

# Qualification Specification

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## QNUK Level 2 Award for Door Supervisors in the Private Security Industry (Top up) (RQF) 603/7305/2

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## 1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

## 2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

### Head Office:

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## 3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	SJD Director
Date last updated	17/02/2021
Next review	17/02/2024
Status	Final
Version	1
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#### 4. Qualification Objective

This qualification has been developed by the Security Industry Authority (SIA) in collaboration with all endorsed Awarding Organisations and various expert working groups. Learners who are successful in achieving this qualification will become eligible to apply for an SIA licence to practice within the private security industry in the United Kingdom, supporting a role in the workplace. This qualification is for learners who already hold a Door Supervisor licence and require to complete the 'Top up' qualification to support relicensing, available from the 1<sup>st</sup> April 2021 and mandated from 1<sup>st</sup> October 2021.

#### 5. Sector Support and Industry Recognition

This qualification is directly supported and developed by the Security Industry Authority and their endorsed Awarding Organisations (QNUK, Pearson, NOCN, Laser, SFJ, Highfield Qualifications and BIIAB).

#### 6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, Scotland and Northern Ireland.

The legal systems of Scotland and Northern Ireland differ from that of England and Wales. Differences in the legal systems are reflected in the delivery of relevant sections of the qualifications. Employers, however, may not know which version of the qualification an employee may have taken, so the SIA advises that operatives and their employers remain responsible for being familiar with the laws and legal system relating to the area in which they will be working.

#### 7. Benefit for Learners

This is an SIA licence linked qualification, meaning that successful learners will be notified to the SIA which provides a necessary requirement towards obtaining a licence to perform the role of a Door Supervisor in the private security industry.

#### 8. Progression

Learners could progress to the:

QNUK Level 3 Award in Understanding Security Management (RQF)

QNUK Level 3 Award in Security Management (RQF)

QNUK Level 3 Award in Retail Loss Prevention (RQF)

#### 9. Recognition of Prior Learning (RPL)

RPL may be used for the Principles of Terror Threat Awareness in the Private Security Industry unit if a learner has completed:

1. ACT e-Learning (available from July 2020) e-Learning and provides certificates dated after January 2021.
2. ACT E-learning (Security) available from summer 2021

Please note this RPL covers the contact hours only and does not provide authenticity for assessment, meaning the learners will still be required to complete the MCQ examination for this unit.

## 10. Qualification Information

Qualification Number (QN)	603/7305/2
Learning Aim	
Total Qualification Time (TQT)	23
Guided Learning Hours (GLH)	17
Credit value	3
Level	2
Validity	Lifetime, subject to SIA 'Top Up' requirements for relicensing
Assessment	Invigilated MCQ paper (MCQ), practical observations (Obs)
Achieving the qualification	Learners must achieve the 3 mandatory units

## 11. Qualification Structure

Unit No.	Unit Title	Level	GLH	TQT	Credit
<b>Mandatory units</b>					
J/618/6797	Principles of Terror Threat Awareness in the Private Security Industry	2	2	3	1
R/618/6799	Principles of Using Equipment for Door Supervisors in the Private Security Industry	2	2	3	1
M/618/6793	Application of Physical Intervention Skills in the Private Security Industry	2	13	17	2

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

## 12. Learner Entry Requirements

### 12.1. Learner Age

Only those aged 18 or over may hold an SIA licence, therefore this qualification is restricted to those aged 18 or over.

### 12.2. Existing SIA Licence

Learners must currently hold an active SIA Security Officer licence which is due for renewal or has previously held a licence and has lapsed by no longer than 3 years. Outside of 3 years will require to retake the full Level 2 Door Supervisor qualification prior to applying for a new licence.

### 12.3. English Language

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 therefore 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 assessment 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.

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.

### 12.4. First Aid

From 1 April 2021 (and 1 October 2021 for top up) learners taking their Door Supervision or Security Officer training for the first time, including 'Top up' training, 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 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.

### 13. Delivery

This qualification is delivered in a face-to-face setting over a 3 or 2-day period. 2 days is only applicable if the centre requires learners to complete both the ACT eLearning **and** distance learning for unit 2 (Principles of Using Equipment for Door Supervisors in the Private Security Industry).

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	Ofqual Total Qualification Time
<b>Level 2 Award for Door Supervisors in the Private Security Industry (Top up)</b>  <b>If E-learning and self-study are NOT USED</b>  <b>** 8.5-hour days allowed</b>	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	2 hrs	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	2 hrs	3 hrs
	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	17 hrs
	<b>Total</b>	<b>**17 hrs (min 2 days)</b>	<b>**17 hrs (min 2 days)</b>	<b>23 hrs</b>

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted *E-learning from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
<b>Level 2 Award for Door Supervisors in the Private Security Industry (Top up)</b>  <b>If E-learning IS USED but self-study is NOT USED</b>	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	20 minutes	1 hr 40 minutes	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	2 hrs	N/A	3 hrs
	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	not permitted	17 hrs



<p><b>*Refers to two training packages</b></p> <p><b>1. ACT E-learning</b></p> <p><b>2. ACT E-learning (Security) available from summer 2021</b></p> <p><b>**8.5-hour days allowed</b></p>	<b>Total</b>	<b>**17 hrs (min 2 days)</b>	<b>15 hrs 20 minutes (min 2 days)</b>	<b>1 hr 40 minutes</b>	<b>23 hrs</b>
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Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
<p><b>Level 2 Award for Door Supervisors in the Private Security Industry (Top up)</b></p> <p><b>If E-learning is NOT USED but self-study IS USED</b></p> <p><b>** 8.5-hour days allowed</b></p>	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	2 hrs	N/A	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	15 minutes	1 hr 45 minutes	3 hrs
	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	not permitted	17 hrs
	<b>Total</b>	<b>**17 hrs (min 2 days)</b>	<b>15 hrs 15 minutes (min 2 days)</b>	<b>1 hr 45 minutes</b>	<b>23 hrs</b>

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study/*E-learning from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
<p><b>Level 2 Award for Door Supervisors in the Private Security Industry (Top up)</b></p>	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	20 minutes	1 hour 40 minutes	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	15 minutes	1 hr 45 minutes	3 hrs

<p><b>If E-learning and self-study are BOTH USED</b></p> <p><i>*Refers to two training packages</i></p> <p><b>1. ACT E-learning</b></p> <p><b>2. ACT E-learning (Security) available from summer 2021</b></p> <p><b>**8.5-hour days allowed</b></p>	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	not permitted	17 hrs
	<b>Total</b>	<b>**17 hrs (min 2 days)</b>	<b>13 hrs 35 minutes (min 2 days)</b>	<b>3 hr 25 minutes</b>	<b>23 hrs</b>

### 13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

Learners should have sufficient space to demonstrate the require practical scenarios (minimum of 2m<sup>2</sup> per learner for the physical intervention unit). The assessment room for MCQ examinations must meet QNUK SIA Examination and Invigilation Policy requirements.

### 13.2. Equipment Requirements

The centre must provide appropriate equipment to support classroom, knowledge-based learning and assessment (flipcharts, pens, projector, clock etc).

A minimum of two radios for the practical task and assessment of Unit 2 AC 1.5 (Demonstrate effective use of communication devices). If qualification is being delivered remotely, the centre must identify how this is to be simulated with a high degree of comparability to F2F assessment and real work environments.

### 13.3. Blended Learning

Distance learning (blended approach) may be used for elements of this qualification, please see Appendix 4 for clarification provided by the SIA.

### 13.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:12.

### 13.5. Recommended Resources

- Security Industry Authority website  
<https://www.gov.uk/government/organisations/security-industry-authority>
- ACT (Action Counters Terrorism) Awareness e-learning:  
<https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

## 14. Centre Personnel Requirements

### 14.1. Trainer/Assessors delivering licence-linked qualifications

Approved trainers/assessors seeking to deliver licence-linked qualifications must have successfully completed a range of formal qualifications. These are detailed below.

#### Trainer Requirements

All trainers must have achieved as a minimum both of the following:

- Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:
  - Level 4 Award in Education and Training (QCF/RQF)
  - Certificate in Education
  - Post Graduate Certificate in Education
  - SVQ/NVQ Levels 3 and 4 in Learning and Development
  - Scottish Training Qualification for Further Education (TQFE)
  - PTLLS, CTLLS or DTLLS
  - Master's in Education
- A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter terrorism programme such as the ACT (Action Counters Terrorism) Awareness training which must be completed annually.

#### Additional criteria for approved Trainers and Assessors wishing to deliver Application of Physical Intervention Skills in the Private Security Industry unit

All trainers delivering and assessing physical intervention skills training for the door supervisor licence-linked qualifications must hold all the following:

- A suitable teaching/training qualification.
- A suitable Level 3 qualification in conflict management training.
- A Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF); and
- 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 provider/centre for the awarding organisations to check the authenticity of these on an annual basis.

### 14.2. Assessor Qualifications

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.

It is expected that, in most cases, the trainer and the assessor will be the same person. If assessors do not hold any of these qualifications/units at the launch of these qualifications, they will have until 30<sup>th</sup> September 2022 to achieve them.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

### 14.3. Internal Quality Assurer

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.

If IQAs do not hold any of these units at the launch of these qualifications, they will have until 30<sup>th</sup> September 2022 to achieve one.

## 15. Assessment Requirements

Learners are assessed for this qualification through:

### 15.1. Multiple-Choice Question Papers (MCQ)

The MCQ papers will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

#### Principles of Terror Threat Awareness in the Private Security Industry

Language of assessment	English
Duration	20 minutes
Pass mark	70% (7 / 10)
Grading	Pass / Fail

#### Principles of Using Equipment for Door Supervisors in the Private Security Industry

Language of assessment	English
Duration	10 minutes
Pass mark	70% (4 / 5)
Grading	Pass / Fail

#### Application of Physical Intervention Skills in the Private Security Industry

Language of assessment	English
Duration	45 minutes
Pass mark	80% (24 / 30)
Grading	Pass / Fail

### 15.2. Question and Answer session (Q&A)

#### Application of Physical Intervention Skills in the Private Security Industry

The following '*critical knowledge areas*' are to form part of a recorded discussion to ensure learners know their importance.

- 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
- 3.2 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

Language of assessment	English
Duration	5 minutes
Pass mark	100% (6 / 6)
Grading	Pass / Fail

### 15.3. Practical Observations (Obs)

#### Principles of Using Equipment Relevant to Working as a Door Supervisor in the Private Security Industry

Externally set, internally assessed observation of using communication devices with observation sheet

#### Application of Physical Intervention Skills in the Private Security Industry\*\*

Externally set, internally assessed observation of each learner performing every technique with observation sheet.

\*\* The trainer will only pass a learner when all techniques have been demonstrated successfully. Each learner should introduce themselves, state the date and the techniques they are demonstrating.

Example MCQ questions are included at Appendix 3, page 29.

## 16. External Marking

All MCQ assessments are externally set and externally marked. Practical assessments are externally set, internally marked and externally verified.

## 17. Resits

Learners who require to resit any failed unit/s MCQ may do so for one further attempt without incurring cost to the centre or learner, however it is the centre's responsibility to ensure the learner has a realistic chance of success and provide additional coaching and learning support where required. Any resit examination must be taken within 3 weeks of the centre receiving the result, outside of 3 weeks the learner will require to attend the full learning for that unit prior to attempting the examination.

## 18. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

## 19. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

## Appendix 1: Units

### Unit 1 Principles of Terror Threat Awareness in the Private Security Industry

#### Unit Summary

This unit is aligned to current knowledge supported but NaCTSO in line with basic counter terrorism knowledge for security operatives across the industry. The content builds upon the knowledge gained from learner's original training to ensure a consistent standard for all frontline operatives.

1. The learner will: Understand terror threats and the role of the security operative in the event of a threat		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify the different threat levels	MCQ
1.2	Recognise the common terror attack methods	MCQ
1.3	Recognise the actions to take in the event of a terror threat	MCQ
1.4	Identify the procedures for dealing with suspicious items	MCQ
1.5	Identify behaviours that could indicate suspicious activity	MCQ
1.6	Identify how to respond to suspicious behaviour	MCQ

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> <li>The official source of UK Threat Level is (MI5) and their website is <a href="https://www.mi5.gov.uk/threat-levels">https://www.mi5.gov.uk/threat-levels</a>. 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.</li> <li>LOW means an attack is highly unlikely</li> <li>MODERATE means an attack is possible, but not likely</li> <li>SUBSTANTIAL means an attack is likely</li> <li>SEVERE means an attack is highly likely</li> <li>CRITICAL means an attack is highly likely in the near future</li> <li>Have an understanding of how UK threat level may impact the response level for the location in which you are working.</li> </ul>
1.2	<ul style="list-style-type: none"> <li>Awareness of attack planning phases.</li> <li>Most current terrorist attack methodologies:                             <ul style="list-style-type: none"> <li>Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc.</li> <li>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)</li> <li>VAAW (Vehicle As A Weapon) also known as vehicle ramming</li> <li>Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks.</li> <li>Cyber attacks</li> <li>Insider threat</li> </ul> </li> </ul>

<p>1.3</p>	<ul style="list-style-type: none"> <li>• Understand the role security operatives have to play during a terror attack.</li> <li>• 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</li> <li>• Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority.</li> <li>• Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe.</li> <li>• Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options.             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>• Report incidents requiring immediate response from the police on 999</li> <li>• Know what information emergency response require:             <ul style="list-style-type: none"> <li>○ What you have seen and what has happened.</li> <li>○ Who you saw, what they looked like, what they were wearing.</li> <li>○ Where did the situation happen and where you are.</li> <li>○ When did it happen.</li> </ul> </li> <li>• Awareness of emergency services response time</li> <li>• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.</li> <li>• Know who the public sector counter-terrorism experts are and how to access their information;             <ul style="list-style-type: none"> <li>○ Centre for the protection of national infrastructure (CPNI)</li> <li>○ National Counter Terrorism Security Office (NaCTSO)</li> </ul> </li> <li>• Awareness of current initiatives:             <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ACT - Action Counter Terrorism</li> <li>○ SCaN - See, Check and notify</li> <li>○ The pros and cons of evacuation/invacuation:</li> </ul> </li> <li>• 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.</li> </ul>
<p>1.4</p>	<p>Hot Principles:</p> <ul style="list-style-type: none"> <li>• Hidden</li> <li>• Obviously suspicious</li> <li>• Typical</li> </ul> <p>Four Cs: Confirm, Clear, Communicate and Control</p> <ul style="list-style-type: none"> <li>• Safety distance, including:</li> <li>• Distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m)</li> </ul>



	<ul style="list-style-type: none"> <li>• How to visually represent safety distance (e.g. Football field)</li> <li>• Difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 m</li> </ul>
1.5	<ul style="list-style-type: none"> <li>• Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime.</li> <li>• Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act.</li> <li>• Understand examples of what this might look like, including:             <ul style="list-style-type: none"> <li>○ Individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities</li> <li>○ Individuals avoiding security staff.</li> <li>○ Individuals carrying out activities inconsistent with the nature of the building or area.</li> <li>○ 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</li> <li>○ Parked vehicles with people inside, empty parked vehicles left unattended for long period</li> <li>○ Multiple sightings of same suspicious person, vehicle, or activity</li> </ul> </li> <li>• Understands actions that can deter or disrupt hostile reconnaissance, including:             <ul style="list-style-type: none"> <li>○ Ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals</li> <li>○ Maintaining organised search procedures</li> <li>○ Ensuring emergency exits are secured when not in use to prevent unauthorised entry</li> </ul> </li> </ul>
1.6	<ul style="list-style-type: none"> <li>• Use your customer service skills to disrupt potential hostile reconnaissance.</li> <li>• Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance.</li> <li>• Know where to report suspicious behaviour including:             <ul style="list-style-type: none"> <li>○ Internal procedure for site</li> <li>○ Confidential (Anti-Terrorist) Hotline: 0800 789 321</li> <li>○ British Transport police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40</li> <li>○ Non-emergency: 101</li> <li>○ ACT online reporting</li> <li>○ Life threatening emergency or requiring immediate response: 999</li> </ul> </li> </ul>

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	High volume of Level 2 command verbs
Skills	2	Weak	No practical tasks
Overall	2	Strong	Whole unit is within the cognitive domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	2	This is based on the average learner taking this qualification who will have a knowledge of the subject matter both via previous learning and experience working in the security sector.	
Directed study	1hr 40 mins	ACT E-learning and ACT E-learning (Security) options are available and can be used, leaving 20 mins of contact time.	
Independent study	N/A		
Work-based learning	N/A		
Non invigilated assessment	N/A		
TQT:	3	Credit:	1

## Unit 2 Principals of Using Equipment for Door Supervisors in the Private Security Sector

### Unit Summary

This unit provides knowledge and instruction for the learner to ensure understanding of commonly used equipment in the role of a Door Supervisor, along with proficiency in the use of communication devices.

1. The learner will: Know how to use equipment relevant to a door supervisor		
Assessment Guidance The learner must		Types of Evidence
1.1	Recognise equipment used to manage venue capacity	MCQ
1.2	Recognise the different types of personal protective equipment relevant to the role of a door supervisor	MCQ
1.3	State the purpose of using body-worn cameras (BWC)	MCQ
1.4	Identify how to communicate effectively using relevant equipment	MCQ
1.5	Demonstrate effective use of communication devices	Obs

2. The learner will: Know what actions to take in relation to global (or critical) incidents		
Assessment Guidance The learner must		Types of Evidence
2.1	Know government guidance in relation to global (or critical) incidents	MCQ

What needs to be learnt?	
<b>1.1</b>	<ul style="list-style-type: none"> <li>• Clickers</li> <li>• Other counters</li> <li>• Radio calling colleagues and asking for number updates on venue capacity (multiple entrances)</li> <li>• Use of CCTV</li> </ul>
<b>1.2</b>	<ul style="list-style-type: none"> <li>• Wearables                             <ul style="list-style-type: none"> <li>○ Waterproof clothing</li> <li>○ High-visibility clothing</li> <li>○ Headwear</li> <li>○ Stab vests</li> <li>○ Gloves (needle/slash resistant)</li> <li>○ Rubber gloves and face shields</li> <li>○ Ear defender</li> <li>○ Eye protection</li> <li>○ Safety boots</li> </ul> </li> <li>• Equipment                             <ul style="list-style-type: none"> <li>○ Metal detectors</li> <li>○ Body worn cameras</li> <li>○ Radios, mobile phones</li> <li>○ Personal alarms</li> <li>○ Torches</li> <li>○ Breathalyser</li> </ul> </li> </ul>
<b>1.3</b>	<ul style="list-style-type: none"> <li>• Securing evidence against an offender</li> <li>• Deterring crimes</li> <li>• Self-protection</li> <li>• Curbing behaviour (DS or customer)</li> <li>• Identifying offenders</li> </ul>
<b>1.4</b>	<ul style="list-style-type: none"> <li>• Equipment                             <ul style="list-style-type: none"> <li>○ Radios and earpieces</li> <li>○ Mobile phones</li> <li>○ Internal telephone systems</li> </ul> </li> <li>• Communication occurring between:                             <ul style="list-style-type: none"> <li>○ internal and external colleagues</li> <li>○ professionals i.e. within the premises</li> <li>○ police/external agencies</li> </ul> </li> <li>• Methods used to communicate clearly and accurately over a radio network:                             <ul style="list-style-type: none"> <li>○ use of radio protocols to signal start/end of transmissions</li> <li>○ use of clear and concise language</li> <li>○ ensure clear and effective communication</li> <li>○ ensure urgent incidents are dealt with quickly</li> </ul> </li> </ul>
<b>1.5</b>	<ul style="list-style-type: none"> <li>• Accurate, brief and clear</li> <li>• Use of call-signs, pro-words, local code words</li> <li>• Use of the NATO phonetic alphabet</li> </ul>

	<ul style="list-style-type: none"> <li>• Correct pronunciation of numbers</li> <li>• Professional local radio etiquette</li> <li>• Equipment used                             <ul style="list-style-type: none"> <li>○ Radios</li> <li>○ Mobile phone</li> <li>○ Internal telephone systems</li> <li>○ Internal tannoy systems / use of the DJ</li> </ul> </li> <li>• Ensure radio equipment is tested and fully charged prior to use</li> </ul>
2.1	<ul style="list-style-type: none"> <li>• Accessing the most up-to-date guidance from gov.uk</li> <li>• Government guidance as it relates to global (or critical) incidents including:                             <ul style="list-style-type: none"> <li>○ Health &amp; Safety and organisational procedures</li> <li>○ Venue Management e.g. queues, rules that impact socialising, venue access, PPE</li> <li>○ Equipment as it applies to the incident e.g. to help infection control</li> </ul> </li> </ul>

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	High volume of Level 2 command verbs
Skills	2	Medium	One practical task within a short unit
Overall	2	Strong	Whole unit is within the domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	2	This is based on the average learner taking this qualification who will have a knowledge of the subject matter both via previous learning and experience working in the security sector.	
Directed study	2	This unit can be either directed study or guided learning	
Independent study			
Work-based learning	N/A		
Non invigilated assessment	N/A		
TQT:	3	Credit:	1

### Unit 3 Application of Physical Intervention Skills in the Private Security Industry

#### Unit Summary

This unit covers both the knowledge and the practical skills required to use physical intervention when working in the private security industry. It provides an introduction to best practice including restrictive and non-restrictive interventions, and the implications of their use, the hazards of using physical interventions and how to reduce the risk of harm being caused, and the actions that must be taken after an incident. This unit also provides an opportunity to develop non-aggressive physical intervention skills to protect yourself and others and non-restrictive and restrictive skills that you can employ when standing, holding or escorting individuals.

1. The learner will: Understand physical interventions and the implications of their use		
Assessment Guidance The learner must		Types of Evidence
1.1	State the legal implications of using physical intervention	MCQ
1.2	State the professional implications of using physical intervention	MCQ
1.3	Identify positive alternatives to physical intervention	MCQ
1.4	Identify the differences between defensive physical skills and physical interventions	MCQ

2. The learner will: Understand the risks associated with using physical intervention		
Assessment Guidance The learner must		Types of Evidence
2.1	Identify the risk factors involved with the use of physical intervention	MCQ Q&A
2.2	Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	MCQ Q&A
2.3	State the specific risks associated with positional asphyxia	MCQ Q&A
2.4	State the specific risks associated with prolonged physical interventions	MCQ Q&A

3. The learner will: Understand how to reduce the risks associated with physical intervention		
Assessment Guidance The learner must		Types of Evidence
3.1	State the specific risks of dealing with physical intervention incidents on the ground	MCQ
3.2	Identify how to deal with physical interventions on the ground appropriately	MCQ Q&A
3.3	Identify ways of reducing the risk of harm during physical interventions	MCQ
3.4	State the benefits of dynamic risk assessment in situations where physical intervention is used	MCQ
3.5	State how to manage and monitor a person's safety during physical intervention	MCQ Q&A
3.6	State the responsibilities of all involved during a physical intervention	MCQ
3.7	State the responsibilities immediately following a physical intervention	MCQ
3.8	State why it is important to maintain physical intervention knowledge and skills	MCQ

<b>4. The learner will:</b> Be able to use physical skills to protect yourself and others		
<b>Assessment Guidance</b> The learner must		<b>Types of Evidence</b>
<b>4.1</b>	Demonstrate stance and positioning skills	Obs
<b>4.2</b>	Demonstrate skills used to evade and protect against blows	Obs
<b>4.3</b>	Demonstrate methods of disengagement from grabs and holds	Obs
<b>4.4</b>	Demonstrate non-aggressive intervention methods to stop assaults or fights	Obs
<b>4.5</b>	Communicate professionally throughout the physical intervention	Obs

<b>5. The learner will:</b> Be able to use non-pain compliant standing, holding and escorting techniques.		
<b>Assessment Guidance</b> The learner must		<b>Types of Evidence</b>
<b>5.1</b>	Demonstrate how to physically prompt a person	Obs
<b>5.2</b>	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	Obs
<b>5.3</b>	Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual	Obs
<b>5.4</b>	Demonstrate transitions between disengagement techniques and escorting techniques	Obs
<b>5.5</b>	Demonstrate how to escort an individual on stairways	Obs
<b>5.6</b>	Demonstrate how to disengage safely	Obs
<b>5.7</b>	Demonstrate how to manage risk immediately following disengagement	Obs

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> <li>• Legal authority to use force under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland)</li> <li>• Relevant legislation relating to licensing and criminal law.</li> <li>• Duty of care – considerations concerning use of physical intervention.</li> <li>• Principle of non-pain compliance and application.</li> <li>• Last resort</li> </ul>
1.2	<ul style="list-style-type: none"> <li>• Sector-specific legislation</li> <li>• 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)</li> <li>• Ethical implications</li> <li>• Financial implications</li> <li>• Last resort</li> </ul>
1.3	<ul style="list-style-type: none"> <li>• Primary controls:                             <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ Positive and proactive service delivery.</li> </ul> </li> <li>• Secondary controls                             <ul style="list-style-type: none"> <li>○ Positive and effective interpersonal communication</li> <li>○ Knowledge and skills of conflict management in reducing the need for physical intervention.</li> </ul> </li> </ul>
1.4	<ul style="list-style-type: none"> <li>• Defensive physical skills – skills used to protect oneself from assault.</li> <li>• Physical interventions – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person’s movement.</li> </ul>
2.1	<ul style="list-style-type: none"> <li>• Nature of the restraint:                             <ul style="list-style-type: none"> <li>○ Method of restraint (risk of falls with restrictive holds)</li> <li>○ Position held</li> <li>○ Duration of restraint</li> </ul> </li> <li>• Situational factors:                             <ul style="list-style-type: none"> <li>○ Setting and location constraints and risks (open and confined spaces)</li> <li>○ Environmental hazards</li> <li>○ Staff numbers</li> <li>○ Availability of help</li> <li>○ Access to medical attention</li> <li>○ Threats presented by others</li> <li>○ Options available.</li> </ul> </li> <li>• Individual factors:                             <ul style="list-style-type: none"> <li>○ Age</li> <li>○ Size</li> <li>○ Weight</li> <li>○ Physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs)</li> <li>○ Mental health (history of violence, prior experience of abuse and trauma)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Vulnerable groups             <ul style="list-style-type: none"> <li>○ Children and young people</li> <li>○ Older adults</li> <li>○ Individuals with mental health issues.</li> </ul> </li> </ul> <p>(staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention.)</p>
2.2	<ul style="list-style-type: none"> <li>• <i>Acute behavioural disturbance</i> is a term used to cover a combination of physical and psychological factors including:             <ul style="list-style-type: none"> <li>○ High temperature</li> <li>○ Bizarre behaviour</li> <li>○ Sustained mental and physical exhaustion and metabolic acidosis.</li> </ul> </li> <li>• <i>Psychosis</i> can result from underlying mental illness and/or be drug induced. Signs include:             <ul style="list-style-type: none"> <li>○ Hallucinations</li> <li>○ Paranoia</li> <li>○ Extreme fear as part of delusional beliefs.</li> </ul> </li> </ul> <p>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.</p>
2.3	<p>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.</p> <p>Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:</p> <ul style="list-style-type: none"> <li>• On the ground or any other surface (e.g. On a bed) face up or face down, using methods that compromise breathing and circulation</li> <li>• In a seated position (e.g. Being bent forward when seated) using methods that compromise breathing and circulation</li> <li>• In a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/object.</li> </ul> <p>Key risk factors include:</p> <ul style="list-style-type: none"> <li>• <i>Method of restraint</i>: 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</li> <li>• <i>Position</i>: forceful holds in certain positions increase risks of positional asphyxia – these include:             <ul style="list-style-type: none"> <li>○ Face up or face down restraint on the ground or other surface such as a bed</li> <li>○ Seated or standing positions where breathing and/or circulation are compromised e.g. By being bent forward.</li> </ul> </li> <li>• <i>Duration</i>: 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.</li> </ul>
2.4	<p>The longer the duration of forceful restraint, the greater the exposure to risk and to complications.</p>
3.1	<p>Specific risks:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>



	<p>individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints)</p> <ul style="list-style-type: none"> <li>• Impact with floor and/or objects (during forceful takedowns or falls to the ground)</li> <li>• Injury from glass or debris on the ground</li> <li>• Vulnerable to assault from others.</li> </ul>
<p>3.2</p>	<p>Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible.</p> <p>Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground.</p> <p>If a situation goes to the ground:</p> <ul style="list-style-type: none"> <li>• Try to get the individual up, or to a comfortable seated or recovery position as quickly as possible</li> <li>• In the meantime: <ul style="list-style-type: none"> <li>○ Monitor the individual to ensure they can breathe without difficulty</li> <li>○ 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</li> <li>○ 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</li> <li>○ 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</li> <li>○ De-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency</li> </ul> </li> </ul> <p>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.</p>
<p>3.3</p>	<p>Risk of harm to all parties.</p> <p><i>Types of harm:</i></p> <ul style="list-style-type: none"> <li>• Serious injury or death can result from: <ul style="list-style-type: none"> <li>○ Strikes and kicks</li> <li>○ An individual falling or being forced to ground</li> <li>○ Interventions involving the neck, spine or vital organs</li> <li>○ 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</li> <li>○ Any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present</li> </ul> </li> <li>• Stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma.</li> </ul> <p>Staff must respect the dignity of individuals they are managing, however challenging they may find them.</p> <p><i>Reducing the risk of harm:</i></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Avoid high-risk positions including ground restraints</li> <li>• Avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation</li> <li>• Maintain ongoing communication between staff and between staff and the subject during and following restraint</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor the wellbeing of the subject for adverse reactions</li> <li>• Work as a team and designate a team leader</li> <li>• Follow established procedures (take care not to deviate)</li> <li>• De-escalate at the earliest opportunity to reduce exposure to risk</li> <li>• Immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions.</li> </ul>
3.4	<p><i>Dynamic risk assessment</i> – used to:</p> <ul style="list-style-type: none"> <li>• Assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not</li> <li>• Evaluate options available and inform decision whether to intervene, when and how</li> <li>• Identify when assistance is needed</li> <li>• Continuously monitor for changes in risks to all parties during and following an intervention</li> <li>• Inform decision to de-escalate use of force and/or withdraw.</li> </ul>
3.5	<p><i>Monitor and manage the subject:</i></p> <ul style="list-style-type: none"> <li>• Observe fully the risk factors (situational and individual)</li> <li>• Ensure that nothing impedes the subject’s ability to breathe or their circulation - checking airway – breathing – circulation (abc)</li> </ul> <p><i>Actions to Take:</i></p> <ul style="list-style-type: none"> <li>• If the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the <i>recovery position</i>.</li> <li>• <i>Commencing CPR/defibrillator</i> 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)</li> <li>• 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</li> <li>• Act on ‘red flags’:</li> <li>• Effort with/difficulty in breathing</li> <li>• Blocked airway and/or vomiting</li> <li>• Passivity or reduced consciousness</li> <li>• Non-responsiveness</li> <li>• Signs of head or spinal injury</li> <li>• Facial swelling</li> <li>• Evidence of alcohol or drug overdose</li> <li>• Blueness around lips, face or nails (signs of asphyxia)</li> <li>• High body temperature (profuse sweating/hot skin)</li> <li>• Exhaustion</li> <li>• Confusion, disorientation and incoherence</li> <li>• Hallucinations, delusions, mania, paranoia</li> <li>• Bizarre behaviour</li> <li>• Extreme fear</li> <li>• High resistance and abnormal strength</li> <li>• Employ de-escalation (calming and/or distraction) techniques</li> <li>• If a medical emergency is suspected – release immediately and call first aider/emergency services</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
3.6	<p>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.</p> <p><i>Responsibilities</i> include:</p> <ul style="list-style-type: none"> <li>• Duty of care to the subject at all times (during and after restraint)</li> <li>• Duty of care to colleagues</li> <li>• Respecting the dignity of the subject</li> <li>• Providing appropriate care for any person who appears to be injured or at risk</li> <li>• Challenging unnecessary and excessive use of force by colleagues.</li> </ul> <p><i>Supporting colleagues:</i></p> <ul style="list-style-type: none"> <li>• Switch roles within the team where appropriate</li> <li>• Monitor staff safety</li> <li>• Monitor the subject and if you have any concerns for their wellbeing inform colleagues</li> <li>• Contain the immediate area and manage bystanders</li> <li>• Monitor the situation and communicate with others e.g. Staff from other agencies.</li> </ul>
3.7	<p><i>Responsibilities</i> include:</p> <ul style="list-style-type: none"> <li>• Duty of care to the subject at all times (during and after restraint)</li> <li>• Duty of care to colleagues (support services)</li> <li>• Providing appropriate care for any person who appears to be injured or at risk</li> <li>• Briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event</li> <li>• Preserving evidence and securing witnesses testimony</li> <li>• All staff involved must complete a full report individually accounting for their actions</li> </ul>
3.8	<p>Maintaining knowledge and skills is important because:</p> <ul style="list-style-type: none"> <li>• Legislation and best practice guidance can change</li> <li>• Proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to cpd)</li> </ul>
4.1	<p>Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst 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.</p>
4.2	<p>With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault.</p> <p>Verbal Communication in line with conflict management training should be used.</p>
4.3	<p>A small number of skills relevant to the security role that address the most common types of assault.</p>
4.4	<p>At least two methods that can be adapted to different scenarios.</p> <p>Including an individual and a team method</p>
4.5	<p>Helping to calm the individual, give instructions and check well-being.</p> <p>Use positive verbal and non-verbal communications to:</p> <ul style="list-style-type: none"> <li>• Calm and reassure the individual restrained</li> <li>• Calm and reassure others present</li> <li>• Check understanding with the person restrained</li> </ul>

	<ul style="list-style-type: none"> <li>• Check the physical and emotional well-being of the person restrained</li> <li>• Negotiate and manage safe de-escalation with the person restrained and with the staff involved.</li> </ul>
5.1	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	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- <i>and</i> two-person holds (in motion, not just static) to be assessed.
5.3	Risks of dealing with a resistant 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	Moving from disengagement or defence/blocks into a restraint/escorting move.
5.5	Escorting an individual on a stairway may be required, either because they are: <ul style="list-style-type: none"> <li>• Intoxicated or ill and require assistance <i>or</i></li> <li>• Non-compliant and need to be moved.</li> </ul> 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 resistant or if you reasonably foresee that they might become resistant 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 three stairs.
5.6	<ul style="list-style-type: none"> <li>• Controlled physical de-escalation i.e. Transition to less restrictive holds and complete release*</li> <li>• Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding</li> <li>• Safe positioning during de-escalation and disengagement</li> </ul> *Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.
5.7	Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> <li>• Create space</li> <li>• Positive communication with colleagues and other people present</li> <li>• Safe handover to others, e.g. The police or ambulance personnel, with a briefing including. <ul style="list-style-type: none"> <li>○ Risk behaviours presented by the person (to themselves and/or others)</li> <li>○ Method of restraint and its duration</li> <li>○ Any concerns you have for their wellbeing.</li> </ul> </li> </ul>

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	High volume of Level 2 command verbs
Skills	2	Strong	Even balance of action command verbs with underpinning knowledge
Overall	2	Strong	Whole unit is within the domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	13	This is based on the average learner taking this qualification who will have a knowledge of the subject matter both via previous learning and experience working in the security sector.	
Directed study			
Independent study			
Work-based learning	N/A		
Non invigilated assessment	N/A		
TQT:	17	Credit:	2

## Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
<b>Describe</b>	Write or speak about the topic or activity giving detailed information
<b>Identify</b>	Provide brief information about a subject, specific process or activity
<b>List</b>	State or make a list of words, items, statements or comments
<b>Recognise</b>	Recall and identify relevant information relating to a subject
<b>State</b>	Give brief information about the topic

*(this list is not exhaustive)*

### Appendix 3: Specimen Assessment Material

**1** A handheld 'clicker' is used to monitor

- A** Any metallic objects on a person
- B** The hours worked per shift
- C** The number of people in a venue
- D** How much force is used in an intervention

**2** When a vehicle is used to contain an improvised explosive device, it is known as a

- A** VBIED
- B** PBIED
- C** ABIED
- D** MBIED

**3** One of the government counter terrorism initiatives is known as

- A** Assess, Challenge, Report
- B** Assess, Cordon, Report
- C** Run, Hide, Fight
- D** Run, Hide, Tell

## Appendix 4: Unit Delivery – Top Up

The tables below explain which content can be delivered through virtual classroom and which cannot.

**Virtual classroom:** online platform which 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. Also called remote delivery training and online classroom.

**Self-study:** studying a subject during your own time specially curated material without the assistance of a tutor.

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	LO1 Know how to minimise risk to personal safety at work	All ACs	
	*LO2 Know what actions to take in relation to global (or critical) incidents	All ACs	

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
Principles of Using Equipment as a Door Supervisor in the Private Security Industry	*LO1 Know how to use equipment relevant to a door supervisor	All ACs	
	*LO2 Know what actions to take in relation to global (or critical) incidents	All ACs	

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



Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>*Principles of Terror Threat Awareness in the Private Security Industry</b>	LO1 Understand terror threats and the role of the security operative in the event of a threat	All ACs	

\*RPL can be used if a learner has completed the ACT e-learning and ACT for Security (available from July 2021) e-learning and provides certificates dated after Jan 2020.

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Application of Physical Intervention Skills in the Private Security Industry</b>	LO1 Understand the legal and professional implications of using physical interventions	All ACs	
	LO2 Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
	LO3 Understand how to reduce the risk 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
	LO4 Personal safety awareness and techniques		All ACs
	LO5 Escorting techniques		All ACs