorded and is recommended to take approximately 15 minutes per learner. | | | |

| Timings | Unit and Learning Outcomes | Teaching Activities | Learning Activities | Assessments of Learning | Marking Guide |
|---------------|---|--|--|---|---|
| 8.00 - 8.30 | Preparation for delivery, Register - Please make sure your registers are completed daily and emailed to: register@train4.me.uk, Activity Logs - Please ensure that learners are given their activity logs. | Recap on previous learning. Explain the aims and objectives of this session. | Listening, participating and completing the practical activities | Correct answers to the questions in the workbook | All answers in the workbook and on the presentation for reference. |
| 8.30 - 11.00 | Unit 4 - Application of physical intervention skills in the private security industry 1 Understand physical interventions and the implications of their use 1.1 State the legal implications of using physical intervention 1.2 State the professional implications of using physical intervention 1.3 Identify positive alternatives to physical intervention 1.4 Identify the differences between defensive physical skills and physical interventions | Virtual Delivery Acceptable | | | Note: searching must be done via group discussions and virtual role play supported by questions and answer session. Searching techniques must be recorded as evidence. |
| 11.00 - 11.15 | Break (15 minutes) | | | | |
| 11.15 - 12.30 | 2 Understand the risks associated with using physical intervention 2.1 Identify the risk factors involved with the use of physical intervention 2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis 2.3 State the specific risks associated with positional asphyxia 2.4 State the specific risks associated with prolonged physical interventions | Virtual Delivery Acceptable, except: 2.3 State the specific risks associated with positional asphyxia | | Practical Assessments to be recorded in the Practical Assessment pack | |
| 12.30 - 13.00 | Lunch (30 minutes) | | | | |
| 13.00 - 14.00 | 3 Understand how to reduce the risks associated with physical intervention 3.1 State the specific risks of dealing with physical intervention incidents on the ground 3.2 Identify how to deal with physical interventions on the ground appropriately 3.3 Identify ways of reducing the risk of harm during physical interventions 3.4 State the benefits of dynamic risk assessment in situations where physical intervention is used 3.5 State how to manage and monitor a person's safety during physical intervention 3.6 State the responsibilities of all involved during a physical intervention 3.7 State the responsibilities immediately following a physical intervention 3.8 State why it is important to maintain physical intervention knowledge and skills | Virtual Delivery Acceptable, except: 3.2 Identify how to deal with physical interventions on the ground appropriately 3.5 State how to manage and monitor a person's safety during physical intervention | | Practical Assessments to be recorded in the Practical Assessment pack | |
| 14.00 - 14.15 | Break (15 minutes) | | | | |
| 14.15 - 17.00 | 4 Be able to use physical skills to protect yourself and others 4.1 Demonstrate stance and positioning skills 4.2 Demonstrate skills used to evade and protect against blows 4.3 Demonstrate methods of disengagement from grabs and hold 4.4 Demonstrate non-aggressive intervention methods to stop assaults or fights 4.5 Communicate professionally throughout the physical intervention | Virtual Delivery Acceptable | | Practical Assessments to be recorded in the Practical Assessment pack | |
| 14.15 - 17.00 | 5 Be able to use non-pain compliant standing, holding and escorting techniques 5.1 Demonstrate how to physically prompt a person 5.2 Demonstrate low-level restrictive standing holds that can be used to escort an individual 5.3 Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual 5.4 Demonstrate transitions between disengagement techniques and escorting techniques 5.5 Demonstrate how to escort an individual on stairways 5.6 Demonstrate how to disengage safely 5.7 Demonstrate how to manage risk immediately following disengagement | Virtual Delivery Acceptable | | Practical Assessment Record to be downloaded, completed and uploaded to the LMS. | |

| Timings | Unit and Learning Outcomes | Teaching Activities | Learning Activities | Assessments of Learning |
|---------------|--|---|---|---|
| 8.00 - 8.30 | Preparation for delivery, Register - Please make sure your registers are completed daily and emailed to: register@train4.me.uk, Activity Logs - Please ensure that learners are given their activity logs. | | | |
| 8.30 - 11.00 | <p>Searching and Observation Activities</p> <p>AC 2.7 Demonstrate how to search people and their personal possessions</p> <p>Explain the search policy</p> <p>Obtain permission of person being searched prior to the search</p> <p>Carry out a physical search of a person and their possessions to locate a concealed item:</p> <ul style="list-style-type: none"> - 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) <p>Consider and respond to protected characteristics.</p> <p>Q. How would searching an individual with a protected characteristic influence your searching technique?</p> <p>Consider and respond to children or young people.</p> <p>Q. How would searching a child influence your searching technique?</p> <p>Was the concealed item found, seized, stored and handed over appropriately?</p> <p>Demonstrate effective communication throughout.</p> | Demonstrate the correct techniques for searching people and their personal possessions | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack |
| 11.00 - 11.15 | Break (15 minutes) | | | |
| 11.15 - 12.30 | <p>AC 7.5 Demonstrate effective use of communication devices</p> <p>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 Tanoy system)</p> <p>Use the NATO phonetic alphabet to clarify information i.e. place names, names of people</p> | Demonstrate the correct and effective way to use communication devices | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack |
| 12.30 - 13.00 | Lunch (30 minutes) | | | |
| 13.00 - 14.00 | <p>Application of Conflict Management - Oral Questions</p> <p>AC 4.1 - Q1 - Can you identify two verbal and two non-verbal communication techniques demonstrated in the practical observation to de-escalate conflict?</p> <p>AC 4.2 - Q2 - Can you identify two communication barriers from the practical observation, and explain how each of these were overcome?</p> <p>AC 4.3 - Q3 - Can you identify two different behaviour types from the practical observation, demonstrated by yourself or others?</p> | Ask the learners the questions, ensuring their answers fully meet the assessment criteria required | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack |
| 14.00 - 14.15 | Break (15 minutes) | | | |
| 14.15 - 17.00 | <p>Application of Conflict Management - Practical Skills</p> <p>AC 4.4 - Demonstrate approaches to take when addressing unacceptable behaviour</p> <p>AC 4.5 - Demonstrate ways to de-escalate conflict situations</p> <p>AC 4.6 - Demonstrate working with colleagues to de-escalate conflict situations</p> | Demonstrate the approached to take when addressing unacceptable behaviour and ways to de-escalate conflict situations | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack |

| Timings | Unit and Learning Outcomes | Teaching Activities | Learning Activities | Assessments of Learning | Marking Guide |
|---------------|--|---|---|--|---|
| 8.00 - 8.30 | Preparation for delivery, Register - Please make sure your registers are completed daily and emailed to: register@train4.me.uk, Activity Logs - Please ensure that learners are given their activity logs. | Recap on previous learning. Explain the aims and objectives of this session. | Listening, participating and completing Activity Logs. | Correct answers to the questions in the workbook | All answers in the workbook and on the presentation for reference. |
| 8.30 - 11.00 | Application of Physical Intervention Skills - Practical Demonstration 4.1 Demonstrate stance and positioning skills 4.2 Demonstrate skills used to evade and protect against blows 4.3 Demonstrate methods of disengagement from grabs and holds 4.4 Demonstrate methods used to intervene in a violent situation 4.5 Communicate professionally throughout the physical intervention | Demonstrate physical intervention skills | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack | Note: searching must be done via group discussions and virtual role play supported by questions and answer session. Searching techniques must be recorded as evidence. |
| 11.00 - 11.15 | Break (15 minutes) | | | | |
| 11.15 - 12.30 | 5.1 Demonstrate how to physically prompt a person 5.2 Demonstrate low-level restrictive standing holds that can be used to escort an individual 5.3 Demonstrate low-level restrictive standing one two person holds that can be used to escort an individual 5.4 Demonstrate transitions between disengagement techniques and escorting techniques 5.5 Demonstrate how to escort an individual on stairways 5.6 Demonstrate how to disengage safely 5.7 Demonstrate how to manage risk immediately following disengagement | Demonstrate how to physically prompt a person and low-level standing holds that can be used to escort an individual | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack | |
| 12.30 - 13.00 | Lunch (30 minutes) | | | | |
| 13.00 - 14.00 | Oral Questions and Answers 2.1 What are the risk factors involved with the use of physical intervention? 2.2 What are the signs and symptoms associated with acute behaviour disturbance (ABD) and psychosis? 2.3 What are the specific risks associated with positional asphyxia? 2.4 What are specific risk associated with prolonged physical interventions? | Ask the learners the questions ensuring their answers fully meet the assessment criteria required | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack | |
| 14.00 - 14.15 | Break (15 minutes) | | | | |
| 14.15 - 17.00 | 3.2 How should physical interventions on the ground be dealt with appropriately? 3.5 How should you manage and monitor a person's safety during physical intervention? | Ask the learners the questions ensuring their answers fully meet the assessment criteria required | Participating in group activities and demonstrating ability to fully meet the assessment criteria required. | Practical Assessments to be recorded in the Practical Assessment pack | Refer to standards for amplification. |