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Qualification Specification

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

Qualification Number: 603/5531/1

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

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The **Highfield Level 2 Award for Door Supervisors in the Private Security Industry** is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a Qualification Framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

This qualification is supported by the Security Industry Authority (SIA), who regulate the private security industry.

Key facts

Qualification number:	603/5531/1
Learning aim reference:	6035531/1
Credit value:	6
Assessment method:	Multiple-choice examinations and practical demonstrations
Guided learning hours (GLH):	52
Minimum contact time (MCT):	44*
Total qualification time (TQT):	61

*** The SIA stipulates a minimum number of contact hours and a minimum number of training days. 44 hours applies as minimum contact time only where self-study can be evidenced. No self-study means a minimum of 52 hours. See Guidance on Delivery for details.**

Qualification overview and objective

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

To register for this qualification, learners **must** be aged 18 and over.

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) Regulations 1981. It is an SIA requirement that training centres **must** confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.

Learners should, as a minimum, have achieved an Emergency First Aid at Work qualification covering the following outcomes.

- understand the role of the first aider, including reference to:
 - the importance of preventing cross-infection
 - the need for recording incidents and actions

- use of available equipment
- assess the situation and circumstances in order to act safely, promptly and effectively in an emergency
- administer first aid to a casualty who is unconscious (including seizure)
- administer cardiopulmonary resuscitation and use of an automated external defibrillator
- administer first aid to a casualty who is choking
- administer first aid to a casualty who is wounded and bleeding
- administer first aid to a casualty who is suffering from shock
- provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters.)

Learners should present their First Aid or Emergency First Aid certificate* to their training provider before they start training. This certificate* must be valid for at least 12 months from the course start date.

It is the centre's responsibility to check the learner's First Aid certificate and maintain relevant records of how a learner meets this requirement.

Training centres must retain this information for a minimum of 3 years in line with retention of assessment evidence requirements.

*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.

Language prerequisite

Security operatives are likely in the course of their work to be required to make calls to the emergency services, or for example communicate to resolve conflict. It is essential that security operatives can communicate effectively.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All initial language assessments must be conducted in the medium of English and/or Welsh as appropriate.

Learners should, as a minimum, have language skills in reading, writing, speaking, and listening equivalent to the following.

- A B2 Level qualification on the Home Office's list of recognised English tests and qualifications.
- A B2 Common European Framework of Reference for Languages (CEFR).
- An ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland.
- An ESOL qualification at Scottish Credit and Qualifications Framework Level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland.
- Functional Skills Level 1 in English.
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework Level 5.
- Essential Skills Wales Communication Level 1.
- Level 1 in Essential Skills – Communication Northern Ireland

Training centres must ensure that all learners have sufficient reading, writing, speaking and listening language skills before putting the learners forward for training and assessment.

All English/Welsh language assessments used by training centres must be agreed with their awarding organisation (AO) as part of their security approval.

Training centres must retain this information for all learners against all four competencies for a minimum of 3 years in line with the retention of assessment evidence requirements.

Geographical coverage

This qualification is suitable for learners in England, Northern Ireland and Wales. Due to the legislative differences in Northern Ireland, separate multiple-choice question papers will be available for the unit specified below:

- Principles of working as a door supervisor in the private security industry

Delivery/Assessment ratios

The ratio of trainers to learners is **1 trainer to a maximum of 12 learners** for the delivery and assessment of the practical skills.

When invigilating examinations, the maximum ratio is **1 invigilator to 30 learners**.

Centre requirements

To effectively deliver and assess this qualification, centres must meet the following:

Training and assessment of this qualification must be undertaken in a suitable training and assessment environment, which has been approved and quality assured by Highfield Qualifications. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose.

For practical activities, the SIA considers it best practice to provide a realistic work environment for the training and assessment aspects of all practical activities stipulated. Those training and assessing physical intervention must provide an environment with a minimum of three stairs for the demonstration, practice, and assessment of escorting an individual up and downstairs.

Training and assessment facilities must comply with ongoing approval arrangements of Highfield Qualifications.

Centre Insurance

In line with general insurance requirements and the Employers Liability (Compulsory Insurance) Act 1969, the minimum for an approved centre offering licence-linked qualification is as follows.

- Employers Liability- £5 million
- Public Liability
- Professional Indemnity

Training centres are reminded of the importance of making sure their Public Liability and Professional Indemnity Insurance is set at the appropriate level whilst considering their business.

Insurance Requirements for Physical Intervention Skills Training

In order to ensure that the insurance cover is 'fit for task', it should actively specify inclusion of the activities being carried out. In this case under 'business activity' on the insurance documentation, it must state cover for 'training in physical intervention'.

Insurance details must be evidenced to Highfield Qualifications by the centre prior to qualification approval being granted. However, it is the centre's responsibility to ensure that their insurance remains valid and current. This level of insurance cover is **mandatory** for approved training centres and individual trainers delivering physical intervention training at the approved training centre. Where the individual trainer does not hold their own cover, the approved centre **must** ensure its insurer is aware of this and extended cover is secured where necessary. The insurance schedule should clearly detail the cover for trainers.

Examination Venue Criteria

Centres must adhere to the following when carrying out examinations:

- The seating arrangement for learners must ensure there can be no cheating or collusion between learners. All learners must be facing the same way (with the exception of some on-screen testing as detailed in bullet point 4).
- Each learner must be a minimum of 1.25 metres (centre to centre) each way from the next learner's workspace.
- Seating plans should be completed for the delivery of tests and retained for External Quality Assurance (EQA) purposes.
- If on-screen testing is being used each workstation must be isolated by a minimum space of 1.25 metres measured from the nearest outer edge of one screen to the next unless the monitors are positioned back-to-back. Under certain circumstances 1.25 metres may prove to be an insufficient distance to prevent learners from seeing, intentionally or otherwise, the work of others. Privacy screens can be used. The principal objective is to ensure that no Learner's work can be overseen by others.
- There must be a place for the invigilator to sit with a clear view of all learners.
- Maximum ratio is 1 invigilator to 30 learners.
- Walls must be clear of any material that would provide help to the learners.
- Examination signage and a clock must be in clear view of all learners.
- The awarding organisation must be made aware of assessment venues in advance. Only these can be used; not substitutes, unless there has been an emergency, such as fire in which case this must be recorded, and the awarding organisation notified at the first possible opportunity in accordance with individual awarding organisation requirements.
- Trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam for that subject(s). Training centres need to consider all potential conflicts of interest and have an appropriate policy in place to support this.

- All invigilators must receive an induction to the role of invigilation and its policies and procedures. Training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction.
- All test papers **must** be stored securely. Ideally, this should be a lockable safe. If a safe is not available a suitable lockable cabinet/storage unit will suffice. This unit should only be accessed by appropriate personnel and records of key holders should be kept. This cabinet/storage unit must be kept in a secure location.
- All test papers must be transported securely to and from the training centre and any satellite centre where tests are administered. The centre must have an appropriate policy to support this.
- Highfield Qualifications, the SIA and qualification regulators retain the right to make spot checks on examination days to ensure that exam conditions are being maintained.

Venue Requirements for Practical Skills Training and Assessment (physical intervention and conflict management)

Training environments should be appropriate for training and assessment. Venues must be risk assessed by the centre for suitability for physical intervention training. Venues will need to be assessed for each training course.

Training centres are required to have in place a policy and procedures in relation to risk assessment.

Practical skills training must take place in safe conditions, as regards to the following.

- The size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely. (See below)
- As a guide, an unobstructed area of approximately 2 x 2 metres per person, (including the trainer) would provide the necessary room for movement and activity therefore a maximum class size of 12 excluding trainer would require a floor area of approximately 52 square metres.
- A minimum of three stairs needs to be available for the demonstration, practice, and assessment of escorting an individual up and downstairs.
- The ratio of trainers to learners; one trainer to a maximum of 12 learners for the delivery and assessment of the practical skills (this is not a requirement for the delivery and assessment of the knowledge skills).
- A minimum of three participants is required for each course, to deliver the practical skills for physical interventions effectively.
- A qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units.
- We recommend that trainers/assessors delivering physical skills obtain a 3-day First Aid at Work Qualification.

Training centres must have the listed items below available throughout the physical skills delivery and assessment.

- A BS 8599-1:2019 approved first aid kit
- Ice packs
- Access to water and a telephone

Learner Requirements for Practical Skills Training (Physical Intervention Skills)

The centre must furnish learners with safety information prior to attendance that includes:

- informing learners that physical activity will be involved, and this carries risks
- what standards of behaviour are expected
- what they should wear
- what they should do if they have any concerns about their health or fitness in regard to participating in this training
- training centres must ensure that learners sign a declaration that they are fit to participate in practical skills training

Guidance on delivery

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.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT values are advisory and assigned to a qualification as guidance.

This section of the specification provides information on the specific delivery requirements of the qualification.

Minimum contact time (stipulated by the SIA)

The following table outlines the minimum contact time for each of the units contained within the Highfield Level 2 Award for Door Supervisors in the Private Security Industry.

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.

Unit No.	Unit reference	Unit title	Minimum Contact Time	GLH
1	J/617/9686	Principles of working in the private security industry	9*/17	17
2	L/617/9687	Principles of working as a door supervisor in the private security industry	11	11
3	R/617/9688	Application of conflict management in the private security industry	11	11
4	Y/617/9689	Application of physical intervention skills in the private security industry	13	13

*The SIA recognises that there is some learning that contributes to the achievement of the licence-linked qualifications that can be completed through self-study., as long as this is maintained with some form of support. It is therefore a requirement for centres wishing to use self-study to notify Highfield in advance and provide the details of how they intend to support learners and evidence

this self-study. **The principles of working in the private security industry has a GLH of 17 hours, however, 8 of which can be delivered through self-study. The remaining 9 hours must be minimum contact time. If self-study isn't applied, then the MCT for this unit is 17 hours.**

The centre must detail within their quality management processes each of the following.

- The areas of learning delivered by self-study.
- The method of self-study to be used.
- The number of hours to be covered by the self-study material.
- A robust and auditable method for determining that learners have undertaken the self-study.

It is important the materials used clearly show learners, how many hours of learning they are expected to undertake and that they are given sufficient time to allow them to complete it before their course begins. It is also a requirement that the centre checks these during training to ensure appropriate learning has occurred. This will be quality assured through Highfield's external quality assurance processes.

Suitable methods of self-study resources include prepared, high-quality:

- online learning materials or courses that the learner must navigate
- workbooks that the learner must work through and complete
- learning materials that the learner can use to cover specific areas of content

Self-study may be used to deliver up to eight hours of Principles of Working in the Private Security Industry as follows:

Learning outcome	Content	Hours
1	Know the main characteristics and purposes of the private security industry	2
2	Understand legislation as it applies to a security operative	2
4	Understand the importance of safe working practices	2
5	Understand fire procedures in the workplace	1
11	Understand good practice for post-incident management	1

Centres are reminded that any self-study material used must be retained for a minimum of 3 years in line with the retention of assessment evidence requirements.

In addition to the above, if self-study is used, the SIA have stated that the training, delivery and assessment of this qualification must take place over a **minimum of 6 days** (44 hours) and each day of training, delivery and assessment **must not** exceed **8 hours**.

If self-study is **not** used for this qualification, then the course **must** be delivered over **7 days** (52 hours) and each day of training, delivery and assessment **must not** exceed **8 hours**.

Centres must retain detailed registers that include start/end/break times of training for each day and these must be signed daily by the learners. This includes a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These must be

retained for audit purposes. **Training centres must retain this information for a minimum of 3 years in line with the retention of assessment evidence requirements.**

Virtual learning delivery guidance

Virtual learning is an online platform that enables synchronous learning (live) and interactive delivery of training. This learning environment means that the tutors and learners can communicate (sound and visual) and interact with each other in an online group setting. Virtual learning may also be referred to as ‘remote delivery training’ or ‘online classroom’.

Please note: Centres wishing to deliver using virtual learning must first be approved to do so. For further information on the approval process and requirements, centres should contact their account manager.

The tables below indicate which learning outcomes and assessment criteria can or cannot be delivered through virtual learning:

1. Principles of Working in the Private Security Industry	Virtual Delivery Acceptable	
	Yes	No
Learning outcome		
1. Know the main characteristics and purposes of the Private Security Industry*	All ACs	
2. Understand legislation as it applies to a security operative*	All ACs	
3. Understand arrest procedures relevant to security operatives	All ACs	
4. Understand the importance of safe working practices*	All ACs	
5. Understand fire procedures in the workplace*	All ACs	
6. Understand emergencies and the importance of emergency procedures	All ACs	
7. Understand how to communicate effectively as a security operative	All ACs	
8. Understand record keeping relevant to the role of the security operative	All other ACs	8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement)
9. Understand terror threats and the role of the security operative in the event of a threat	All ACs	
10. Understand how to keep vulnerable people safe	All ACs	
11. Understand good practice for post incident management*	All ACs	

*Designates content that can also be taught through self-study.

2. Principles of Working as a Door Supervisor in the Private Security Industry		Virtual Delivery Acceptable	
Learning outcome	Yes	No	
1. Understand crimes relevant to door supervision	All ACs		
2. Know how to conduct effective search procedures	All other ACs	2.7 Demonstrate how to search people and their personal possessions	
3. Understand drug-misuse legislation, issues and procedures relevant to the role of a door supervisor.	All ACs		
4. Understand preservation of evidence relevant to the role of a door supervisor	All ACs		
5. Understand licensing law relevant to the role of a door supervisor	All ACs		
6. Understand queue management and venue capacity responsibilities relevant to a door supervisor	All ACs		
7. Know how to use equipment relevant to a door supervisor	All other ACs	7.5 Demonstrate effective use of communication devices	

3. Application of Conflict Management in the Private Security Industry		Virtual Delivery Acceptable	
Learning outcome	Yes	No	
1. Understand the principles of conflict management appropriate to the role	All ACs		
2. Understand how to recognise, assess and reduce risk in conflict situations	All ACs		
3. Understand the use of problem-solving techniques when resolving conflict	All ACs		
4. Be able to communicate to de-escalate conflict	All other ACs	4.4 Demonstrate approaches to take when addressing unacceptable behaviour 4.5 Demonstrate ways to deescalate conflict situations 4.6 Demonstrate working with colleagues to de-escalate conflict situations	

4. Application of Physical Intervention Skills in the Private Security Industry	Virtual Delivery Acceptable	
	Yes	No
1. Understand physical interventions and the implications of their use	All ACs	
2. Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
3. Understand how to reduce the risks associated with physical intervention	All other ACs	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
4. Be able to use physical skills to protect yourself and others		All ACs
5. Be able to use non-pain compliant standing, holding and escorting techniques		All ACs

Additional unit delivery requirements:

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 of Application of Physical Intervention Skills in the Private Security Industry

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

When delivering the conflict management module, the training must include at least one practical scenario from each of the three headings.

- Refusal Scenario
- Rejection Scenario
- Incident Scenario

For further information, please refer to the tutor, assessor and IQA (TAI) pack for this qualification, available in the Download Area of the Highfield Qualifications website.

Guidance on assessment

This qualification is graded as pass/fail.

This section of the specification provides information on how the qualification's individual components are assessed, along with any further specific requirements:

Unit No.	Unit reference	Unit title	Knowledge assessment method	Practical assessment method
1	J/617/9686	Principles of working in the private security industry	Externally set and marked multiple-choice question (MCQ) examination made up of 72 questions (110 minutes) Pass mark = 70%	Externally set, internally assessed activity based on the completion of an evidential statement Pass mark = 100%
2	L/617/9687	Principles of working as a door supervisor in the private security industry	Externally set and marked multiple-choice question (MCQ) examination made up of 50 questions (75 minutes) Pass mark = 70%	Externally set, internally assessed observation of searching with observation sheet And Externally set and internally assessed observation of using communications devices Pass mark – 100% The practical assessment for each learner must be visually recorded and is recommended to take approximately 15 minutes per learner.
3	R/617/9688	Application of conflict management in the private security industry	Externally set and marked multiple-choice question (MCQ) examination made up of 20 questions (30 minutes) Pass mark = 70%	Externally set, internally assessed of one practical scenario with observation sheet per learner Pass mark = 100% The practical assessment for each learner must be visually recorded and is recommended to take approximately 15 minutes per learner.
4	Y/617/9689	Application of physical intervention skills in the private security industry **	Externally set and marked multiple-choice question (MCQ) examination made up of 30 questions (45 minutes)	Externally set, internally assessed observation of each learner performing every technique with an observation sheet And

			Pass mark = 80%	<p>Q/A session to cover critical areas of PI knowledge</p> <p>Pass mark = 100%</p> <p>The practical assessment for each learner must be visually recorded and is recommended to take approximately 15 minutes per learner</p>
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*** The assessor will only pass a learner when **all** of the techniques have been demonstrated successfully. Each learner should introduce themselves, state the date and the techniques they are demonstrating.*

Each learner **MUST** be assessed individually when undertaking the practical demonstrations.

Following the assessments, all knowledge paperwork and assessment packs must be returned to Highfield. Upon successful processing, a list of results will be provided to the centre contact stating whether learners have passed or failed, along with certificates for those learners that have met the required standard.

All knowledge and written practical assessment evidence must be retained by all centres for a minimum of 3 years for audit purposes. All practical assessments must be video recorded and retained by all centres for a minimum of 1 year for audit purposes.

All internal assessments must be internally quality assured and are subject to external quality assurance.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Please note: tutors/assessors who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam for that subject(s). Centres need to consider all potential conflicts of interest and have an appropriate policy in place to support this.

Guidance on quality assurance

To support with quality assurance, Highfield requires centres to undergo a security approval visit prior to the delivery of the qualification. Upon successful completion of this, centres are then permitted to register and deliver courses. This security approval is revisited on at least an annual basis.

In addition to the regular monitoring/support visits, Highfield recommends that centres have a quality assurance system in place prior to the return of assessment material to Highfield for external assessment/moderation. This is to ensure assessments are of the highest standard for every course.

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. **For further guidance on IQA processes, please refer to the tutor, assessor and IQA (TAI) support pack for this qualification, found in the Download Area of the Highfield Qualifications website.**

Recognition of prior learning (RPL)

Where units are contained within several Highfield qualifications, learners can transfer the achievement of these units.

The **Principles of working in the private security industry** unit is contained in the following Highfield qualifications:

- Highfield Level 2 Award for Door Supervisors in the Private Security Industry
- Highfield Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry
- Highfield Level 2 Award for Security Officers in the Private Security Industry

The **Application of conflict management in the private security industry** unit is contained in the following Highfield qualifications:

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

Learners cannot transfer unit achievement from previous security qualifications (those available before April 2021) to this qualification.

Tutor/assessor requirements

It is expected that in most cases the tutor and the assessor will be the same person.

To deliver this qualification (and the units contained within it) tutors/assessors are required to hold the following:

Training qualification

Tutors are required to hold a teaching or training qualification at Level 3 or above, which has been accredited by SQA/QCA/Ofqual or validated by an HEI, or an equivalent such as:

- Level 3 Award in Education and Training or equivalent
- Level 4 Certification in Education and Training or equivalent
- Certificate in Education
- Postgraduate Certificate in Education
- SVQ/NVQ Levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Masters in Education

NaCTSO counterterrorism programme

Tutors must also successfully complete a National Counter Terrorism Security Office (NaCTSO)/SIA-endorsed counterterrorism programme such as the ACT (Action Counters Terrorism) Awareness training and the ACT security e-learning module, both of which **must** be completed annually.

Assessor qualification

Assessors **must** hold one of the qualifications below. If they don't hold one of these qualifications currently, they **must** achieve one of the qualifications below by **30th September 2022**.

Assessors to hold any of the following qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence

Or the following unit from an assessor qualification.

- Unit 1 Understanding the principles and practices of assessment

Or the following units from a teaching qualification.

- Understanding assessment in education and training unit (from a Level 3 Award in Education and Training)
- Understand the principles and practices of assessment (from a 12 credit Preparing to Teach in the Lifelong Learning Sector)
- Principles of assessment in lifelong learning (from a 12 credit Preparing to Teach in the Lifelong Learning Sector)
- Understanding the principles and practices of assessment (from a Level 3 Certificate/Level 4 Diploma in Learning and Development)
- Assess occupational competence in the work environment (from a Level 3 Certificate/Level 4 Diploma in Learning and Development)
- Assess vocational skills, knowledge and understanding (Level 3 Certificate/Level 4 Diploma in Learning and Development)

Sector competence

Tutors/assessors delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

To demonstrate this, Highfield will require sufficient information about a tutor/assessor's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry. There is no requirement for a tutor/assessor to have a current SIA licence.

Other relevant experience could come from employment* in:

- armed services
- police service
- security industry
- prison service

*With appropriate front-line experience being mapped into the desired qualification or unit.

To ensure that tutors have the right occupational expertise, the SIA require that:

- tutors new to the sector (i.e. this is their first role as a trainer/assessor in the security sector as identified by their CV) have a minimum of **2 years'** frontline operational experience **in the last 5 years**, which is relevant to the qualifications that they are delivering. This experience should have been gained in the UK. This operational experience can be achieved from full/part-time/weekend employment and achieved in blocks of employment if it meets the threshold above.
- existing tutors/assessors must be able to demonstrate evidence of a suitable level of continued professional development (CPD) in their sector. This should include the equivalent of at least 40 hours every year spent in a combination of training, increasing professional knowledge through other means, or working in the industry. Suitable steps could include attendance at relevant conferences and seminars and continuing work experience in the sector. This CPD record must show that a National Counter Terrorism Security Office (NaCTSO)/SIA-endorsed counter terrorism programme such as the ACT (Action Counters Terrorism) awareness training has been completed on an annual basis.

It is the responsibility of training centres to retain the CPD information of trainers and assessors. Highfield and the SIA reserve the right to spot check this information for accuracy and quality assurance (QA) purposes. **This evidence must be retained for a minimum of 3 years for audit purposes.**

Additional unit-specific requirements

In addition to the core requirements for this qualification, the SIA requires tutors/assessors to have additional competencies to deliver the following units:

- **Unit 3: Application of conflict management in the private security industry**
 - Level 3 Delivery of Conflict Management Training (NQF/QCF/RQF)
- **Unit 4: Application of physical intervention skills in the private security industry**
 - Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry
 - Level 3 Delivery of Conflict Management Training (NQF/QCF/RQF)
 - A current certificate (updated annually) from an approved Level 3 programme provider which details that the trainer is authorised to deliver the skills in the approved Level 2 physical intervention programme. It is the responsibility of the trainer to submit this to the training centre for Highfield to check the authenticity of these on an annual basis.

The SIA may publish additional requirements for tutor/assessors as and when they are agreed. Tutors looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements detailed within the qualification.

Tutors/assessors who are unsure about their current qualifications or who wish to check their eligibility should contact their Highfield account manager.

Internal quality assurance (IQA) requirements

Internal quality assurers (IQAs) **must** hold one of the qualifications below. If they don't hold one of these qualifications currently, they must achieve one of the qualifications below by **30 September 2022**:

Internal quality assurer (IQA) to hold any of the following qualifications:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practices (RQF)
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Or the following unit from an IQA qualification:

- Unit 2/Unit 4 Understanding the principles and practices of internally assuring the quality of assessment.

Additional unit-specific requirements

In addition to the above, the SIA requires IQAs to have additional competencies to quality assure the following units:

- **Unit 3: Application of conflict management in the private security industry**

The IQA does not need to hold a formal conflict management qualification but does need to have appropriate competence in conflict management. Appropriate competency could come from employment in:

- armed services
- police service
- security industry
- prison service
- other applicable services that may require conflict management

- **Unit 4: Application of physical intervention skills in the private security industry**

The IQA does not need to hold a formal qualification in physical intervention but does need to have appropriate competence in physical intervention such as in the sector (PSI, Armed forces, Police).

Highfield will require sufficient information about the occupational competence of an IQA which will be considered by the Highfield on a case-by-case basis.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of each centre to have systems in place to ensure that the person taking licence-linked qualifications is indeed the person they are purporting to be.

All centres are therefore required to ensure that each learner's photograph and formal identification documents are checked and recorded before they are allowed to sit the examination/assessment.

When completing the ID validation sheet, all photographs supplied by the learners must be checked to ensure each one is a true representation of the individual. Once satisfied, they must print the learner's name on the reverse of the photograph before sticking it onto the adhesive film on the identification validation sheet.

A list of current documentation that is accepted by the SIA as proof of identification is available on the SIA website [here](#).

Any learner who does not produce the required documents to satisfy the ID requirements cannot take any assessments and therefore will not be able to complete the qualification. Anyone in this situation should contact the SIA directly via their online account to:

- explain why they do not possess the required documents
- tell the SIA what documents they do have

The SIA will then assess this evidence on a case-by-case basis.

Progression opportunities

Progression and further learning routes could include:

- Highfield Level 2 Award for Security Officers in the Private Security Industry
- Highfield Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry
- Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry
- Highfield Level 3 Award in the Delivery of Conflict Management Training (RQF)
- Highfield Level 3 Award for Physical Intervention Trainers in the Private Security Industry

Useful websites

- British Security Industry Authority <http://www.bsia.co.uk/>
- Home Office <http://www.homeoffice.gov.uk/>
- SIA <http://www.sia.homeoffice.gov.uk/Pages/home.aspx>
- The Information Commissioner <http://ico.org.uk>
- NaCTSO <https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>
- 'Trans customers: A guide for door supervisors'
<https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf>

Recommended training materials

- Working as a Door Supervisor: Course Book. Walker, A. and Porter, S. Highfield.co.uk Ltd
- Door Supervisor Physical Intervention Skills: Course Book. Walker, A. and Porter, S. Highfield.co.uk Ltd

Appendix 1: Qualification structure

To complete the **Highfield Level 2 Award for Door Supervisors in the Private Security Industry**, learners must complete **all units** contained within the following mandatory group.

Unit reference	Unit title	Level	GLH	Credit
J/617/9686	Principles of working in the private security industry	2	17	2
L/617/9687	Principles of working as a door supervisor in the in the private security industry	2	11	1
R/617/9688	Application of conflict management in the in the private security industry	2	11	1
Y/617/9689	Application of physical intervention skills in the in the private security industry	2	13	2

Important note:

There are **no** RPL opportunities for old units (linked with historic security qualifications) that will allow for certification of the above qualification. Therefore, all units linked to this qualification must be completed in full for a learner to be awarded.

Appendix 2: Qualification content

Unit 1: Principles of working in the private security industry
 Unit number: J/617/9686
 Credit: 2
Min. contact time: 9 (If self-study is applied. If self-study isn't used, then the MCT is 17 hours)
 GLH: 17
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know the main characteristics and purposes of the private security industry</p>	<p>1.1 Identify the key purposes of the private security industry 1.2 State the aims and functions of the Security Industry Authority (SIA) 1.3 Recognise the required standards of behaviour of a security operative 1.4 Identify the benefits of community safety initiatives 1.5 Recognise how assignment instructions support the security operative role 1.6 Recognise how each security operative role may use CCTV 1.7 Identify the limitations of CCTV within the security operative role 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 2.2 State the main aims of the Private Security Industry Act 2001 2.3 Identify key legislation relating to promoting equality and diversity in the workplace 2.4 Identify licensable roles under the Private Security Act 2.5 Identify how data protection regulation impacts on the security operative</p>
<p>3. Understand arrest procedures relevant to security operatives</p>	<p>3.1 State the meaning of arrest 3.2 Identify offences for which a security operative can make an arrest 3.3 Identify the limitations to a security operative's powers of arrest 3.4 State procedures to follow when making an arrest 3.5 State why an arrest should only be made as a last resort 3.6 State procedures following an arrest 3.7 State what is meant by 'reasonable' and 'necessary' force</p>

<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>4.7 Identify ways to keep personal information safe</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</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>
<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</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</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>security operative in the event of a threat</p>	<p>9.4 Identify the procedures for dealing with suspicious items 9.5 Identify behaviours that could indicate suspicious activity 9.6 Identify how to respond to suspicious behaviour</p>
<p>10. Understand how to keep vulnerable people safe</p>	<p>10.1 Recognise duty of care with regard to vulnerable people 10.2 Identify factors that could make someone vulnerable 10.3 Identify actions that the security operative should take towards vulnerable individuals 10.4 Identify behaviours that may be exhibited by sexual predators 10.5 Identify indicators of abuse 10.6 State how to deal with allegations of sexual assault 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 11.2 State why accessing support following an incident is important 11.3 State the benefits of reflecting on incident 11.4 Identify why it is important for security operatives to contribute to improving practice</p>

Assessment Guidance

Please find guidance below regarding the practical assessments associated with this unit. All practical assessment templates are available from the Download Area of the Highfield Qualifications website.

AC 8.4: Demonstrate the accurate completion of an evidential statement (Section 9 Statement)

Learners are required to produce a **hand-written** statement, based on a scenario provided by the centre using the evidential statement template provided. In order to achieve the 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

An example scenario (attempted theft) and an exemplar statement are available within the Tutor, Assessor and IQA (TAI) support pack found in the Download Area.

Indicative Content

LO1 Know the main characteristics and purposes of the private security industry

1.1 Identify the key purposes of the private security industry

- Prevent and detect crime and unauthorised activities
- Prevent and reduce loss, waste and damage
- Monitor and respond to safety risks
- Provide personnel and appropriate protection systems for people, property and premises
- Raise standards in the industry

1.2 State the aims and functions of the Security Industry Authority (SIA)

- Protect the public and regulate the security industry through licensing
- Raise standards (through the Approved Contractor Scheme)
- Monitor the activities and effectiveness of those working in the industry
- Set and approve standards of conduct, training and supervision within the industry
- Keep under review the private security industry and the operation of the legislative framework

1.3 Recognise the required standards of behaviour of a security operative

- Main qualities required for security industry operatives: reliability and integrity; politeness; professional attitude and appropriate personal appearance; being prepared to take responsibility
- Skills: communication skills, observational skills, problem solving, ability to handle sensitive situations, team-working skills
- Adherence to SIA Standards; adherence to organisation/company values and standards

1.4 Identify the benefits of community safety initiatives

- Examples of community safety initiatives: police liaison officers, police community links, initiatives to radio link with other venues e.g. National Pubwatch, local Pubwatch initiatives, sharing information, red and yellow cards
- Aim: to reduce the opportunity for crime to take place
- Activities: include improving physical security of vulnerable targets, improving the environment, removing the means to commit crime; improving the visibility in an area e.g. lighting; controlling access to areas so unauthorised people cannot gain access to commit crime; initiatives to radio link with other venues e.g. National Pubwatch, local Pubwatch initiatives, sharing information, red and yellow cards
- Benefits: include better partnership working, cooperating with Local Authority and police, liaison with other venues, reduction of risk of crime to own employer or other employers, promotion of safer communities

1.5 Recognise how assignment instructions support the security operative role

- Describes the security operative's roles and duties for a specific location
- Outlines actions to take in an emergency including obtaining contact numbers
- Part of a contract between client/customer and the security company

1.6 Recognise how each security operative role may use CCTV

- Benefits of using CCTV e.g.:
 - prevents crime
 - cuts down on incidents
 - reduces costs by not having to employ additional staff
 - can provide clear evidence for investigations
 - can provide evidence that can be used in a court of law
- Understand the legal implications of using CCTV e.g.:
 - must be registered

- must have a named person who is responsible and accountable for its use
- must display signs to inform people that CCTV is in operation
- must not record in private spaces such as toilets
- Must comply with current data protection legislation e.g.:
 - when storing data including any recordings
 - restricting access to certain staff
 - by using recordings appropriately

1.7 Identify the limitations of CCTV within the security operative role

- Privacy issues and concerns
- Vulnerable to damage and vandalism
- Misuse
- Cannot prevent crime
- Cost
- Familiarity with scope of cover
- Technology vulnerabilities

1.8 State the purpose of the Approved Contractor Scheme

- Raise performance standards
- Assist the SIA to develop new opportunities
- Increased customer confidence

LO2 Understand legislation as it applies to a security operative

2.1 Identify the differences between civil and criminal law

- Main features of civil law:
 - purpose to right a wrong
 - individual brings the cases
 - remedy by compensation for loss or damage
 - standard of proof on balance of probabilities
- Examples of civil offences:
 - libel
 - slander
 - breach of contract
 - employment law
 - family and matrimonial disputes
 - property disputes
 - personal injury cases
 - trespass
- Main features of criminal law:
 - purpose to deter and punish
 - state brings the cases
 - remedy is fines/imprisonment
 - standard of proof is beyond reasonable doubt
- Examples of criminal offences:
 - driving under the influence
 - assault
 - murder
 - rape
 - child abuse

- theft
- domestic abuse
- arson
- kidnapping or holding someone against their will

2.2 State the main aims of the Private Security Industry Act 2001

- Raise standards in the private security industry
- Increase public confidence in the private security industry
- Increase public safety
- Remove criminal elements from the private security industry
- Established the SIA (Security Industry Authority)
- Established licensing

2.3 Identify key legislation relating to promoting equality and diversity in the workplace

- Key Legislation - Equality Act 2010 (not Northern Ireland – see NI specific information below); Human Rights Act 1998
- Protection from discrimination in the workplace:
 - protected characteristics - race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity
 - direct and indirect discrimination
- Areas where equal opportunities legislation applies:
 - Recruitment, access to training, pay and benefits, promotion opportunities, terms and conditions, redundancy, dismissal
- Employer’s duty to make reasonable adjustments

For Northern Ireland

- Discrimination is illegal
- A security operative cannot refuse entry or evict anyone on the grounds of sex, race, colour, disability or physical appearance.
- The following laws relate to discrimination:
 - The Race Relations (Northern Ireland) Order 1997
 - The Sex Discrimination (Northern Ireland) Order 1976
 - The Disability Discrimination (Northern Ireland) Order 2006.
- Should a security operative refuse entry to, or evict an individual for any of these reasons alone then they commit an offence. The individual who has been discriminated against has the right to make a formal complaint to the premises management requesting an apology, a commitment that such discrimination does not reoccur or even compensation. If the issue is not dealt with to their satisfaction, they may even take legal action against you and your employer.

2.4 Identify licensable roles under the Private Security Act

- Licensable roles
- Licensed sectors in:
 - manned guarding, vehicle immobilisation, security guarding, door supervision, CCTV, close protection, cash and valuables in transit (CVIT), key holding

2.5 Identify how data protection regulation impacts on the security operative

- Have an understanding of current data protection regulation, including the general principles

- The use of body-worn cameras and restrictions, e.g.:
 - images must be stored to comply with GDPR and can only be viewed by authorised personnel
- Recording and documenting in notebooks

LO3 Understand arrest procedures relevant to security operatives

3.1 State the meaning of arrest

- Arrest is to take away someone's liberty
- There is no legal definition for citizen's arrest
- Police and non-police arrest
- Arrest with a warrant
- Arrest without a warrant

3.2 Identify offences for which a security operative can make an arrest

- Security operatives have no special powers of arrest, only the same powers of arrest as every other citizen.
- Arrestable offences, indictable offences and breach of the peace
- Indictable offences are usually tried at the Crown Court
- Powers of arrest under the common law
- Offences include:
 - murder/homicide
 - aggravated assault
 - assault
 - rape
 - sexual assault
 - firearms offences
 - robbery
 - burglary
 - theft
 - drugs offences
 - fraud
 - criminal damage

3.3 Identify the limitations to a security operative's powers of arrest

- Must be within powers of citizen's arrest
- Section 24a of the Police and Criminal Evidence Act 1984, S26a of the Police and Criminal Evidence (Northern Ireland) Order 1989 (SI 1989/1341)
- Indictable offence must be either being committed or have already been committed
- Arrest can only be made to prevent the person from:
 - causing injury to himself or another
 - suffering injury himself
 - causing loss of or damage to property
 - making off before a constable can assume responsibility for him

3.4 State procedures to follow when making an arrest

- Inform person that they are under arrest, provide the reason for arrest, and that the police will be called
- Detain the person and ensure their safety
- Use witnesses wherever possible

- Only use reasonable and necessary force to prevent:
 - escape of individual under arrest or assault against security operatives or others

3.5 State why an arrest should only be made as a last resort

- Taking someone’s liberty is a serious matter
- Can only arrest for indictable offences
- False arrest can lead to civil or criminal prosecution of the security operative making the arrest
- Personal safety of the security operative can be at risk

3.6 State procedures following an arrest

- The arrested person is now the security operative’s responsibility
- Ensure own safety
- Ensure the person’s safety
- Ensure any evidence is preserved and not disposed of
- Hand person over to police, explaining reason for arrest
- Inform police of any extra evidence of offence (witnesses, CCTV, property)
- Record arrest in line with local policy
- Assist police with a statement if required
- Attend court at a later date if required
- Identify how to work with the police in relation to arrest procedures

3.7 State what is meant by ‘reasonable’ and ‘necessary’ force

- Reasonable force is the amount of force that can be used to protect yourself or your property from attack. It can be used to prevent crime or when detaining someone through a citizen’s arrest. It can also be classed as ‘legal force’
- Necessary force is an opinion of the level of force that was carried out in any situation

LO4 Understand the importance of safe working practices

4.1 Identify responsibilities under the Health and Safety at work etc. Act/The Health and Safety at Work (Northern Ireland) Order 1978)

- Responsibilities of employees and the self-employed:
 - to take responsibility for own health and safety
 - to cooperate with employer
 - to take reasonable care and not put themselves or public at risk
 - to report injuries and accidents to employer
 - to follow instruction, processes and procedures put in place by their employer
- Responsibilities of employers:
 - to maintain the safety of employees and anyone who visits the premises
 - to provide safe access and egress
 - to assess and reduce risk, to provide first-aid facilities, to tell staff about hazards, to provide training if required, to record injuries and accidents, to provide and maintain necessary equipment and clothing and warning signs
 - to comply with legislation - consequences of failure to comply e.g., prosecution, business closure

4.2 Identify the risks of lone working within the private security industry

- Being isolated and having to rely on technology for back-up
- Being vulnerable:

- injury/ill health
- violence
- lack of support
- lack of communication
- lack of welfare facilities for rest

4.3 Identify typical workplace hazards and risks

- Definition of hazard:
 - potential source of harm or adverse health effect on a person or persons
- Typical workplace hazards:
 - accidents due to poor lighting, uneven surfaces, steps, etc.
 - risk of infection from bodily fluids
 - risk of dealing with aggressive or violent behaviour
 - injuries from poor manual handling
 - misuse/abuse of machinery
 - sharp objects (needles and knives)
 - diseases
 - hazardous chemicals
 - noise pollution
 - moving vehicles
 - obstructions
 - poor lighting
 - fire/floods and other emergencies
- Definition of 'risks':
 - likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard
- Identify typical risks:
 - level of risk (high, medium or low impact)
 - assess the risk of the hazard by identifying who may be harmed and how, what controls are already in place, what additional controls are needed to control the risk, who is required to do this and when is it required to be completed by

4.4 State how to minimise risk to personal safety at work

- Risk assessment - developing awareness of risks and how to minimise them
- Following health and safety and organisational procedures in relation to health and safety
- Use of protective equipment, personal alarms and mobile phones
- Importance of following safe routines and being systematic
- Identify methods for safe manual handling
 - assessment of load, know own limits, plan route, use of mechanical aid, stable base, correct positioning of head, feet and back, correct positioning of load, smooth movements, avoidance of twisting, push rather than pull
- Follow health and safety and organisational procedures in relation to global (or critical) incidents

4.5 Identify safety signs and signals

- Different categories of sign, e.g.:
 - prohibition, warning, mandatory, safe condition, firefighting, hazard/chemical warning plates

4.6 State procedures to be followed for recording and reporting accidents and health and safety incidents

- RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013/Northern Ireland - RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997
- Reportable incidents and accidents under RIDDOR: work-related, dangerous occurrence, resulting in injury, occupational disease or death; gas-related incident
- Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting – ‘responsible person’, online, telephone, by post
- Remember to include who, what, when, how and where

4.7 Identify ways to keep personal information safe

- When handling any personal information or data (either their own or someone else’s) security operatives must:
 - comply with current data protection legislation
 - follow organisational procedures
 - follow assignment instructions
 - maintain confidentiality of information
- Security operatives should:
 - use personal social media responsibility including managing privacy settings
 - not wear anything identifiable outside the workplace
 - keep personal vigilance e.g., not completing surveys
 - not discuss work issues outside the workplace
 - not discuss work information with colleagues

LO5 Understand fire procedures in the workplace

5.1 Identify the elements that must be present for fire to exist

- Components of fire: the fire triangle (oxygen, fuel, heat - chemical chain reaction)

5.2 State the actions to be taken upon discovering a fire

- Follow organisation’s policies and procedures
- Sound the alarm and inform emergency services
- FIRE (Find, Inform, Restrict, Evacuate or Extinguish) - do not attempt to put out a fire if it puts you in danger
- Identify area where fire is, isolate other areas
- Control panel - important to ensure full understanding of extent of area of incident, to pass on correct message to emergency services e.g. with regard to materials, chemicals stored in affected area

5.3 Identify basic fire safety controls

- Be observant and vigilant
- Control of fuel and ignition sources e.g. bins and waste disposal
- Safe storage of flammables
- Inspection and maintenance of electrical equipment
- Avoidance of overloading electrical points
- Follow staff training
- Adhere to fire plan

5.4 Identify classifications of fire

- A – Ordinary combustible: including paper, wood, textiles, rubber
- B – Flammable liquids e.g., petrol, paint, solvents
- C – Flammable gas e.g., butane, propane
- D – Metal fires e.g., powdered and metal shavings, alkali-based metals
- Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel).
- F – Hot cooking oils

5.5 Identify the different types of fire-fighting equipment

- Extinguishers:
 - water for use with paper, wood
 - general foam for use with paper, wood/specialist foam for use with industrial alcohol
 - CO² Gas for use with electrical fires (primary)/flammable liquids (secondary)
 - wet chemical, for cooking oil fires
 - powder for use with most fires including liquid and electrical fires
- Other equipment:
 - fire blankets, fire hose, sprinkler system

5.6 Identify the role of a fire marshal in the event of an emergency

- Sound the alarm
- Check allocated area to ensure that everybody has left, take roll call
- Take control of the evacuation and ensure that anybody with evacuation difficulties is aided
- Proceed to the assembly area and report to the fire officer in charge

LO6 Understand emergencies and the importance of emergency procedures

6.1 Identify the key emergency terms

- An emergency is a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action
- Emergencies can include incidents, occurrences, accidents. Examples are listed below:
 - Incident/Occurrence – this could include a fight, power cut or drug overdose, etc.
 - Emergency – this could include health emergencies such as epileptic seizure, anaphylactic shock, heart attack, etc.
 - Accident – this could include someone falling down steps, someone slipping on a wet floor, etc.

6.2 Identify different types of emergencies within the workplace

- Types of emergency:
 - power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat, fire, terror threat

6.3 Recognise how people react when emergencies occur

- Types of reactions:
 - public/human responses – fight or flight
 - panic, freeze
 - crowd control, danger of crushing

6.4 Identify actions to be taken in an emergency situation

- Security operative responses to emergencies:
 - follow correct procedures depending on emergency

- ensure safety of self and others
- report to appropriate authorities
- act quickly, be authoritative, remain calm, encourage others to remain calm
- follow procedures for making emergency calls
- follow escalation procedures if required
- document clearly what happened and your response
- review and evaluate incident
- identify how a graduated response can be applied to incidents

6.5 Identify the role of the security operative in relation to first-aid incidents

- List actions to be taken when first aid is required:
 - if necessary, contact designated first-aider or the emergency services
 - know the limits of your own ability and authority to deal with personal injury
 - record the injury in the accident book
 - keep people safe, including onlookers
 - provide privacy whenever possible

6.6 Recognise evacuation principles

- Evacuation – this is a controlled process of emptying an area or premises of people. Evacuation can be to an adjoining area within a building or outside depending on the severity of the incident. Examples for evacuation could be flood, fire or terror threat
- Invacuation – this is a controlled process of getting people into safe premises due to an incident that could cause harm to people who were outside. For example, if a person with a firearm started to shoot people in the street you would encourage everyone into the building and lock the doors for safety
- Basic principles are to keep people safe and to follow the organisation’s policies and procedures
- Importance of knowing venue specific requirements

LO7 Understand how to communicate effectively as a security operative

7.1 Identify the different types of communication

- Non-verbal communication - gesture, stance, eye contact, facial expression
- Verbal communication - speaking, listening, reading, pitch, tone of voice
- Written communication - pictures, signs, script, text messages

7.2 State the importance of effective communication

- to ensure that the message being sent is received and understood by the recipient
- Features of effective communication include choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding
- Promotes effective teamwork
- Promotes a professional establishment and service
- Prevents misinterpretation which could lead to aggressive behaviour
- Prevents misunderstanding which could lead to mistakes
- Importance of effective communication: to ensure organisational effectiveness and effective team working, to provide effective service to customers
- NATO phonetic alphabet: Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated
- Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings

7.3 Identify the benefits of teamwork in the private security industry

- Promotes safety
- Provides a professional and safe service and establishment
- Supports colleagues
- Promotes efficiency

7.4 State the principles of customer service

- Establishing rapport, acknowledging the customer, communicating information effectively, showing respect, listening to the customer and trying to meet their expectations
- Dealing with problems - acknowledge the customer, establish the customer's needs, put yourself in the customer's position, accept responsibility, involve the customer in the solution, see it through

7.5 Recognise diverse customer needs and expectations

- Types of customer - internal and external, direct and indirect
- Customer needs/expectations - e.g., information, assistance, directions
- Customers with particular needs - e.g., physical difficulties, learning difficulties, sensory impairment, English as second language, under influence of drugs and/or alcohol

LO8 Understand record-keeping relevant to the role of the security operative

8.1 State the importance of accurate record-keeping

- To comply with the law
- To provide a clear audit trail of the incident or accident
- To prevent you from having to rely on your memory

8.2 Identify the types of records that may need to be completed

- Incident records
- Accident records
- Searches and checks
- Logbooks
- Pocket notebooks
- Search/visitor/key registers
- Duty sheets
- Accident reports
- Lost/found property registers
- Message books
- Handover reports
- Other site-specific reports

8.3 Identify what information to include in records

- Who – the report is for/was written by
- What – happened/action was taken/was the result
- When – Day/date/time
- How – did it happen
- Where – place of incident
- Details of any other witnesses/people/injuries or property

8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement) Statement to be completed as part of the training and internally assessed with a sign off sheet submitted to Highfield to say this is completed.

- The implications of failing to complete the section 9 statement or using the required documents
- PACE (Police and Criminal Evidence Act 1984)
- The Police and Criminal Evidence (Northern Ireland) Order 1989
- Incidents requiring physical intervention/use of force, must be fully reported – including:
 - description of subject/s behaviour
 - other ‘impact factors’
 - staff responses including description of physical interventions and level of force used
 - description of any injuries sustained
 - first aid and/or medical support provided
 - details of admission to hospital
 - support to those involved and follow up action required

8.5 State the process of attending court to give evidence

- Follow organisation’s policies and procedures
- Follow any legal advice from representative
- Be punctual and prepared

LO9 Understand terror threats and the role of the security operative in the event of a threat

9.1 Identify the different threat levels

- The official source of UK Threat Level is (MI5) and their website is <https://www.mi5.gov.uk/threat-levels>. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have
- LOW means an attack is highly unlikely
- MODERATE means an attack is possible, but not likely
- SUBSTANTIAL means an attack is likely
- SEVERE means an attack is highly likely
- CRITICAL means an attack is highly likely in the near future
- Have an understanding of how UK threat level may impact the response level for the location in which you are working

9.2 Recognise the common terror attack methods

- Awareness of attack planning phases
- Most current terrorist attack methodologies:
 - marauding terror attack (MTA), including firearms, knives, blunt objects, etc.
 - explosive device, including improvised explosive device (IED), person-borne improvised explosive device (PBIED), vehicle-borne improvised explosive device (VBIED), leave behind improvised explosive device (LBIED)
 - vehicle as a weapon (VAAW) also known as vehicle ramming
 - chemical, biological, radiological and nuclear (CBRN), including acid attacks
 - cyber attacks
 - insider threat

9.3 Recognise the actions to take in the event of a terror threat

- Understand the role security operatives have to play during a terror attack
- Understand what Run, Hide, Tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place
- Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority
- Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe
- Know the difference between evacuation and invacuation (lockdown), including the pros and cons of both options
 - in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities
- Report incidents requiring immediate response from the police on 999
- Know what information emergency response requires:
 - what you have seen and what has happened
 - who you saw, what they looked like, what they were wearing
 - where the situation happened and where you are
 - when it happened
- Awareness of emergency services response time
- Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
- Know who the public sector counter-terrorism experts are and how to access their information:
 - Centre for the protection of national infrastructure (CPNI)
 - National Counter Terrorism Security Office (NaCTSO)
- Awareness of current initiatives:
 - Run, hide, tell - keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place
 - ACT - Action Counter Terrorism
 - SCaN - See, Check and Notify

9.4 Identify the procedures for dealing with suspicious items

- HOT Principles:
 - hidden, obviously suspicious, typical
- 4 Cs:
 - confirm, clear, communicate and control
- Safety distance, including:
 - distance v suspicious item size (small items: 100m - large items or small vehicle: 200m - large vehicle: 400m)
 - how to visually represent safety distances (e.g., football field)
 - difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 metres

9.5 Identify behaviours that could indicate suspicious activity

- Suspicious activity is any observed behaviour that could indicate terrorism or terrorism-related crime
- Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act
- Understand examples of what this might look like, including:
 - individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities
 - individuals avoiding security staff
 - individuals carrying out activities inconsistent with the nature of the building or area
 - individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location, taking photos or making drawings
 - parked vehicles with people inside, empty parked vehicles left unattended for long period
 - multiple sightings of same suspicious person, vehicle, or activity
- Understands actions that can deter or disrupt hostile reconnaissance, including:
 - ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals
 - maintaining organised search procedures
 - ensuring emergency exits are secured when not in use to prevent unauthorised entry

9.6 Identify how to respond to suspicious behaviour

- Use your customer service skills to disrupt potential hostile reconnaissance
- Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance
- Know where to report suspicious behaviour including:
 - internal procedure for site
 - confidential (anti-terrorist) hotline: 0800 789 321
 - British Transport Police (BTP) 'See it, Say it, Sorted': text 61016 or call 0800 40 50 40
 - non-emergency: 101
 - ACT online reporting
 - life-threatening emergency or requiring immediate response: 999

LO10 Understand how to keep vulnerable people safe

10.1 Recognise duty of care with regard to vulnerable people

- Duty of care is: 'a moral or legal obligation to ensure the safety or well-being of others'
- People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone

10.2 Identify factors that could make someone vulnerable

- Vulnerable:
 - being under the influence of alcohol or drugs
 - alone or receiving unwanted attention
 - separated from friends
 - appearing lost or isolated
 - being followed or threatened
 - victims of domestic violence

- young people under the age of 18
- mental ill-health
- learning disabilities
- physical disabilities
- being elderly
- being acutely ill
- key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person's movements, senses or activities that is invisible to the onlooker)
- Indicators of child sexual exploitation:
 - children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way
 - intoxicated
 - arriving and departing a location with different adults
 - getting into and out of several different cars

10.3 Identify actions that the security operative should take towards vulnerable individuals

- Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people
- Offer to call a relative or friend to give assistance
- Offer to call a licensed taxi to take the vulnerable person home
- Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance
- Be aware of current safety initiatives e.g. 'Ask Angela' campaign
- Reporting indicators of child sexual exploitation:
 - contact the police or call Crimestoppers
 - report as soon as possible

10.4 Identify behaviours that may be exhibited by sexual predators

- Close monitoring of vulnerable people
- Buying drinks or gifts for vulnerable people
- Suspicious behaviour around certain times and venues
- Unusual use of technology, e.g., upskirting with phones

10.5 Identify indicators of abuse

- Restricting freedom of individuals
- Unexplained bruising
- Lack of confidence and insecurity
- Change in circumstances, e.g., cleanliness, appearance

10.6 State how to deal with allegations of sexual assault

- Follow organisation's policies and procedures
- Notify police
- Safeguard victim
- Separate victim from assailant
- Record and document all information

10.7 State how to deal with anti-social behaviour

- Follow your organisation's policies and procedures
- Speak to the person

- Explain the situation and the risks of the anti-social behaviour
- Explain the consequences if the anti-social behaviour continues
- Remain calm
- Ensure that your colleagues know about the situation and that you have back-up if needed
- Vigilance
- High-profile patrols
- Early intervention
- Positive non-aggressive communication
- Prompt reporting of incidents
- Accurate recording of incidents
- Liaison with police and other appropriate agencies

LO11 Understand good practice for post-incident management

11.1 Identify sources of post-incident support available

- Sources of support through colleagues, management and counsellors
- Publications, internet
- Help-lines e.g., Samaritans
- Other support e.g., citizen's advice/trade unions

11.2 State why accessing support following an incident is important

- Reducing the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress
- Helps you to reflect on the incident and evaluate your actions

11.3 State the benefits of reflecting on incident

- Areas for improvement can be identified
- Preventing reoccurrence of the same problem
- Organisations can use data for licensing hearings
- Recognising trends
- Recognising poor
- Recognising good practice
- Sharing good practice
- Making improvements
- Improving procedures for incident management
- Identifying common response to situations

11.4 Identify why it is important for security operatives to contribute to improving practice

- Promotes professional service
- Increases safety for staff
- Promotes teamwork
- Increases safety for customers
- Identifies procedures or methods to deal with situations effectively

Unit 2: Principles of working as a door supervisor in the private security industry
 Unit number: L/617/9687
 Credit: 1
Min. contact time: 11
 GLH: 11
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand crimes relevant to door supervision	1.1 Recognise the types of crimes against a person that a door supervisor may come across 1.2 Recognise common crimes against property and premises that a door supervisor may come across 1.3 Identify an offensive weapon
2. Know how to conduct effective search procedures	2.1 State the different type of searches carried out by a door supervisor 2.2 Identify a door supervisor’s right to search 2.3 Identify the different types of searching equipment 2.4 Recognise possible hazards when conducting a search 2.5 State the precautions to take when carrying out a search 2.6 State the actions to take if an incident or an accident occurs 2.7 Demonstrate how to search people and their personal possessions 2.8 Identify the reasons for carrying out a premises search 2.9 Recognise actions to take in the event of a search refusal 2.10 Identify reasons for completing search documentation 2.11 Identify actions to take if a prohibited or restricted item is found during a search
3. Understand drug-misuse legislation, issues and procedures relevant to the role of a door supervisor	3.1 Identify relevant aspects of drug-misuse legislation 3.2 Identify common types of illegal drugs 3.3 Recognise the signs and symptoms of drug use 3.4 Identify the signs that may indicate drug dealing 3.5 State the procedure for dealing with individuals found to be in possession of drugs 3.6 State the procedures for handling and storing seized drugs 3.7 State how to dispose of drug related litter and contaminated waste
4. Understand preservation of evidence relevant to the role of a door supervisor	4.1 State reasons for recording and preserving crime scenes 4.2 State actions to take to preserve evidence after an incident

	<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>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 communication 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>6.6 Identify how and when to monitor a queue for potential safety issues</p> <p>6.7 State the factors to consider when ejecting or refusing entry to a person who may be vulnerable</p>
<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>

Assessment Guidance

Please find guidance below regarding the practical assessments associated with this unit. All practical assessment templates are available from the Download Area of the Highfield Qualifications website.

- **AC 2.7: Demonstrate how to search people and their personal possessions**
- **AC 7.5: Demonstrate effective use of communication devices**

Through the use of a scenario provided by Highfield Qualifications, learners must demonstrate competence in a range of activities involving searching and the use of communication devices. For each activity, 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.

Each participant **must** be given the following brief beforehand in order to complete the assessment:

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.

The scenario must allow the door supervisor to:

- explain to a customer what their right to search is, and
- shows that they know the appropriate method of searching
- deal with a concealed item
- communicate information on the item to another security operative using a communication device

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.

Further guidance is available within the Tutor, Assessor and IQA (TAI) support pack found in the Download Area.

Indicative Content

LO1 Understand crimes relevant to door supervision

1.1 Recognise the types of crimes against a person that a door supervisor may come across

- Murder/manslaughter
- Grievous bodily harm with intent
- Grievous bodily harm
- Actual bodily harm
- Common assault
- Rape
- Sexual assault

1.2 Recognise common crimes against property and premises that a door supervisor may come across

- Arson
- Criminal damage
- Threats to damage
- Robbery
- Burglary
- Theft
- Fraud

1.3 Identify an offensive weapon

- Any article made or adapted for use to cause injury to the person or intended by the person having it with him for such use
- Vehicle
- Knives
- Glass
- Baseball bats

LO2 Know how to conduct effective search procedures

2.1 State the different type of searches carried out by a door supervisor

- General:
 - when everyone is searched
- Random:
 - when a random selection of people are searched (i.e. search every fourth person)
- Specific:
 - when specific individuals are searched for specific reasons
- Premises

2.2 Identify a door supervisor's right to search

- Only with the permission from the person prior to the search
- As a part of the admissions policy
- As a condition of entry

2.3 Identify the different types of searching equipment

- Search wand
- Metal detector
- Archway metal detectors (AMD)

2.4 Recognise possible hazards when conducting a search

- Drugs
- Needles/sharp objects
- Weapons
- Violence
- Infectious diseases
- Uncooperative clients

2.5 State the precautions to take when carrying out a search

- Use of a dedicated search area
- Carry out searching in pairs if possible

- Carry out searching in view of CCTV if possible
- Use of personal protective equipment (PPE) e.g., safety gloves
- Use self-search techniques
- Follow same sex searching policy (inc. searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance - link located under the 'useful websites' section of this specification)
- Infectious diseases
 - use of personal protective equipment (PPE)
 - use self-search techniques

2.6 State the actions to take if an incident or an accident occurs

- Contact emergency services
- Follow venue policy/assignment instructions

2.7 Demonstrate how to search people and their personal possessions

- Use of signage to indicate that searching could take place
- Explain the search policy
- Obtain permission of person being searched prior to the search
- Follow venue policy/assignment instructions
- Same-sex searching:
 - follow same sex searching policy (inc. searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance - link located under the 'useful websites' section of this specification)
- Use appropriate PPE
- Use self-searching techniques (where appropriate)
- Search with a witness or in view of CCTV
- Consideration must be given to protected characteristics:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex/gender

For Northern Ireland

- Discrimination is illegal
- A security operative cannot refuse entry or evict anyone on the grounds of sex, race, colour, disability or physical appearance.
- The following laws relate to discrimination:
 - The Race Relations (Northern Ireland) Order 1997
 - The Sex Discrimination (Northern Ireland) Order 1976
 - The Disability Discrimination (Northern Ireland) Order 2006

Should a security operative refuse entry to or evict an individual for any of these reasons alone then they commit an offence. The individual who has been discriminated against has the right to make a formal complaint to the premises management requesting an apology, a commitment that such discrimination does not reoccur or even compensation. If the issue is not dealt with to their satisfaction they may even take legal action against you and your employer.

- Considerations for searching children and young people:
 - never ask 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

2.8 Identify the reasons for carrying out a premises search

- Pre-entry check to ensure the safety of the premises on opening
- Identifying potential hazards
- Search for drugs, weapons, suspicious packages
- Closing check to ensure no patrons are left in toilets, VIP area or areas where it is easy to stow away
- Lockdown with duty manager to ensure all doors are secure, etc.

2.9 Recognise actions to take in the event of a search refusal

- Politely explain reasons for the search:
 - condition of entry
 - admissions policy
- If customers do not give consent for a search, then they should be denied entry
- Follow venue policy/assignment instructions
- Record details in search register/other report

2.10 Identify reasons for completing search documentation

- Protection against allegations of misconduct
- Protect person who is being searched
- To capture time, date, people present and reason for the search
- For evidential purposes

2.11 Identify actions to take if a prohibited or restricted item is found during a search

- Follow venue policy/assignment instructions
- If the item is against entrance policy but is not illegal - follow venue policy/assignment instructions. This could be to consider holding/looking after the item before entry is granted and then returning on exit
- Consider seizing/securing item (where appropriate), refusing entry, recording find and informing police
- Consider seizing the item, arresting the customer, calling the police (where appropriate), handing-over both person and item to the police
- Record the find in line with venue policy/assignment instructions and record details of the find
- Inform control room/senior management
- Use drugs amnesty boxes if available

LO3 Understand drug-misuse legislation, issues and procedures relevant to the role of a door supervisor

3.1 Identify relevant aspects of drug-misuse legislation

- Misuse of Drugs Act 1971
- Possession of drugs
- Possession of controlled drugs with intent to supply
- Supplying controlled drugs
- Manufacturing controlled drugs
- Allowing the premises to be used to take controlled drugs
- Class A, B and C drugs

3.2 Identify common types of illegal drugs

- Class A - crack cocaine, cocaine, ecstasy (MDMA), LSD, heroin, crystal methamphetamine (crystal meth), psilocybin (magic mushroom), methadone
- Class B - amphetamines, barbiturates, cannabis, ketamine, codeine, ritalin
- Class C - GHB, Rohypnol, anabolic steroids and other tranquilisers
- Other drugs restricted under the Medicines Act

3.3 Recognise the signs and symptoms of drug use

- Uncoordinated behaviour
- Repetitive movement
- Dilated pupils
- Anxiety
- Bloodshot or watering eyes
- Excessive sweating
- Feeling drowsy
- Unconsciousness

3.4 Identify the signs that may indicate drug dealing

- Suspicious behaviour
- Frequent trips to the toilet
- Meetings with lots of strangers
- Lots of people approaching one individual
- Covert exchanges of items/cash
- Hiding in areas out of view of staff and CCTV
- Information from other customers or members of staff
- Reduction in alcohol sales
- Drug litter found in the venue

3.5 State the procedure for dealing with individuals found to be in possession of drugs

- Follow venue policy/assignment instructions with regards to refusal, ejection or arrest
- Seize any drugs if it is safe to do so
- Secure the drugs if it is safe to do so
- Inform a supervisor, manager and/or licence holder
- Record incident in line with venue policy/assignment instruction

3.6 State the procedures for handling and storing seized drugs

- Think safety first (including use of safety gloves)
- Follow venue policy/assignment instructions
- Ensure drugs placed somewhere securely
- Ensure seizure is recorded correctly
- Inform police where necessary

3.7 State how to dispose of drug related litter and contaminated waste

- Use personal protective equipment (PPE) i.e. safety gloves
- Use sharps boxes or bottles for needles
- Dispose of blood-stained tissues down the toilet or place in contaminated waste bags

LO4 Understand preservation of evidence relevant to the role of a door supervisor

4.1 State reasons for recording and preserving crime scenes

- Permanent written record of the event
- For evidential purposes
- To assist in identifying offenders
- To assist outside agencies or court cases
- To justify actions taken
- To prevent malicious allegations or civil actions

4.2 State actions to take to preserve evidence after an incident

- Contact the emergency services
- Cordon off the area
- Contain potential evidence
- Control the area
- Call for support and inform management
- Restrict access
- Show police any potential evidence
- Record actions

4.3 Identify circumstances when a door supervisor should call the police

- Following an arrest
- To report a serious crime
- To report serious public order offences
- To report other serious incidents inside or outside of the venue

4.4 Identify how different types of evidence can be obtained at a crime scene

- Direct/factual:
 - evidence that directly proves a fact
- Circumstantial:
 - evidence that supports a presumption of guilt
- Hearsay:
 - something heard from another person
- Documentary:
 - handwritten, typed or printed documents
 - notebooks
 - logs
 - reports
 - footage from CCTV /body-worn cameras (BWC)/mobile phone
 - computer records
- Real:
 - produced as an exhibit
- Oral:
 - spoken evidence given by witnesses

- Forensic:
 - scientific evidence i.e., DNA from blood, hair, body fluids
 - fingerprints
 - disposed of articles

LO5 Understand licensing law relevant to the role of a door supervisor

5.1 Identify the licensing objectives

- Listed in the Licensing Act 2003
 - prevent crime and disorder
 - securing public safety
 - preventing public nuisance
 - protection of children and young persons from harm

- The Licensing (Northern Ireland) Order 1996 (part IV):
 - Although there are no specific licensing objectives written into this order, the content of the order specifically covers:
 - The prevention of disorder (Section 64)
 - The protection of children (Section 60)

5.2 State the law in relation to refusing entry and ejecting customers

- Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives
- Anyone refusing to leave the premises when asked becomes a trespasser and can be lawfully ejected from the premises using only such force as is reasonable and necessary

5.3 Identify police powers regarding licensed premises

- Have right of entry/inspection
- Have right to search premises
- Have powers of closure

5.4 State the rights and duties of licensees and door supervisors as their representatives

- Licence holder is responsible for ensuring that the premises complies with licensing objectives and all other relevant legislation
- Licence holder decides on admission policy and other house rules
- Door supervisors, acting on behalf of licence holders should promote those policies
- Door supervisors and the licence holder should know the differences between personal and premises licenses and how to obtain them

5.5 State the role of the designated premises supervisor (DPS)/In Northern Ireland they have a 'responsible person'

- Must only have one DPS for that premises
- A DPS has day-to-day ultimate responsibility for the running of the premises
- Must be named in the operating schedule (which is completed when applying for a premises licence)
- Point of contact for police and local government

5.6 State the law regarding children and young persons on licensed premises

- Protection of children from harm is a licensing objective
- Selling alcohol to a person under 18 is illegal

- Penalties can be imposed on venues
- Test purchasing may take place
- Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol

5.7 State conduct that is unlawful under licensing, gaming and sexual offences legislation

- Allowing drunkenness on licensed premises
- Serving someone who is drunk
- Serving alcohol to someone under the legal age
- Unlawful gaming
- Contravening the Policing and Crime Act 2009
- Contravention of licence terms, conditions and/or restrictions as described by local authorities
- Running establishments without a licence granted by the local authority
- Soliciting on licensed premises

5.8 Identify acceptable forms of proof of age

- Follow venue policy/assignment instructions
- Passports
- Photocard driving licenses
- Proof-of-age scheme cards (PASS in Northern Ireland)
- Local Challenge 21 and Challenge 25 schemes (not applicable in Northern Ireland)

LO6 Understand queue management and venue capacity responsibilities relevant to a door supervisor

6.1 State the responsibilities of a door supervisor when controlling queues

- Access the most up-to-date guidance from gov.uk
- Venue management e.g., queues, rules that impact socialising, venue access, PPE
- To have a professional appearance and attitude
- To ensure that only appropriate people can enter
- To ensure that only the appropriate numbers of customers can enter
- To ensure safe entry for customers

6.2 Recognise the benefits of queue control

- Decreases the potential for conflict outside of the venue
- Demonstrates good customer service
- Allows assessment of attitude and behaviour of different customers
- Allows enforcement of admissions policy
- Improves customer safety
- Ensures customer enjoyment

6.3 Identify the importance of following dispersal procedures

- Ensures safe exit of customers
- Prevents disorder
- Shows good customer service
- Assists outside agencies
- Help compliance with licensing objectives

6.4 State why communication is important throughout the queuing process

- Manages customer expectations
- Decreases potential conflict
- Provides good customer service
- Allows assessment of the customer's attitude and sobriety
- Builds positive relationships with customers who may then return to the venue

6.5 State the responsibilities of a door supervisor in relation to crowd capacity regulations

- Monitor the queue at all times
- Use of devices to count customers in and out of the premises
- Halt entry once capacity is reached
- Ensures compliance with:
 - health and safety legislation
 - fire safety regulations
 - venues licence
 - licensing objectives

6.6 Identify how and when to monitor a queue for potential safety issues

- Monitor at all times
- Monitor for attitude and welfare issues
- Maintain observations throughout the queue
- Use of barriers, lines or signs to ensure safe entry

6.7 State the factors to consider when ejecting or refusing entry to a person who may be vulnerable

- People being ejected are more vulnerable to specific crimes or attacks which are more common in the night-time economy
- Sobriety
- Drug use
- Age
- Mental capacity
- Attitude
- Crimes and licensing offences

LO7 Know how to use equipment relevant to a door supervisor

7.1 Recognise equipment used to manage venue capacity

- Clickers
- Other counters
- Radio calling colleagues and asking for number updates on venue capacity (multiple entrances)
- Use of CCTV

7.2 Recognise the different types of personal protective equipment relevant to the role of a door supervisor

- Wearables:
 - waterproof clothing
 - high-visibility clothing
 - headwear
 - stab vests
 - gloves (needle/slash-resistant)

- rubber gloves and face shields
- ear defender
- eye protection
- safety boots
- Equipment:
 - metal detectors
 - body-worn cameras
 - radios, mobile phones
 - personal alarms
 - torches
 - equipment as it applies to the incident e.g., to help control infections
 - breathalysers

7.3 State the purpose of using body-worn cameras (BWC)

- Securing evidence against an offender
- Deterring crimes
- Self-protection
- Curbing behaviour (DS or customer)
- Identifying offenders

7.4 Identify how to communicate effectively using relevant equipment

- Equipment:
 - radios and earpieces
 - mobile phones
 - internal telephone systems
- Communication occurring between:
 - internal and external colleagues
 - professionals i.e., within the premises
 - police/external agencies
- Methods used to communicate clearly and accurately over a radio network:
 - use of radio protocols to signal start/end of transmissions
 - use of clear and concise language
 - ensure clear and effective communication
 - ensure urgent incidents are dealt with quickly

7.5 Demonstrate effective use of communication devices

- Accurate, brief and clear
- Use of call-signs, pro-words, local code words
- Use of the NATO phonetic alphabet
- Correct pronunciation of numbers
- Professional local radio etiquette
- Equipment used:
 - radios
 - mobile phone
 - internal telephone systems
 - internal tannoy systems/use of the DJ
- Ensure radio equipment is tested and fully charged prior to use

Unit 3: Application of conflict management in the private security industry
 Unit number: R/617/9688
 Credit: 1
Min. contact time: 11
 GLH: 11
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
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
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
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
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

Assessment Guidance

Please find guidance below regarding the practical assessments associated with this unit. All practical assessment templates are available from the Download Area of the Highfield Qualifications website.

- **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**

Learners will demonstrate their conflict management skills based on a given scenario (which will assess learners on assessment criteria 4.4, 4.5 and 4.6) and they will then be required to respond to questions asked by the trainer/assessor on assessment criteria 4.1, 4.2 and 4.3. Each given scenario for door supervisors 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.

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.

Further guidance and sample scenarios are available within the Tutor, Assessor and IQA (TAI) support pack found in the Download Area.

Indicative Content

LO1 Understand the principles of conflict management appropriate to the role

1.1 Identify situations that can lead to conflict

- Common situations leading to conflict:
 - misunderstandings
 - poor communication
 - lack of planning
 - unrealistic/unfair expectations
 - attitudes
 - frustration and stress
 - substance and alcohol use

1.2 State how positive and constructive communication can be used to manage conflict

- Importance of positive and constructive communication
- Being positive, professional, calm, clear and polite
- Using effective communication skills (vital to defuse and avoid conflict)

1.3 Recognise why it is important to be familiar with policies and procedures relating to workplace violence

- Employer policies, guidance and procedures relating to workplace violence
- Meeting health and safety at work legislation
- Setting an expectation for both staff and customers as to what behaviour is and is not acceptable
- Making staff aware of their responsibilities regarding workplace violence
- Ensuring staff are aware of the procedures to follow in the event of a violent situation
- Detailed reporting procedures
- Helps reduce risk of litigation and harm to self and others

1.4 Identify the stages of escalation in conflict situations

- Stages of conflict escalation:
 - frustration leads to
 - anger leads to
 - aggression leads to
 - violence

1.5 Recognise the stages of the attitude and behaviour cycle

- Attitude and behaviour cycle:
 - importance of adopting an appropriate initial response to conflict situations
 - link between attitude and behaviour
 - positive attitude constructs positive behaviour
 - negative attitude constructs negative behaviour
 - effective behaviour and communication influencing attitude and behaviour of others

LO2 Understand how to recognise, assess and reduce risk in conflict situations

2.1 Recognise the potential risk posed in a conflict situation

- Risks in potential conflict situations:
 - identifying potential risk to self and others (staff, customers, bystanders)
 - dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately)
 - possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and assessing potential threats, adapting conflict response to situation)
 - minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques

2.2 Identify factors that can trigger or inhibit a range of responses in self and others

- Factors:
 - actions
 - behaviours (self and others)
 - situations
 - emotions

- Triggers:
 - perceptions
 - conflicting goals
 - different personal values
 - misunderstandings
 - poor communication
- Inhibitors:
 - self-control
 - personal values
 - fear of retaliation
 - social or legal consequences
 - body-worn cameras and any other technology

2.3 Identify a range of responses to conflict situations

- Range of responses:
 - feeling insulted
 - feeling threatened
 - anger
 - loss of face
 - being ignored
 - peer pressure
 - feeling patronised
 - the feeling of not being taken seriously
 - alcohol, drugs and medical conditions
 - angry response
 - fight or flight response:
 - fear
 - adrenaline
 - shock
 - fear of being 'blocked in'

2.4 Recognise the stages in de-escalating conflict

- Stages in de-escalating conflict:
 - assess emotional state
 - identify trigger factors
 - reassure to reduce anxiety
 - speak calmly and actively listen
 - empathise and check understanding
 - problem-solving - resolve the issue
 - explain what, when, how
 - keep informed

2.5 State the importance of positioning and exit routes

- Positioning and exit routes:
 - maintaining personal space
 - demonstrating non-aggressive stance
 - ensuring an escape route is visible for all parties
 - awareness of exit routes

LO3 Understand the use of problem-solving techniques when resolving conflict

3.1 Recognise how to use empathy to resolve conflict

- Empathy:
 - ability to share someone else's feelings or experiences
 - imagining being in that person's situation
- Customer perspective/resolving conflict:
 - what the customer thinks and feels, sees, says and does
 - customer pain (fears, frustrations, obstacles)
 - potential gain (goals, wants, needs)
 - understanding the customer's point of view

3.2 Identify the benefits of using problem-solving techniques

- Problem-solving techniques:
 - identify issues
 - understand everyone's interests
 - identify possible solutions/options
 - evaluate options
 - select option or options
 - document agreement(s)
 - agree on contingencies, monitoring, and evaluation
- Benefits:
 - managing customer expectations
 - building rapport
 - building trust
 - finding mutual understanding
 - demonstrating empathy
 - explaining reasons

3.3 Recognise how win-win approaches work to resolve conflict situations

- Win-win situation:
 - outcome where everyone is satisfied
- Win-win approaches:
 - active listening
 - empathy
 - problem solving
 - negotiation

LO4 Be able to communicate to de-escalate conflict

4.1 Recognise verbal and non-verbal communication techniques

- Verbal communication:
 - speaking – pitch, tone, clarity, language
 - listening
- Non-verbal communication:
 - stance
 - body language
 - eye contact
 - gestures
 - signalling non-aggression through non-verbal communication
 - personal space awareness

4.2 Explain how to deal with communication barriers in conflict situations

- Barriers:
 - heat
 - pain
 - fear
 - noise
 - shock
 - language
 - mental illness
 - culture
 - fear of authority
 - attitude
 - belief
 - substance and/or alcohol use
- Overcoming communication barriers:
 - speak clearly
 - adopt non-aggressive stance
 - maintain space
 - move to quieter/lighter space
 - make sure you are non-threatening
 - explain what you are doing

4.3 Identify different behaviour types

- Aggressive behaviour:
 - threatening tone
 - threatening positioning
 - angry gestures
 - angry words
 - concerns of violence
 - staring/uncomfortable eye contact
- Assertive behaviour:
 - firm but fair
 - calm
 - normal positioning
 - relaxed body language
 - polite/rational speech
 - listening
 - acknowledging
- Passive behaviour:
 - hesitant, apologetic speech patterns
 - overly seeking approval
 - always agreeing with others
 - broken speech pattern
 - self-deprecation or self-criticism
 - overly quiet speech
 - discomfort in groups
 - lack of eye contact

4.4 Demonstrate approaches to take when addressing unacceptable behaviour

- Approaches:
 - non-aggressive body language
 - empathy
 - be positive and assertive
 - actively listen
 - problem solving
 - follow appropriate organisational policies and procedures

4.5 Demonstrate ways to de-escalate conflict situations

- Conflict de-escalation:
 - managing communication barriers
 - using positive communication
 - active listening
 - non-verbal communication
 - verbal communication
 - non-aggressive
 - empathy
 - building rapport/trust
 - problem solving
 - providing assistance e.g., calling a taxi
 - including management in discussions

4.6 Demonstrate working with colleagues to de-escalate conflict situations

- Positioning
- Switching to or from a colleague

Unit 4: Application of physical intervention skills in the private security industry
 Unit number: Y/617/9689
 Credit: 1
Min. contact time: 13
 GLH: 13
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
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
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
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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Be able to use physical skills to protect yourself and others</p>	<p>4.1 Demonstrate stance and positioning skills</p> <p>4.2 Demonstrate skills used to evade and protect against blows</p> <p>4.3 Demonstrate methods of disengagement from grabs and holds</p> <p>4.4 Demonstrate non-aggressive intervention methods to stop assaults or fights</p> <p>4.5 Communicate professionally throughout the physical intervention</p>
<p>5. Be able to use non-pain compliant standing, holding and escorting techniques</p>	<p>5.1 Demonstrate how to physically prompt a person</p> <p>5.2 Demonstrate low-level restrictive standing holds that can be used to escort an individual</p> <p>5.3 Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual</p> <p>5.4 Demonstrate transitions between disengagement techniques and escorting techniques</p> <p>5.5 Demonstrate how to escort an individual on stairways</p> <p>5.6 Demonstrate how to disengage safely</p> <p>5.7 Demonstrate how to manage risk immediately following disengagement</p>

Assessment Guidance

Please find guidance below regarding the practical assessments associated with this unit. All practical assessment templates are available from the Download Area of the Highfield Qualifications website.

- 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**

Each candidate will be assessed performing each of the techniques listed in the assessment criteria for LOs 4 and 5 **and** will be asked questions covering six critical knowledge areas from LOs 2 and 3. Candidates will only pass the practical assessment if **ALL** of the techniques have been demonstrated successfully **and all** questions are satisfactorily answered.

The practical skills assessment and Q&A session must be video recorded. The video recording must capture the candidate 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 candidate 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 candidate. The candidate 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.

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.

Further guidance as to what should be demonstrated is available within the Tutor, Assessor and IQA (TAI) support pack found in the Download Area.

Indicative Content

LO1 Understand physical interventions and the implications of their use

1.1 State the legal implications of using physical intervention

- *Legal authority to use force* under statute and common law (as it applies to England and Wales, Scotland and Northern Ireland)
- Relevant legislation relating to licensing and criminal law
- *Duty of care* – considerations concerning use of physical intervention
- Principle of pain compliance and application
- Last resort

1.2 State the professional implications of using physical intervention

- *Sector-specific legislation*
- *Professional guidance and standards* relevant to area of employment (and how standards may vary according to context – e.g., in health and social care, prisons, etc. – but also be based on common principles)
- Ethical implications
- Financial implications
- Last resort

1.3 Identify positive alternatives to physical intervention

- *Primary controls:*
 - following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g., radio for summoning assistance, CCTV, access control)
 - positive and proactive service delivery
- *Secondary controls:*
 - positive and effective interpersonal communication
 - knowledge and skills of conflict management in reducing the need for physical intervention

1.4 Identify the differences between defensive physical skills and physical interventions

- *Defensive physical skills* – skills used to protect oneself from assault
- *Physical interventions* – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person’s movement

LO2 Understand the risks associated with using physical intervention

2.1 Identify the risk factors involved with the use of physical intervention

- nature of the restraint:
 - method of restraint (risk of falls with restrictive holds)
 - position held
 - duration of restraint
- situational factors:
 - setting and location constraints and risks (open and confined spaces)
 - environmental hazards
 - staff numbers
 - availability of help
 - access to medical attention
 - threats presented by others
 - options available
- individual factors:
 - age
 - size
 - weight
 - physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs)
 - mental health (history of violence, prior experience of abuse and trauma)
- vulnerable groups
 - children and young people
 - older adults
 - individuals with mental health issues

(Staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention.)

2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis

- *Acute behavioural disturbance* is a term used to cover a combination of physical and psychological factors including:
 - high temperature
 - bizarre behaviour
 - sustained mental and physical exhaustion and metabolic acidosis
- *Psychosis* can result from underlying mental illness and/or be drug-induced. Signs include:
 - hallucinations
 - paranoia
 - extreme fear as part of delusional beliefs
- Acute behavioural disturbance and psychosis can result in sudden death – so both should be treated as a medical emergency. Use de-escalation (verbal and non-verbal communication, distraction and calming techniques) as appropriate to the situation

2.3 State the specific risks associated with positional asphyxia

- *Positional (or restraint) asphyxia* occurs mostly on ground restraints where a person is held forcefully face down or face-up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation
- Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:
 - on the ground or any other surface (e.g., on a bed) face up or face down, using methods that compromise breathing and circulation
 - in a seated position (e.g., being bent forward when seated) using methods that compromise breathing and circulation
 - in a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/object
- *Key risk factors include:*
 - *method of restraint:* positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso – whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia
 - *position:* forceful holds in certain positions increase risks of positional asphyxia – these include:
 - face up or face down restraint on the ground or other surface such as a bed
 - seated or standing positions where breathing and/or circulation are compromised, e.g., by being bent forward
 - *duration:* the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death

2.4 State the specific risks associated with prolonged physical interventions

- The longer the duration of forceful restraint, the greater the exposure to risk and complications.

LO3 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

- *Specific risks:*
 - restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints)
 - impact with floor and/or objects (during forceful takedowns or falls to the ground)
 - injury from glass or debris on the ground
 - vulnerable to assault from others

3.2 Identify how to deal with physical interventions on the ground appropriately

- Although no physical intervention is risk-free, taking a person to the ground carries additional risks and should be avoided wherever possible
- Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground
- If a situation goes to the ground:
 - try to get the individual up, or to a comfortable seated or recovery position as quickly as possible
 - in the meantime:
 - monitor the individual to ensure they can breathe without difficulty
 - where there is more than one member of the security team involved, designate a ‘team leader’ to take charge of the team and take responsibility for the safety of the individual
 - the team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity
 - if not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject’s head to fulfil this function
 - de-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency
- If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training

3.3 Identify ways of reducing the risk of harm during physical interventions

- Risk of harm to all parties
- *Types of harm:*
 - serious injury or death can result from:
 - strikes and kicks
 - an individual falling or being forced to ground
 - interventions involving the neck, spine or vital organs
 - restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia
 - any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present

- stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma
- Staff must respect the dignity of individuals they are managing, however challenging they may find them
- *Reducing the risk of harm:*
 - choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective)
 - avoid high-risk positions including ground restraints
 - avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation
 - maintain ongoing communication between staff and between staff and the subject during and following restraint
 - monitor the wellbeing of the subject for adverse reactions
 - work as a team and designate a team leader
 - follow established procedures (take care not to deviate)
 - de-escalate at the earliest opportunity to reduce exposure to risk
 - immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions

3.4 State the benefits of dynamic risk assessment in situations where physical intervention is used

- *Dynamic risk assessment* – used to:
 - assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not
 - evaluate options available and inform decision whether to intervene, when and how
 - identify when assistance is needed
 - continuously monitor for changes in risks to all parties during and following an intervention
 - inform decision to de-escalate use of force and/or withdraw

3.5 State how to manage and monitor a person's safety during physical intervention

- *Monitor and manage the subject:*
 - observe fully the risk factors (situational and individual)
 - ensure that nothing impedes the subject's ability to breathe or their circulation - checking airway – breathing – circulation (ABC)
- *Actions to take:*
 - if the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the *recovery position*
 - *commencing CPR/defibrillator* should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths – they still need CPR at this point)
 - if the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress
 - act on 'red flags':
 - effort with/difficulty in breathing

- blocked airway and/or vomiting
- passivity or reduced consciousness
- non-responsiveness
- signs of head or spinal injury
- facial swelling
- evidence of alcohol or drug overdose
- blueness around lips, face or nails (signs of asphyxia)
- high body temperature (profuse sweating/hot skin)
- exhaustion
- confusion, disorientation and incoherence
- hallucinations, delusions, mania, paranoia
- bizarre behaviour
- extreme fear
- high-resistance and abnormal strength
- employ de-escalation (calming and/or distraction) techniques
- if a medical emergency is suspected – release immediately and call first aider/emergency services
- provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration

3.6 State the responsibilities of all involved during a physical intervention

- All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention
- *Responsibilities include:*
 - duty of care to the subject at all times (during and after restraint)
 - duty of care to colleagues
 - respecting the dignity of the subject
 - providing appropriate care for any person who appears to be injured or at risk
 - challenging unnecessary and excessive use of force by colleagues
- *Supporting colleagues:*
 - switch roles within the team where appropriate
 - monitor staff safety
 - monitor the subject and if you have any concerns for their wellbeing inform colleagues
 - contain the immediate area and manage bystanders
 - monitor the situation and communicate with others, e.g., staff from other agencies

3.7 State the responsibilities immediately following a physical intervention

- *Responsibilities include:*
 - duty of care to the subject at all times (during and after restraint)
 - duty of care to colleagues (support services)
 - providing appropriate care for any person who appears to be injured or at risk
 - briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event
 - preserving evidence and securing witnesses testimony
 - all staff involved must complete a full report individually accounting for their actions

3.8 State why it is important to maintain physical intervention knowledge and skills

- Maintaining knowledge and skills is important because:
 - legislation and best practice guidance can change
 - proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD)

LO4 Be able to use physical skills to protect yourself and others

4.1 Demonstrate stance and positioning skills

- Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, while maintaining positive, non-threatening non-verbal communication
- Verbal communication in line with conflict management training to assist the exit or intervention should also be used

4.2 Demonstrate skills used to evade and protect against blows

- With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault
- Verbal communication in line with conflict management training should be used

4.3 Demonstrate methods of disengagement from grabs and holds

- A small number of skills relevant to the security role that address the most common types of assault

4.4 Demonstrate non-aggressive intervention methods to stop assaults or fights

- At least 2 methods that can be adapted to different scenarios
- Including an individual and a team method

4.5 Communicate professionally throughout the physical intervention

- Helping to calm the individual, give instructions and check wellbeing
- 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 wellbeing of the person restrained
 - negotiate and manage safe de-escalation with the person restrained and with the staff involved

LO5 Be able to use non-pain compliant standing, holding and escorting techniques

5.1 Demonstrate how to physically prompt a person

- Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. Candidates should continue to apply customer service skills even if the person they are escorting is not responding

5.2 Demonstrate low-level restrictive standing holds that can be used to escort an individual

- Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort
- One *and* 2-person holds (in motion, not just static) to be assessed

5.3 Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual

- Risks of dealing with a violent person in different contexts
- Show one-and multiple-person restraining and escorting techniques in the approved programme
- Remind learners of the dangers of prolonged restraint

5.4 Demonstrate transitions between disengagement techniques and escorting techniques

- Moving from disengagement or defence/blocks into a restraint/escorting move

5.5 Demonstrate how to escort an individual on stairways

- Escorting an individual on a stairway may be required, either because they are:
 - intoxicated or ill and require assistance
 - non-compliant and need to be moved
- Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are violent or if you reasonably foresee that they might become violent during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort
- A dynamic risk assessment should be carried out and door supervisors should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs
- Demonstrate escorting an individual on a stairway made up of a minimum of 3 stairs

5.6 Demonstrate how to disengage safely

- 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

*Where there are concerns as to the wellbeing of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.

5.7 Demonstrate how to manage risk immediately following disengagement

- Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:
 - create space
 - positive communication with colleagues and other people present
 - safe handover to others, e.g., the police or ambulance personnel, with a briefing including:
 - risk behaviours presented by the person (to themselves and/or others)
 - method of restraint and its duration
 - any concerns you have for their wellbeing

Appendix 3: Sample assessment material

Working in the Private Security Industry Witness Statement



Learner name:		Centre no:	
AC 8.4: Demonstrate the accurate completion of an evidential statement (Section 9 Statement)			
Witness Statement (CJ Act 1967, s.9 MC Act 1980, ss. 5B (3a) & MC Rules 1981)			
Statement of: Age if under 18:..... (if over 18 insert 'Over 18') Occupation:			
This statement (consisting of [...] 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: Signature:			
Signature:		Signature witnessed by:	

Application of Conflict Management Oral Questions



Learner name:		Centre no:	
Question 1		AC Ref.	
Can you identify two verbal and two non-verbal communication techniques demonstrated in the practical observation to de-escalate conflict?		4.1	
Trainer/Assessor record of learner response	Pass (please tick ✓)	Fail (please tick ✓)	
Question 2		AC Ref.	
Can you identify two communication barriers from the practical observation, and explain how each of these were overcome?		4.2	
Trainer/Assessor record of learner response	Pass (please tick ✓)	Fail (please tick ✓)	
Question 3		AC Ref.	
Can you identify two different behaviour types from the practical observation, demonstrated by yourself or others?		4.3	
Trainer/Assessor record of learner response	Pass (please tick ✓)	Fail (please tick ✓)	

Appendix 4: Standards of behaviour for security operatives

<https://www.sia.homeoffice.gov.uk/Documents/sia-standards-of-behaviour.pdf>

Personal appearance

A security operative should at all times:

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

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 security operative 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
- co-operate fully with members of the police and partners, 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 security operative should:

- adhere to the employing organisation/company standards
- be perceptive of the employing organisation/company culture and values
- contribute to the goals and objectives of the employing organisation/company.