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## Qualification Specification

### Highfield Award for Upskilling a Door Supervisor within the Private Security Industry (Scotland) at SCQF Level 6

Qualification Number: R429 04

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## Highfield Award for Upskilling a Door Supervisor working within the Private Security Industry (Scotland) at SCQF Level 6

### Introduction

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

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### Qualification Details

The **Highfield Award for Upskilling a Door Supervisor working within the Private Security Industry (Scotland) at SCQF Level 6** has been accredited by the regulators of Scotland, the Scottish Qualifications Authority (SQA). The qualification is also supported by both the Security Industry Authority (SIA) and Skills for Security (SfS).

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### Key facts

<b>Qualification Number:</b>	R429 04
<b>Guided learning hours (GLH):</b>	18*
<b>Credit Value:</b>	3
<b>Assessment Method:</b>	Multiple-choice examination and practical assessment

\* The SIA **stipulates** a minimum number of contact hours and a minimum number of training days. See Guidance on Delivery for details.

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### Qualification Overview

This qualification is designed for those learners who undertook their door supervision qualification prior to launch of the SCQF door supervision qualification. It allows them to meet their mandatory top-up requirements for door supervisors and retain their SIA licence. It is based on the relevant SIA specification for learning and qualifications and is supported by Skills for Security.

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### Entry Requirements

To register for this qualification, learners are required to meet the following entry requirements:

#### Age Ranges

This qualification is approved for delivery to learners aged 18 and over.

#### Language pre-requisite

Security operatives are likely during their work be required to make calls to the emergency services or need to communicate clearly to resolve conflict. It is therefore essential that security operatives can communicate clearly.

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. Centres must ensure that learners have sufficient **reading, writing, speaking** and **listening** language skills before putting the learners forward for assessment. Evidence must be retained by centres for all learners and made available for external quality review purposes.

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As a guide, learners should, as a minimum, have language skills equivalent to the following:

- a B1 level qualification on the Home Office’s list of recognised English tests and qualifications
- 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

This qualification is suitable for door supervisors who undertook their qualification prior to the SCQF door supervision qualifications and who need to renew their licence.

**All learners must have a Door Supervisors SIA licence. It is the centre’s responsibility to check this and ensure that relevant records are available for audit purposes.**

Further information on licence renewals and training please visit the SIA website.

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### Geographical coverage

This qualification is suitable for learners in Scotland.

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### Delivery/Assessment Ratios

To effectively deliver the qualification Highfield recommends that centres use a ratio of **1-qualified** tutor to **12-learners**.

Important note: this ratio must not be exceeded during the delivery of practical skills, as this has been stipulated by the SIA.

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### Centre Requirements

To deliver this qualification effectively, centres are required to have access to suitable training facilities that support learning and assessment taking place. In addition to this, centres must have the following resources in place for the delivery of Unit 1: Physical Intervention Skills within the Private Security Industry:

#### 1) Insurance Requirements

In line with general insurance requirements, the minimum for an approved centre offering this unit of qualification is:

- employers Liability - **£5-million**
- public Liability
- professional Indemnity

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 the awarding organisation by the centre prior to approval being granted; however, it is the centre’s responsibility

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to ensure that their insurance remains valid and current. This level of insurance cover is mandatory for centres and individual tutors delivering physical intervention training at the centre. Where the individual tutor does not hold their own cover, the approved centre must ensure its insurer is aware of this and extended cover secured where necessary. Documentation should clearly detail the cover for tutors.

## 2) Risk Assessment

Centres are required to have in place policies and procedures in relation to risk assessment. Training and assessment venues must be risk assessed for their suitability and approved by Highfield. Venues will need to be assessed for each training episode. Centres are responsible for maintaining and updating risk assessment documentation.

Physical skills training must take place in safe conditions, as regards:

- size and suitability of training rooms, ensuring that learners have space to demonstrate techniques safely
- ratio of tutors to learners (1-tutor to maximum 12-learners for the delivery of practical skills)

The training and assessment environment must be adequately equipped, conducive to effective learning and **must** comply with current Health and Safety requirements.

Centres must have a first aid policy which must include:

- access to staff with first aid at work qualifications during physical skills training
- first-aid equipment available during physical skills training
- access to water
- access to a telephone in an emergency

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

- informing them that physical activity will be involved and that this carries risk
- what is expected from them in terms of behaviour
- what they should wear
- what they should do if they have any concerns about their health or fitness to participate in this training

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## Guidance on Delivery

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

### Minimum Contact Time

The following table outlines the minimum contact time for each of the units contained within the Award for Upskilling a Door Supervisor working within the Private Security Industry (Scotland) at SCQF Level 6. Minimum contact time is defined as time where the learner is in the same room as The tutor and receiving training or undertaking examinations/assessment. This time **DOES NOT** include breaks in the delivery of the course, assessing English language skills, course registration and ID checking.

Unit No.	Unit reference	Unit Title	GLH	Minimum Contact Time
1	UG42 04	Physical Intervention Skills within the Private Security Industry	15*	12-hours

2	UG43 04	Safety Awareness for Door Supervisors within the Private Security Industry	3*	30-minutes
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Centres are required to retain detailed registers that include start/end times of training for each day and should be signed daily by the learners. This should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These should be retained for audit purposes.

\*The SIA has recognised that there is some learning that can contribute to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning, as long as this is maintained with some form of support. It is therefore a requirement for centres wishing to use flexible and/or distance learning to notify Highfield in advance and provide details of how they intend to support and evidence this distance study. Centres can use distance learning to deliver the following parts of this qualification:

- **3-hours** of learning for preparation for training for the Physical Intervention Skills within the Private Security Industry unit
- **2-hours** and **30-minutes** of learning for the Safety Awareness for Door Supervisors within the Private Security Industry unit

It is important that the materials used clearly show learners how many hours distance learning they are expected to undertake and that they are given **sufficient** time to complete it before their course begins. It is also a requirement of the centre to check that the appropriate learning has occurred.

Suitable methods of distance learning include prepared, high-quality online learning materials that the learner must navigate, prepared high-quality course books that the learner must work through and complete, and/or other prepared high-quality learning materials/workbooks that the learner can use to cover specific areas of content.

In addition to the above, the SIA has stated that the training, delivery and assessment of the Highfield Award for Upskilling a Door Supervisor working within the Private Security Industry must take place over a **minimum** of **2-days**, and each day of training, delivery and assessment **must not** exceed **8-hours**.

If distance learning is **NOT** used for the Highfield Award for Upskilling a Door Supervisor working within the Private Security Industry (Scotland) at SCQF Level 6, then the course must be delivered over **2.5-days** (18-hours).

For further information, please also refer to the Introduction to Learning Leading Towards Licence-linked Qualifications available on the SIA website.

### Guidance on Assessment

This qualification is assessed by the following methods:

Unit No.	Unit reference	Unit Title	Assessment Methods
1	UG42 04	Physical Intervention Skills within the Private Security Industry	Externally set and internally assessed scenario true/false questions 100% pass mark Externally set and internally assessed practical assessment 100% pass mark

2	UG43 04	Safety Awareness for Door Supervisors within the Private Security Industry	Externally set and externally assessed MCQ 15-questions, 30-mins, 70% pass mark
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Following the assessment all paperwork 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.

Centre's 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: the tutor is not permitted to act as the invigilator for units contained within this qualification that they have delivered.

### Guidance on Quality Assurance

To support the quality assurance of the qualification 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 which ensures assessments are of the highest standard for every course.

### Tutor Requirements

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

- training Qualification
- sector Competence
- additional unit specific requirements

Further elaboration of each of the above components is listed below:

#### 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 a HEI, or equivalent such as:

- Level 3 Award in Education and Training
- PTLLS, CTLLS or DTLLS
- Certificate in Education
- Post Graduate Certificate in Education
- SVQ levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Professional Graduate Diploma in Education (PGDE)

### Sector Competence

Tutors 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'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.

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

- new tutors to the sector (i.e. this is their first role in the security sector as identified by their CV) to have a minimum of **3-years'** frontline operational experience in the last 10 relevant to the qualifications that they are delivering. This experience should have been gained in the UK.
- existing tutors must demonstrate they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector.

In addition to the above tutors must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at **least 30-hours** every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

### Additional Unit Specific Requirements

In addition to the core requirements for this qualification, the SIA requires additional competencies for training being placed on the delivery of the following units:

- **Unit 1: Physical Intervention Skills within the Private Security Industry**
  - Level 3 Award for Deliverers of Physical Intervention Training within the Private Security Industry
  - Level 3 Award in the Delivery of Conflict Management Training (NQF/QCF/RQF)
  - An up-to-date certificate/licence agreement from an approved level 3-programme provider that confirms the tutor's ability to deliver the skills in that approved level 2-programme

The SIA may publish additional requirements for tutors 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 who are unsure about their current qualifications or who wish to check their eligibility should contact their Highfield account manager.

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### Mapping to National Occupational Standards (NOS)

This qualification maps to the relevant SIA specification for learning and qualifications.

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### Reasonable Adjustments and Special Considerations

Highfield has measures in place for learners who require additional support. Please see the Highfield Reasonable Adjustments Policy.

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## **ID Requirements**

It is the responsibility of each centre to have systems in place to ensure that the person taking any of the security 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.

Centres are reminded to ensure all data is stored to comply with current Data Protection legislation and that they are aware of the new General Data Protection Rules (GDPR) that come into effect from May 2018.

A list of current documentation that is accepted by the SIA as proof of identification is available within the Highfield Security Licence-Linked Examination Learner List and Declaration. This can be accessed in the download area of the Highfield website.

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## **Progression**

Progression and further learning routes could include:

- Highfield Award for Working as a Security Officer within the Private Security Industry (Scotland) at SQCF Level 6
  - 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 Deliverers of Physical Intervention Training within the Private Security Industry
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## **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>
  - Skills for Security <http://www.skillsforsecurity.org.uk/index.php>
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## **Recommended Training Materials**

The following resources are recommended training materials to support learning of this qualification:

- Safety Awareness for Door Supervisors, Walker, A. Highfield.co.uk Ltd
  - Physical Intervention Skills Course Book, Walker, A. Highfield.co.uk Ltd
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## Appendix 1: Qualification Structure

To successfully complete the Highfield Award for Upskilling a Door Supervisor working within the Private Security Industry (Scotland) at SCQF Level 6, learners must achieve **3-SCQF** credits overall.

- **all units** in the mandatory group totaling **3-SCQF** credits.

### Mandatory Group

Unit No.	Unit reference	Unit Title	SCQF Credit	SCQF Level
1	UG42 04	Physical Intervention Skills within the Private Security Industry	2	6
2	UG43 04	Safety Awareness for Door Supervisors within the Private Security Industry	1	6

### Recognition of Prior Learning (RPL):

Learners undertaking this qualification who can demonstrate they have already achieved one or more of the necessary units (with the same SCQF unit number) with another awarding organisation will not need to pass that unit or units again.

## Appendix 2: Qualification Content

### Unit 1: Physical Intervention Skills within the Private Security Industry

Unit number: UG42 04  
**Min. contact time:** 12-hours  
 GLH: 15  
 SCQF Credit: 2  
 SCQF Level: 6

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand physical interventions and the implications of their use</b></p>	<p>1.1. Identify the differences between defensive physical skills and physical interventions</p> <p>1.2. Identify the differences between non-restrictive and restrictive interventions</p> <p>1.3. Identify positive alternatives to physical intervention</p> <p>1.4. State the importance of only using physical intervention skills as a last resort</p> <p>1.5. State legal implications relating to the use of physical intervention</p> <p>1.6. State the professional implications relating to the use of physical intervention</p>
<p><b>2. Understand how to reduce the risk of harm when physical intervention skills are used</b></p>	<p>2.1. State the importance of dynamic risk assessment in situations where physical intervention skills are used</p> <p>2.2. Identify the risk factors involved with the use of physical intervention</p> <p>2.3. State the specific risks of dealing with physical intervention incidents on the ground</p> <p>2.4. Identify the importance of dealing with physical intervention incidents on the ground appropriately</p> <p>2.5. Identify ways of reducing the risk of harm during physical interventions</p> <p>2.6. State how to support colleagues during physical intervention</p> <p>2.7. State how to manage and monitor a person's safety during physical intervention</p> <p>2.8. State responsibilities during physical interventions</p> <p>2.9. State responsibilities immediately following physical interventions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.10. State the actions to take in a medical emergency 2.11. Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis 2.12. State the specific risks associated with Positional Asphyxia 2.13. State the specific risks associated with prolonged physical interventions 2.14. State the importance of keeping physical intervention knowledge and skills current
<b>3. Be able to use non-aggressive physical skills to protect yourself and others</b>	3.1. Demonstrate non-aggressive stance and positioning skills 3.2. Demonstrate non-aggressive skills used to evade and protect against blows 3.3. Demonstrate non-aggressive methods of disengagement from grabs and holds 3.4. Demonstrate non-aggressive methods to stop one person assaulting another 3.5. Demonstrate non-aggressive team methods to separate persons fighting 3.6. Communicate professionally with the subject of physical intervention while protecting yourself and others 3.7. Demonstrate continuous communication to de-escalate a situation 3.8. Demonstrate how to protect against risk immediately following disengagement
<b>4. Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills</b>	4.1. Demonstrate the use of a method for physically prompting a person 4.2. Demonstrate the use of a non-restrictive method of escorting a person 4.3. Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort 4.4. Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort 4.5. Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties 4.6. Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques 4.7. Demonstrate how to escort an individual on stairways

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>5. Understand good practice to follow after physical interventions</b>	5.1. State the importance of accessing help and support following an incident 5.2. State the importance of reflecting on and learning from previous physical intervention situations 5.3. State the importance of fully reporting on the use of force

**LO1: Understand physical interventions and the implications of their use**

- 1.1 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
- 1.2 Identify the differences between non-restrictive and restrictive interventions
- Restrictive interventions
    - Involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person’s environment. Such interventions can be:
      - Highly Restrictive i.e. limit severely the movement and freedom of an individual, or:
      - Low Level Restrictive i.e. limit or contain the movement and freedom of an individual who is less resistant with low levels of force
  - Non-restrictive interventions
    - Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to. This would include prompting and guiding an individual to assist them walking
- 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). Being positive and proactive in-service delivery.
  - Secondary Controls - Positive and effective interpersonal communication and the knowledge and skills of conflict management in reducing the need for physical intervention
- (Note: Underpinning knowledge of interpersonal communication will have been completed as part of Common unit and Conflict Management unit)*
- 1.4 State the importance of only using physical intervention skills as a last resort  
 Because physical intervention can:
- Increase risks of harm to staff and customers
  - Result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful
  - Lead to allegations against staff and potentially loss of licence and/or employment
- Examples of ‘last resort’ include when:

- Other options have failed or are likely to fail
- It is not possible or appropriate to withdraw

1.5 State legal implications relating to the use of physical intervention

- *Legal authority* to use force under Statute and Common Law (content will be different as applicable for each of the 4 nations)
- *Duty of care* considerations concerning use of physical intervention  
(*Note: Learners will have underpinning knowledge surrounding use of force, arrest, human rights and duty of care within Common and Specialist Units – Door ACs 2.1 and 2.4; Security Guarding 6.4; Common 2.2 and 3.2*)

1.6 State the professional implications relating to the use of physical intervention

- *Sector specific legislation and professional guidance:* Importance of familiarising oneself with legislation and professional guidance and standards relevant to area of employment.

**LO2: Understand how to reduce the risk of harm when physical intervention skills are used**

2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are 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

(*Note: Learners will have underpinning knowledge of dynamic risk assessment from the CM Units – AC 2.1 and 2.2*)

2.2 Identify the risk factors involved with physical intervention

- *Potential Medical Consequences*  
*Serious harm 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 (below)

Although lawful in certain circumstances such interventions will require high levels of justification and training.

- Stress and emotional trauma:

It is important to recognise the potential stress and emotional trauma individuals can suffer in situations where physical methods and restraints are used. This 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.

**Risk factors include:**

- *Nature of the restraint can increase risk*
  - *Method of restraint*
  - *Position held*
  - *Duration of restraint*
- *Situational factors that increase risk*
  - Setting and location constraints and risks, environmental hazards, staff numbers, availability of help, access to medical attention, threats presented by others, options available. Increased risk of falls with one on one restrictive holds.
- *Individual factors that can increase risk:*
  - Risks linked to age, size and weight, physical health and mental health. Alcohol, drug abuse, physical exhaustion, recent ingestion of food. Medical conditions/predispositions. History of violence.

***Especially vulnerable groups:***

*Some groups are especially vulnerable to harm when subject to physical contact and restraint including children and young people, older adults and individuals with mental health difficulties.*

*Staff likely to physically intervene with people from vulnerable groups should receive additional training.*

2.3 State the specific risks of dealing with physical intervention incidents on the ground

Whilst they can occur in other positions, restraint related deaths are more common during ground restraints, specifically:

- Restraint related deaths most commonly occur where an individual is held forcefully **face down** on the ground
- Restraint related deaths have also occurred when an individual has been held forcefully **face up** on the ground

Staff and the individual restrained are at risk of harm:

- During forceful takedowns or falls to the ground and impact with the floor and/or objects
- From glass or debris on the ground
- Vulnerable to assault from others

2.4 Identify the importance of dealing with physical intervention incidents 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 you should try to get the individual up, or to a comfortable seated or recovery position as quickly as possible. In the meantime:

- ensure that the individual is monitored to ensure they can breathe without difficulty
- where there is more than one member of the security team involved, one of them should be designated “team leader”. The team leader will be in charge of the team and take responsibility for the safety of the individual. The team leader will also make every effort to maintain dialogue with the individual and try to de-escalate the situation so as to bring it to an end at the earliest opportunity
- if the team leader is not in a position to communicate and monitor the subject he/she should ensure a colleague positioned close to their head is fulfilling that role
- De-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency

Due to increased risks with ground restraints:

- Where restraint on the ground is foreseeable, employers/security contractors and venue/event operators must assess the risks relating to this and implement control measures and provide guidance to staff
- Staff that are likely to legitimately use such methods should receive additional training approved by their employer.

#### 2.5 Identify ways of reducing the risk of harm during physical interventions

- Choosing 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 and other holds that can adversely affect breathing or circulation
- Communication the importance of ongoing communication between staff and between staff and the subject during and following restraint
- Monitoring the wellbeing of the subject of intervention for adverse reactions of subject
- Leadership and Teamwork – importance of someone taking a lead role and for others to support as team members
- Ensure practice follows the procedures taught and is not allowed to deviate significantly
- De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk
- Emergency procedures: Immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions

#### 2.6 State how to support colleagues during physical intervention

- Switch with colleagues where appropriate
- Monitor staff safety
- Observe the person restrained and inform colleagues of any concerns for their well being
- Contain the immediate area and manage bystanders
- Monitor and communicate with others e.g. colleagues, staff from other agencies

#### 2.7 State how to manage and monitor a person’s safety during physical intervention

- Observe fully the risk factors contained in 2.2 above
- Ensure that nothing impedes the person’s ability to breathe or their circulation

- Talk to the person restrained 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. Act on 'red flags' which include:
  - Effort with breathing
  - Blocked airway and/or vomiting
  - Passivity or reduced consciousness
  - Individual being non-responsive
  - Signs of head or spinal injury
  - Facial swelling
  - Evidence of alcohol or drug overdose
  - Blueness around lips, face or nails (signs of asphyxia)
  - Individual held complaining of difficulty breathing
  - 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
- Listen to concerns of others present
- Ensure a staff member is continuously monitoring well being
- Act promptly on concerns

2.8 State responsibilities during physical interventions

- All staff involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention
- Where more than one member of staff is involved in a physical intervention, one member of staff should be in charge of the intervention
- Duty of care to the subject is maintained following restraint
- Respect the dignity of the people they are dealing with
- Appropriate medical attention is provided to any person who appears to be injured or at risk
- Staff should challenge unnecessary and excessive use of force by colleagues

2.9 State responsibilities immediately following physical interventions

- Duty of care to the subject is maintained following use of force/restraint
- Appropriate medical attention is provided to any person who appears to be injured or at risk
- Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event
- Evidence is preserved and witnesses secured
- Staff involved must fully report and account individually for their actions

2.10 State the actions to take in a medical emergency

Follow emergency procedures and training which can include:

- Immediately ceasing the restraint (if restraint was being applied)
- Checking airway – breathing – circulation
- Placing in recovery position
- Calling appropriate emergency services

- Commencing CPR/defibrillator if necessary
- Providing 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.
- If appropriate, require an announcement to be made over the public-address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services)
- Clear the immediate area of bystanders

#### 2.11 Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis

- Acute behavioural disturbance (sometimes referred to as Excited Delirium) 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 which can result from underlying mental illness and/or be drug induced. Signs include hallucinations, paranoia and extreme fear as part of delusional beliefs
- This combination of circumstances can result in sudden death and signs should be treated as a medical emergency

#### 2.12 State the specific risks associated with Positional Asphyxia

Positional 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.

Restraint related deaths involving positional asphyxia have also occurred in other restraint positions including:

- Where an individual has been held forcefully on bed using methods that compromise breathing and circulation
- Where an individual has been held forcefully in a seated position using methods that compromise breathing and circulation
- Where an individual has been held forcefully 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 positions include face up or face down restraint on the ground or other surface such as a bed, and 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 and death.
- 2.13 State the specific risks associated with prolonged physical interventions
- The longer the duration of the restraint the greater the exposure to risk and to complications
- 2.14 State the importance of keeping physical intervention knowledge and skills current
- Because legislation and guidance can change
  - Because proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks
- 3. Be able to use non-aggressive physical skills to protect yourself and others**
- 3.1 Demonstrate non-aggressive stance and positioning skills
- Position that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening nonverbal communication
- 3.2 Demonstrate non-aggressive skills used to evade and protect against blows
- From the skills covered in 3.1 show how use of limbs and movement can protect against an assault
- 3.3 Demonstrate non-aggressive 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
- 3.4 Demonstrate non-aggressive methods to stop one person assaulting another
- No more than two skills that can be adapted to different scenarios
- 3.5 Demonstrate non-aggressive team methods to separate persons fighting
- No more than two skills that can be adapted to different scenarios
- 3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others
- Helping to calm the individual, give instructions and check well being
- 3.7 Demonstrate continuous communication to de-escalate a situation
- Use positive verbal and non-verbal communications to:
- Calm and reassure the individual restrained
  - Calm and reassure others present
  - Check understanding with the person restrained
  - Check the physical and emotional well-being of the person restrained

- Negotiate and manage safe de-escalation with the person restrained and with the staff involved

### 3.8 Demonstrate how to protect against risk immediately following disengagement

Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:

- Controlled physical de-escalation i.e. transition to less forceful holds\*
- Continuous positive communication with the person held including explanation of what is happening and reassurance
- Safe positioning during de-escalation and disengagement
- Positive communication with colleagues and other people present
- Safe handover to others with a briefing e.g. the police or ambulance personnel.

A briefing should include:

- Risk behaviours presented by the person (to themselves and/or others)
- How they were restrained and its duration
- Any concerns you have for their well being

\*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

### **LO4: Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills.**

#### 4.1 Demonstrate the use of a method for physically prompting a person

A non-restrictive prompt for use when verbal and nonverbal persuasion has not or is not likely to achieve the legitimate objective

#### 4.2 Demonstrate the use of a non-restrictive method of escorting a person

A non-restrictive use of force to escort where prompting is not sufficient

#### 4.3 Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort

Remind learners of the increased risks associated with one-on-one restraints and teach a low-level intervention option for use to hold and escort

#### 4.4 Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort

A more restrictive hold and escort skill involving a minimum of two persons

#### 4.5 Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties

Demonstrate controlled reduction of use of force to the point where staff can safely disengage

- 4.6 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques

Helping to calm the individual, give instructions and check well being

- 4.7 Demonstrate how to escort an individual on stairways

Escorting an individual on a stairway either:

- because they are intoxicated or ill and require assistance; or
- because they are non-compliant and need to be moved

In either case, moving a person up or down the stairs is a risky procedure. 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. Always consider if there is an alternative procedure or an alternative route that avoids the use of stairs.

**LO5: Understand good practice to follow after physical interventions.**

- 5.1 State the importance of accessing help and support following an incident

Recognise potential for physical and psychological harm following an incident where force has been used and importance of accessing appropriate support

- 5.2 State the importance of reflecting on and learning from previous physical intervention situations

Importance of sharing learning from experiences with colleagues and employers, so that situations needing physical intervention can be reduced, or managed more safely.

- 5.3 State the importance of fully reporting on the use of force

- 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 medical support provided
- Details of admission to hospital,
- Support to those involved and follow up action required

**Unit 2: Safety Awareness for Door Supervisors within the Private Security Industry**

Unit number: UG43 04  
**Min. contact time:** 30-minutes  
 GLH: 3  
 SCQF Credit: 1  
 SCQF Level: 6

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand counter terrorism issues relevant to a door supervisor.	1.1 Identify behaviours that could indicate suspicious or terrorist activity. 1.2 State effective deterrents to terrorist activity. 1.3 Identify the UK government terrorism threat levels. 1.4 State counter terrorism procedures as they relate to a door supervisor.
2. Know the role of a door supervisor when first aid situations occur in licensed premises.	2.1 Identify common situations requiring first aid that occur in licensed premises. 2.2 Identify appropriate responses to situations requiring first aid.
3. Know legislation and requirements regarding children and young people relevant to a door supervisor.	3.1 Identify how to comply with relevant licensing legislation when dealing with children and young people. 3.2 State duty of care requirements when dealing with children and young people. 3.3 State searching requirements when dealing with children and young people.
4. Understand how a door supervisor can help to keep vulnerable people safe.	4.1 Identify what is meant by the term 'vulnerable people'. 4.2 Recognise the risks to vulnerable people being ejected from, or refused entry to, a venue. 4.3 Identify actions that can be taken by a door supervisor to protect vulnerable people. 4.4 Recognise behaviours that could indicate potential sexual predators.
5. Understand queue management and venue capacity responsibilities relevant to a door supervisor.	5.1 Recognise the benefits of queue control. 5.2 Indicate why communication is important throughout the queuing process.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.3 Identify why managing venue capacity is important.

**LO1: Understand Counter Terrorism Issues Relevant to Door Supervisors**

1.1 Identify behaviours that could indicate suspicious or terrorist activity

Unusual or suspicious activities are not necessarily crimes. However, whilst these behaviours may not be illegal, they may well bear scrutiny to determine if they are part of a larger operation. No one indicator alone necessarily indicates suspicion, it is often a combination of behaviours.

Possible indicators of unusual or suspicious activities include:

- a person taking a particular interest in security measures,
- parked vehicles with occupants,
- parked vehicles without occupants that have been left unattended for a long period,
- a person making unusual requests for information, particularly about security or procedures,
- a person in possession of forged, altered or stolen identifications,
- a person having identity documents in various names or with different spellings,
- a person using of large amounts of cash,
- multiple sightings of the same suspicious person, vehicle, or activity,
- a person who doesn't fit into the surrounding environment because they are wearing inappropriate clothing for the location or season,
- a person drawing pictures, photographing, videoing, or taking notes of an area not normally of interest to tourists, (NOTE: people taking photographs are sometimes the subject of over- zealous security and police intervention. It should be noted that it is entirely lawful for a person in a public place to take photographs, even if they are of privately owned-buildings, etc which are visible from that public place. There is no criminal offence of simply taking photographs in the Terrorism Act 2000 or any other statute. If suspicions are aroused, then security officers are entitled to make enquiry of the person but, in doing so, they should not state, or seek to imply, that the person is doing anything wrong or unlawful. Where people are taking photographs whilst actually on *privately* owned premises, the situation is different as the owner or management of the premises may make conditions of entry to, or remaining on, the premises which prohibit some or all photography. In such a situation, it should be made plain that the prohibition of photography is as a result of a condition made by the owner or management of the premises and not the criminal law.)
- a person loitering with no apparent or valid reason,
- a person testing security by breaching restricted areas to determine response, or a person tampering with electrical, water, gas, or sewer systems

## 1.2 State effective deterrents to terrorist activity

Terrorism may take many forms, and can cause:

- threats to people,
- threats to property,
- major disruption.

Terrorists will often use hostile reconnaissance, which is gathering information prior to an intended attack. The reconnaissance will include consideration of the vulnerabilities and weaknesses of a venue's security measures.

Ensuring a visible presence of vigilant security staff, and regularly patrolling the venue, will act as a deterrent and will also assist in reducing the opportunity for hostile reconnaissance to be carried out, and for explosive or incendiary devices to be left undiscovered. However, such measures must not compromise the safety of customers and staff.

Maintaining good organised search procedures can also help deter a terrorist threat.

Basic good housekeeping reduces the opportunity for suspect packages to be left, and helps to deal with false alarms and hoaxes. This includes ensuring that emergency exits are secured when not in use to prevent unauthorised entry when the building is unoccupied.

## 1.3 Identify the UK government terrorism threat levels

- **Low** - an attack is unlikely.
- **Moderate** - an attack is possible, but unlikely.
- **Substantial** - an attack is a strong possibility.
- **Severe** - an attack is highly likely.
- **Critical** - an attack is expected imminently.

## 1.4 State counter terrorism procedures as they relate to Door Supervisors

In the case of any suspected terrorism activity, or activity which could potentially lead to an act of terrorism, including bomb threats, the relevant procedure for your place of work must be followed. It is essential to know what this procedure is, and exactly what is required in such a situation.

Any incident requiring an immediate response should be reported to the police on 999. Any suspicious activity that does not require an immediate response should be reported to the Anti-Terrorism Hotline.

In the event of a serious incident, staff and customers must be informed as soon as possible about what they are expected to do, in line with company procedures. It is important to know and understand what your company's evacuation plan is, and your own role and responsibilities in it.

Keep messages clear and succinct. If there are any directions for people to follow it is important not to require too many actions at once. People are more likely to respond to

one or two instructions than a whole list.

Premises might need to be evacuated because of:

- a threat aimed directly at the building,
- a threat received elsewhere and passed on to you by the police,
- discovery of a suspect package,
- discovery of a suspicious item or vehicle outside the building,
- an incident to which the police have alerted you.

Try to answer these six basic questions in relation to any observed unusual or suspicious activity:

- Who? - Describe who you saw, e.g. gender, age, race, height, weight, hair colour, distinguishing features e.g. scars or tattoos, clothing, any weapons.
- What? - Give a specific description of what you saw them do.
- Where? - Describe exactly where the person/people were, and direction of travel.
- When? - Describe exactly when and for how long you saw what you did.
- How? - Describe how the person/people behaved and how they travelled. In describing a vehicle, try to remember the number plate details (most important), the make and model, the colour, and any damage or noticeable features (e.g. headlight out, logos, antennae, etc).
- Why? - Explain why you were suspicious of their behaviour

## **LO2: Know the Role of the Door Supervisor when First Aid Situations Occur in Licensed Premises**

### 2.1 Identify common situations requiring first aid that occur in licensed premises

Many situations that may require first aid in licensed premises relate to the consumption of excess alcohol and/or the misuse of drugs.

The consumption of excessive amounts of alcohol, or the misuse of drugs, can in itself lead to unconsciousness.

Customers, whether or not they have drunk any alcohol, can be prone to slips, trips and falls, resulting in cuts and bruises, and in more severe cases, broken bones or unconsciousness.

Collapses can also be non-alcohol related, e.g. due to heart attack, asthma, heat exhaustion, epilepsy, diabetic coma, allergic reaction (e.g. to peanuts), etc, although these are not as common as slips, trips and falls.

Arguments and disagreements can lead to fights that may result in injury.

The use of weapons, including improvised weapons such as glass, bottles and furniture, inside a venue can also result in the need for first aid. This can result in cuts and bruises, broken bones and unconsciousness.

Overcrowding can lead to dangerous situations that may result in injury or public disorder, and can result in some customers suffering from claustrophobia

## 2.2 Identify appropriate responses for door supervisors to situations requiring first aid

It is essential to know who the first aider is, how to locate them in an emergency situation, and what arrangements are in place for first aid, including the location of a fully stocked first aid kit that is adequate for the needs of the premises, and how to call the emergency services.

It is essential to know and understand the limits of your own ability and authority to deal with a first aid emergency, and when it is necessary to call for assistance, including the relevant first aider and/or the emergency services. Do not give first aid unless you are trained to do so.

- Assess the scene for hazards.
- Protect yourself and others from the possibility of cross-infection and/or injury.
- Summon help and/or call emergency services if appropriate.
- Clear other people away from the scene and ensure there is clear access for first aiders.
- Following any accident or incident, a full report must be completed.
- Serious incidents and accidents, and dangerous occurrences, must be reported to the Health and Safety Executive (HSE) under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
- If appropriately first aid trained and qualified (up-to-date), it may be appropriate to:
  - Carry out an assessment of the casualty including level of consciousness and breathing.
  - Administer first aid if appropriate,
  - Place the casualty firstly in the recovery position if appropriate.

### **LO3: Know Legislation and Requirements Regarding Children and Young People Relevant to Door Supervisors**

#### 3.1 Identify how to comply with relevant licensing legislation when dealing with children and young people

The relevant legislation is known as the Licensing (Scotland) act 2005.

The relevant licensing legislation is detailed below. Note that a 'child' is defined as an individual under the age of 18 in the following bullet points unless stated otherwise. Door Supervisors need to know and understand the legislation in order to be able to comply with it and should also know and understand any specific proof of age schemes that their venue implements, e.g. Challenge 25.

It is an offence to admit children under the age of 16 to certain categories of relevant premises according to the premises licence or to allow an unaccompanied child under 16 to be on premises that are exclusively or primarily used for the supply of alcohol for consumption at a time when they are open for that purpose, or to allow an unaccompanied child under 16 to be on those premises between midnight and 5am when the premises are open for the purposes of being used for the supply of alcohol for consumption there. However, no offence is committed if the child is on the premises solely for the purpose of passing to or from some other place and there is no other convenient means of getting to or from that place.

It is an offence for a person to sell alcohol to any child (Section 102).

It is an offence to knowingly allow the sale (or in, the case of clubs, the supply) of alcohol to a child on relevant premises (Section 103).

It is an offence for a child to buy, or attempt to buy, alcohol whether or not on licensed premises (Section 105). A person who acts as an agent for a child by buying, or attempting to buy, alcohol on behalf of the child also commits an offence. However, this is not an offence if all of the following apply:

- the person purchasing or attempting to purchase the alcohol is over 18,
- the child is 16 or 17,
- the alcohol is beer, wine or cider
- the purchase is for consumption at a table meal,
- the child is accompanied by an adult.

It is an offence for a child knowingly to consume alcohol on relevant premises (Section 106, and for a person to knowingly allow the consumption of alcohol by a child on relevant premises.

It is an offence to deliver alcohol to children (Section 108). A person who works on relevant premises in any capacity commits an offence if they knowingly deliver to a child alcohol sold on the premises, or supplied on the premises (in the case of a club). Similar offences are committed by a person who knowingly allows anybody else to deliver the alcohol. However, the offences are not committed if:

- if the child is working on relevant premises in a capacity that involves the delivery of alcohol,
- or if the alcohol is sold or supplied for consumption on relevant premises.

It is an offence knowingly to send a child to obtain alcohol sold or supplied on relevant premises for consumption off those premises (Section 109).

It is an offence knowingly to allow a child to sell or, in the case of a club, to supply alcohol, unless each such sale or supply has been specifically approved by a responsible person (Section 107).

Under Section 6 of the 'Alcohol etc (Scotland) Act 2010', it is a condition for all premises licences that there is an age verification policy in place in relation to the sale of alcohol on the premises. As part of this Act, the 'Challenge 25' law means that a licensee must have a policy in place that requires anyone who appears to be under the age of 25 to show proof of age.

### 3.2 State duty of care requirements when dealing with children and young people

One of the five licensing objectives of the Licensing (Scotland) Act 2005 is 'protection of children from harm'. This requires that in exercising their duties, Door Supervisors, as all others, must ensure that children are not exposed to the risk of harm.

Children and young people may be harmed by alcohol in a number of ways, including:

- By consuming it, especially if to excess, causing physical or psychological harm to themselves.
- By consuming so much that they become incapable of properly taking care of themselves.
- By engaging in criminal or anti-social activity as a result of having consumed alcohol.
- By witnessing others consuming it (especially if to excess).
- By their parents, guardians or carers consuming it so that they are incapable of providing proper care.
- By being abused, assaulted or otherwise victimised by people who have consumed alcohol.
- By witnessing people who have consumed alcohol acting in a criminal or anti-social way.

Door supervisors should be alert for any child at risk of harm (whether in connection with the consumption of alcohol or otherwise) and take such steps as are appropriate and available to prevent that harm occurring.

If the child or young person is on licensed or other private premises, the situation should be brought to the immediate attention of a supervisor or manager.

Although the law allows the removal of a child or young person who is drunk or disorderly from privately-owned premises in just the same way as it allows the removal of an adult, the duty of care to the child or young person extends to ensuring that they do not come to any foreseeable harm having been removed, if they are drunk or distressed. This means that a child or young person who is drunk, or even under the influence of alcohol, should not be simply ejected from the premises and allowed to fend for themselves but consideration should be given to arranging for a parent, guardian or other carer, friend or responsible adult, genuinely associated with them, to look after the child or young person from the point of ejection. If this is not possible, consideration should be given to calling the police so that they decide how to best deal with the situation when the child or young person is removed to the street or other public place.

If the child or young person is in a public place, consideration should be given to calling the police to deal with the situation. If the child or young person is in serious immediate danger of harm then the police should be called using the 999-emergency system.

If the child is ill as a result of consuming alcohol, an ambulance should be called, or other medical attention should be sought. Alcohol may have a more severe reaction on a child or young person than on an adult and so even relatively small amounts of alcohol can have a very serious effect on their health and may even prove fatal.

A child or young person who is sleeping, comatose or unconscious as a result of consuming alcohol should not be left alone whilst awaiting an ambulance or other medical assistance as it is possible that they could choke on their own vomit.

If the parent, guardian or other carer of the child or young person is known, or can be identified, they should be called and advised of the situation so that they can decide on

an appropriate course of action to safeguard their child or young person.

The police have powers to remove a child or young person at serious risk of harm to a place of safety if they consider it necessary. As those powers are only available to the police then they should be called if it is believed that the child or young person may come to any sort of significant harm if they are not removed from the situation. This is particularly relevant in situations where the harm to the child or young person arises from the fact that their parents, guardians or other carers are so drunk that they are incapable of properly caring for them.

### 3.3 State searching requirements when dealing with children and young people

There is no legal distinction between children, young people and adults insofar as the law relating to the searching of people entering, or on, privately-owned premises.

If a premises has a search policy in place as a condition of entry to, or remaining on, privately owned premises then it *can* be applied to children and young people in just the same way as it can be applied to adults.

That said, if it is necessary to search children and young people regularly, the policy should have specific instructions in place to ensure that it is done in an appropriate way.

As the searching of people as a condition of entry can only ever be done where they consent, the issue of the capability of the child or young person to provide informed, genuine consent needs to be considered. In the case of younger children this may mean that they cannot be searched until a parent, guardian or other adult carer has been made aware of the situation and has consented. In the case of older young people, particularly teenagers, they may be perfectly capable of consenting themselves and, in such cases, they may be searched in the same way as an adult.

Even where consent is not an issue, the fact that it is a child or young person should be built into the assessment of the situation when deciding whether or not a search is necessary and, if so, to what extent it should be carried out.

## **LO4: Understand how a door supervisor can help to keep vulnerable people safe**

### 4.1 Identify what is meant by the term 'vulnerable people'

- Being under the influence of drink 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

### 4.2 Recognise the risks to vulnerable people being ejected from, or refused entry to a venue

- Being under the influence of drink or drugs
- Being assaulted
- Being alone
- Receiving unwanted attention
- Domestic violence
- Being too young to look after themselves
- Becoming the target of a sexual predator

4.3 Identify actions that can be taken by a door supervisor to protect vulnerable people

- Call friend or relative to assist them
- Call a licensed taxi to take them home
- Use a 'safe haven'
- Ask street pastors or street marshals to assist
- Call the police

4.4 Recognise behaviours that could indicate potential sexual predators

- Behaviours often include:
  - a lone male seen pestering a customer or member of staff
  - heavily intoxicated female leaving with a male
  - regular attendee leaving often with different drunk females
  - finding a date-rape type drug on a person during a search

**LO5: Understand queue management and venue capacity responsibilities relevant to a door supervisor**

5.1 Recognise the benefits of queue control

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

5.2 Indicate why communication is important throughout the queuing process

- Manages customer expectations
- Decreases potential conflict
- Provides good customer service
- Builds positive relationships with customers who may then return to the venue

5.3 Identify why managing venue capacity is important

- Complies with health and safety legislation
- Complies with Fire Safety regulations
- Complies with licence for the venue
- Ensures customer safety and enjoyment



**Appendix 3: Sample assessment material**

Highfield EXAMINATION

Paper Code: UPS5605

UG43 04

## Safety Awareness for Door Supervisors within the Private Security Industry

**Information for registered centres**

The seal on this examination paper must only be broken by the candidate at the time of the examination.  
**Under no circumstances should a candidate use an unsealed examination paper.**

**Information for candidates**

**Under no circumstances should you the candidate use an unsealed examination paper.**  
 This examination consists of **15 multiple-choice** questions.  
 The minimum pass mark is **11 correct answers**.  
 The duration of this examination is **30 minutes**.  
 You are **NOT** allowed any assistance to complete the answers.  
 You must use a pencil to complete the answer sheet - pens must **NOT** be used.  
 When completed, please leave the **Examination Answer Sheet (EAS)** on the desk.

**EXAMINATION ANSWER SHEET (EAS) INSTRUCTIONS:**  
 For each question, fill in **ONE** answer **ONLY**.  
 If you make a mistake ensure you erase it thoroughly.  
 You must mark your choice of answer by shading in **ONE** answer circle only.  
 Please mark each choice like this:

01

A

B

C

D

**ANSWER COMPLETED CORRECTLY**

**Examples of how NOT to mark your Examination Answer Sheet (EAS). These will not be recorded.**

01

A

B

C

D

**DO NOT partially shade the answer circle  
ANSWER COMPLETED INCORRECTLY**

01

A

B

C

D

**DO NOT use ticks or crosses  
ANSWER COMPLETED INCORRECTLY**

01

A

B

C

D

**DO NOT use circles  
ANSWER COMPLETED INCORRECTLY**

01

A

B

C

D

**DO NOT shade over more than one answer circle  
ANSWER COMPLETED INCORRECTLY**

All candidates **MUST** sign the Examination Answer Sheet (EAS) in the bottom right-hand corner of the page before leaving the examination room.

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## Appendix 4: Standards of Behaviour for Security Operatives

### Personal Appearance

A security operative should at all times:

- Wear clothing which is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines
- Wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side (except close protection operatives)

### Professional Attitude & 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.