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Qualification Specification

Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry

Qualification Number: 601/4963/2

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Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry

Introduction

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

Qualification regulation and support

The **Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry** has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

This qualification is supported by:

- Skills for Security (SfS), the standards setting body for the security industry; and the
- Security Industry Authority (SIA), who regulate the private security industry.

Key facts

Qualification Number:	601/4963/2
Learning Aim Reference:	60149632
Total Qualification Time (TQT):	45
Guided Learning Hours (GLH)	33
Minimum Contact Time (MCT):	32.5-hours*
Credit Value:	5
Assessment Method:	Multiple-choice examinations and practical demonstration
* The SIA stipulates a minimum number of contact hours and a minimum number of training days. See Guidance on Delivery for details.	

Qualification overview and objective

This qualification is designed for those learners wishing to apply for a licence from the Security Industry Authority (SIA) to work as a door supervisor and is based on the relevant SIA specification for learning and qualifications.

The objective of this qualification is to support a role in the workplace.

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, to be required to make calls to the emergency services and 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.

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

Evidence of the learner's achievement of the above qualifications should be auditable and available to EQS for review.

Geographical coverage

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

- Working within the Private Security Industry;
- Working as a Door Supervisor within the Private Security Industry; and
- Conflict Management within the Private Security Industry.

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 unit**, as this has been stipulated by the SIA.

Guidance on delivery

The total qualification time (TQT) for this qualification is **45-hours**, and of this, **33-hours** is guided learning (GL). Please note **32.5-hours** is minimum contact time (MCT) stipulated by the SIA.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision and without supervision.

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 Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry. 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	Minimum Contact Time
1	K/615/8264	Working within the Private Security Industry	1-hour*
2	L/506/7140	Working as a Door Supervisor within the Private Security Industry	12-hours
3	Y/506/7125	Conflict Management within the Private Security Industry	7.5-hours*
4	A/615/8267	Physical Intervention Skills within the Private Security Industry	12-hours*

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 the 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:

- **9-hours** of learning for the Working within the Private Security Industry unit
- **30-minutes** of learning for preparation for training for the Conflict Management unit
- **3-hours** of learning for preparation for training for the Physical Intervention 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 Level 2 Award for Working as a Door Supervisor within the Private Security Industry must take place over a **minimum** of **4-days**, and each day of training, delivery and assessment **must not** exceed **8-hours**; however, for the delivery of the Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry, the SIA recognises that **one** of those days may be **increased** to **8.5-hours** to accommodate the assessment arrangements. This will form part of the ongoing monitoring process.

If distance learning is **NOT** used for the Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry, then the course **must** be delivered over **6-days** (45-hours).

Additional Unit Delivery Requirements:

As part of the delivery requirements of the Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry, **Unit 3: Conflict Management** within the Private Security Industry **must** be delivered before **Unit 4: Physical Intervention Skills** within the Private Security Industry.

As part of the delivery of the conflict management and searching components of the qualification, training providers are required to provide practical learning through the use of role-play exercises, ensuring each learner is able to acquire the skills required - see **Appendix 5** for further details.

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

Unit No.	Unit reference	Unit Title	Assessment Methods
1	K/615/8264	Working within the Private Security Industry	Externally set and externally assessed MCQ paper. 40-questions, 1-hour, 70% pass mark
2	L/506/7140	Working as a Door Supervisor within the Private Security Industry	Externally set and externally assessed MCQ paper. 45-questions, 1-hour and 15 minutes, 70% pass mark
3	Y/506/7125	Conflict Management within the Private Security Industry	Externally set and externally assessed MCQ paper. 20-questions, 30-minutes, 70% pass mark
4	A/615/8267	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

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

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

Centre requirements

To deliver this qualification effectively, centres are required to have access to suitable training facilities that support the learning and assessment taking place. In addition to this, centres must have the following resources in place for the delivery of **Unit 4: Physical Intervention Skills within the Private Security Industry**:

1) Insurance Requirements

In line with general insurance requirements, the minimum for an approved centre offering unit 4 of this 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 Highfield by the centre prior to approval being granted; however, it is the centre's responsibility to ensure that their insurance remains valid and current. This level of insurance cover is mandatory for centres and individual tutors delivering physical intervention training at the centre. Where the individual tutor does not hold their own cover, the 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 a maximum of 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 that 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 case of 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

Tutor requirements

To deliver this qualification (and the 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 an equivalent such as:

- Level 3 Award in Education and Training (QCF or equivalent)
- 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 that:

- new tutors to the sector (i.e. this is their first role in the security sector as identified by their CV) have a minimum of **3-years'** frontline operational experience in the last 10, which is 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 tutors to have additional competencies to deliver the following units:

- **Unit 3: Conflict Management within the Private Security Industry**
 - Level 3 Delivery of Conflict Management Training (NQF/QCF/RQF)
- **Unit 4: Physical Intervention Skills within the Private Security Industry**
 - Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF or equivalent)
 - Level 3 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.

Mapping to National Occupational Standards (NOS)

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

Reasonable adjustments and special considerations

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

ID requirements

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

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

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

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.

Progression opportunities

Progression and further learning routes could include:

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

Useful websites

- British Security Industry Authority <http://www.bsia.co.uk/>
- Home Office <http://www.homeoffice.gov.uk/>
- SIA <http://www.sia.homeoffice.gov.uk/Pages/home.aspx>

Recommended training materials

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

- Working as a Door Supervisor: Presentation Slides. Walker, A. Highfield.co.uk Ltd
- Working as a Door Supervisor: Course book. Walker, A. Highfield.co.uk Ltd
- Physical Intervention Skills: Course Book. Walker, A. Highfield.co.uk Ltd

Appendix 1: Qualification structure

To successfully complete the Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry, learners **must** achieve **5-credits** from the mandatory units.

To complete this qualification, learners must achieve **all units** in the mandatory group totaling **5-credits**.

Unit No.	Unit reference	Unit Title	Level	RQF Credit
1	K/615/8264	Working within the Private Security Industry	2	1
2	L/506/7140	Working as a Door Supervisor within the Private Security Industry	2	1
3	Y/506/7125	Conflict Management within the Private Security Industry	2	1
4	A/615/8267	Physical Intervention Skills within the Private Security Industry	2	2

Important Note:

There are **NO** RPL opportunities for old units (linked with historic security qualifications) that will allow for certification of the above qualification and identified units must be completed in full to be awarded the qualification.

Appendix 2: Qualification content

Unit 1: Working within the Private Security Industry

Unit number: K/615/8264

Min. contact time: 1-hour

GLH: 1-hour

Credit: 1

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know the main characteristics of the Private Security Industry</p>	<p>1.1. Identify the key purposes of the private security industry</p> <p>1.2. State the functions of the Security Industry Authority (SIA)</p> <p>1.3. Identify standards of behaviour required of a security operative</p> <p>1.4. Identify different sectors within the private security industry</p> <p>1.5. Identify the benefits of linking with crime reduction initiatives</p>
<p>2. Understand legislation as it applies to the individual in carrying out a licensable activity</p>	<p>2.1. Identify the differences between Civil and Criminal Law</p> <p>2.2. State the main aims of the Private Security Industry Act 2001</p> <p>2.3. Identify key legislation relating to promoting equality and diversity in the workplace</p>
<p>3. Understand the importance of safe working practices to comply with legal requirements</p>	<p>3.1. State the importance of Health & Safety in the work environment</p> <p>3.2. State the meaning of 'duty of care'</p> <p>3.3. Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation</p> <p>3.4. Identify methods for safe manual handling</p> <p>3.5. Recognise 'risks' in relation to health and safety at work</p> <p>3.6. State how to minimise risk to personal safety and security</p> <p>3.7. Identify typical workplace hazards</p> <p>3.8. Identify safety signs and signals</p> <p>3.9. State reporting procedures for Health and Safety accidents and incidents</p> <p>3.10. Identify who to contact in first aid situations</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Understand fire procedures in the workplace</p>	<p>4.1. Identify basic fire safety measures 4.2. Identify the elements that must be present for fire to exist 4.3. Identify classifications of fire 4.4. Identify basic firefighting equipment 4.5. State the different types of fire extinguishers and their uses 4.6. State the actions to be taken upon discovering a fire 4.7. State the importance of understanding fire control panels 4.8. State the importance of understanding fire evacuation procedures 4.9. Identify the role and responsibilities of a fire marshal</p>
<p>5. Understand emergencies and the importance of emergency procedures</p>	<p>5.1. Identify responses to different types of emergencies 5.2. State how to make emergency calls 5.3. Identify actions to be taken in the event of personal injury 5.4. Identify factors which may indicate individuals could be vulnerable and at risk of harm 5.5. State actions to take when individuals have been identified as vulnerable and at risk of harm 5.6. Identify how to report indicators of child sexual exploitation 5.7. Identify behaviours that could indicate suspicious or terrorist activity 5.8. Identify actions to be taken in the event of a security threat 5.9. State the importance of a business continuity plan</p>
<p>6. Understand the importance of communication skills and customer care</p>	<p>6.1. State the basic elements of communication 6.2. Identify the different types of communication 6.3. State the importance of communication in delivering customer care 6.4. Identify different types of customers and how their needs can vary 6.5. State the principles of customer care 6.6. Identify best practice in relation to telephone communications 6.7. Identify best practice in relation to radio communications 6.8. Recognise the call signs of the NATO phonetic alphabet</p>

Amplification

LO1: Know the main characteristics of the Private Security Industry

- 1.1. Identify the key purposes of the private security industry
 - Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs)
 - Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents)
 - Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies)
 - Provide personnel and appropriate protection systems for people, property and premises

- 1.2. State the functions of the Security Industry Authority (SIA)
 - Protect the public and regulate the security industry (licensing, industry regulations)
 - Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses)
 - Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation)
 - Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes)
 - Keep under review the private security industry and the operation of the legislative framework

- 1.3. Identify standards of behaviour required of a security operative (see appendix 4, for further details):
 - Personal appearance (smart presentable attire, meet employer guidelines, carry SIA licence while on duty)
 - Professional attitudes and skills (act without discrimination, professionalism, courtesy, personal integrity and understanding, moderate language, alertness, fitness for work)
 - General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines)
 - Organisation/Company Values and Standards (adhere to employer standards, procedures and policies; awareness of employer culture and values)

- 1.4. Identify different sectors within the private security industry
 - Licensed sectors in manned guarding:
 - vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, keyholding
 - Other sectors:
 - private investigation; events security (stewarding); electronic security and fire security systems, dog handling

- 1.5. Identify the benefits of linking with crime reduction initiatives
 - Crime reduction initiatives:
 - National Pub Watch, local Pub Watch initiatives; Crimestopper; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with Local Authority and police)

- Benefits:
 - reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer

LO2: Understand legislation as it applies to the individual in carrying out a licensable activity

2.1 Identify the differences between Civil and Criminal Law

- Main features of Civil law:
 - purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities
- Types of offences:
 - trespass, breach of contract
- Main features of Criminal Law:
 - purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt
- Types of offences:
 - common assault, actual bodily harm, grievous bodily harm, violence undertaking licensable activities without an SIA licence; permitting drug related activities to take place on licensed premises (supplying and/or consuming illegal drugs)

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

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

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

- Key Legislation:
 - Equalities Act 2010; Human Rights Act 1998
- Protection from discrimination in the workplace:
 - protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity
- direct and indirect discrimination
- Areas where equal opportunities legislation applies:
 - recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal
- Employer's duty to make reasonable adjustments

LO3: Understand the importance of safe working practices to comply with legal requirements

3.1 State the importance of Health & Safety in the work environment

- Duty of care
- To keep employees and customer's safe
- To avoid damage to equipment and property

- To comply with legislation; consequences of failure to comply (prosecution, fines, business closure)
- To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation)

3.2 State the meaning of 'duty of care'

- Definition:
 - requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law
- Exercising duty of care:
 - deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities

3.3 Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation

- Responsibilities of employees and the self-employed:
 - to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to follow processes and procedures put in place by their employer
- Responsibilities of employers:
 - to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs

3.4 Identify methods for safe manual handling

- Assessment of load:
 - know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull

3.5 Recognise 'risks' in relation to health and safety at work

- Definition of risks:
 - likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard
- Risk factors:
 - drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures
- Risks to health and safety:
 - injury, ill health, fatality
- Risk assessment process:
 - identify hazards; evaluate risks (low, medium, high) record findings; review and implement changes to remove or minimise hazards

3.6 State how to minimise risk to personal safety and security

- Awareness of potential hazards

- Understanding the risk assessment process
- Following health and safety and organisational procedures and policies
- Use of appropriate personal protective equipment, personal alarms and mobile phones, radios
- Procedures for lone working

3.7 Identify typical workplace hazards

- Definition of 'hazard':
 - potential source of harm; adverse health effect on a person or persons
- Typical workplace hazards:
 - conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working

3.8 Identify safety signs and signals

- Types of safety signs:
 - prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety
- Types of safety signals:
 - hand; acoustic

3.9 State reporting procedures for Health and Safety accidents and incidents

- Reportable incidents and accidents under RIDDOR:
 - work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas related incident
- Procedures:
 - in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents)
- Reporting methods:
 - online; telephone; by post)

3.10 Identify who to contact in first aid situations

- First aid situations:
 - bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke
- Who to contact:
 - designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation
- Notify supervisor

LO4: Understand fire procedures in the workplace

4.1 Identify basic fire safety measures

- Control of fuel and ignition sources (bins and waste disposal)
- Safe storage of flammables
- Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire blanket/extinguishers sprinkler systems)

- Staff training
 - Avoidance of overloading electrical points
 - Fire plan: fire walls; fire doors; emergency exits;
- 4.2 Identify the elements that must be present for fire to exist
- Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)
- 4.3 Identify classifications of fire
- A - Ordinary combustible: includes paper, wood, textiles, rubber
 - B – Flammable liquids e.g. petrol, paint, solvents
 - C - Flammable gas e.g. butane, propane
 - D - Metal fires e.g. powdered and metal shavings, alkali-based metals
 - Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel).
 - F - Hot cooking oils
- 4.4 Identify basic firefighting equipment
- Equipment:
 - fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)
- 4.5 State the different types of fire extinguishers and their uses
- Water:
 - use with paper, wood, fabric
 - General Foam:
 - use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary)
 - CO2 Gas:
 - use with electrical fires (primary)
 - Wet chemical:
 - cooking oil fires
 - Powder:
 - use with most fires including liquid and electrical fires
- 4.6 State the actions to be taken upon discovering a fire
- Sound the alarm and inform emergency services
 - FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger.
 - Identify area where fire is, isolate other areas
- 4.7 State the importance of understanding fire control panels
- Ensure full understanding of extent of area of incident
 - To pass on correct message to emergency services (materials, chemicals stored in affected area)
 - To act accordingly to the notifications
 - To take necessary precautions as signalled by the systems
- 4.8 State the importance of understanding fire evacuation procedures
- To keep self and others safe

- To save time in an emergency
- To assist emergency services
- To confirm evacuation

4.9 Identify the role and responsibilities of a fire marshal

- Daily duties to check:
 - Exit doors are available for use, unlocked and unobstructed
 - escape routes are clear of storage and combustible materials
 - fire extinguishers are in position with seals in place
 - fire safety signs are in position
 - fire alarm call points are unobstructed
 - fire-resisting doors are closed and functioning properly
 - if any malfunction of the weekly fire alarm test is reported
- In event of emergency:
 - on hearing the alarm
 - check allocated area to ensure that everybody has left, take roll call
 - take control of the evacuation and ensure that anybody with evacuation difficulties is aided
 - proceed to the assembly area and report to the Fire Co-ordinator

LO5: Understand emergencies and the importance of emergency procedures

5.1 Identify responses to different types of emergencies

- Definition of emergency:
 - situation that is unexpected, threatens safety or causes serious disruption and requires immediate action
- Types of emergencies:
 - power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat
- Responses to emergencies:
 - follow correct procedures depending on emergency
 - ensure safety of self and others
 - report to appropriate authorities
 - appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm
 - prioritisation of incidents

5.2 State how to make emergency calls

- Stay calm
- Dial appropriate emergency telephone number and ask for relevant emergency service
- Provide relevant information:
 - location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident

5.3 Identify actions to be taken in the event of personal injury

- Contact designated first aider or call the emergency services, as appropriate
- Ensure safety of self and others
- Deal with injury within limits of own ability and authority

- Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses)
- 5.4 Identify factors which may indicate individuals could be vulnerable and at risk of harm
- Individuals:
 - adults, young people and children who the private security operative may come into contact with whilst on duty
 - Factors indicating vulnerability:
 - being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, having a physical or learning disability
- 5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm
- Seeking help of Street Pastors, Street Marshalls or any other active schemes
 - Calling a relative to assist in the case of a younger or vulnerable adult
 - Calling for a licensed taxi to take the vulnerable person home
 - Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance
 - Calling the police
- 5.6 Identify how to report indicators of child sexual exploitation
- Indicators of child sexual exploitation:
 - Children and young people in the company of older people or anti-social groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars
 - Reporting:
 - contact the police or call Crimestoppers
 - Report as soon as possible
- 5.7 Identify behaviours that could indicate suspicious or terrorist activity
- Person taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities
 - Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings
 - Parked vehicles with people inside; empty parked vehicles left unattended for long period
 - Multiple sightings of same suspicious person, vehicle, or activity
- 5.8 Identify actions to be taken in the event of a security threat
- Ensuring a visible presence of vigilant security staff; regular patrols
 - Maintaining organised search procedures
 - Ensuring emergency exits are secured when not in use Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority)

- Reporting incident requiring immediate response to the police.
- Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.

5.9 State the importance of a business continuity plan

- Ensures important business operations continue in event of an emergency or incident
- Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure

LO6: Understand the importance of communication skills and customer care

6.1 State the basic elements of communication

- Communication process:
 - sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback

6.2 Identify the different types of communication

- non-verbal communication:
 - body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication
- verbal communication:
 - speaking (tone); listening

6.3 State the importance of communication in delivering customer care

- Features of effective communication:
 - choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding
- Importance of effective communication:
 - greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations

6.4 Identify different types of customers and how their needs can vary

- Types of customer:
 - internal and external, direct and indirect
- Customer needs/expectations:
 - information, assistance, directions, product and/ service
- Customers with particular needs:
 - physical difficulties; learning difficulties; sensory impairment; English as second language; under influence of drugs and/or alcohol; speech impediment

6.5 State the principles of customer care

- Principles:
 - establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable
- Dealing with problems:

- acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through

6.6 Identify best practice in relation to telephone communications

- Best practice:
 - polite and professional approach and language; appropriate greeting when answering phone; clear distinct voice with moderate pitch and volume; listening to verbal and vocal expressions; use of questioning techniques; providing appropriate information; maintaining confidentiality; leaving, taking and passing on messages accurately; recognise limits of own authority; use of phonetic alphabet; completing relevant phone logs and records

6.7 Identify best practice in relation to radio communications

- Check equipment; battery charged; check all parts are in working order
- Uses of phonetic alphabet:
 - enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings
- Methods used to communicate clearly and accurately over a radio network:
 - use of radio protocols to signal start/end of transmissions; use of clear and concise language; ensure clear and effective communication; ensure urgent incidents are dealt with quickly
- How to deal with an emergency incident:
 - local organisational protocols (identification of self, call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident

6.8 Recognise the call signs of the NATO phonetic alphabet

- Call signs:
 - correlate to each letter from phonetic alphabet; local policies regarding call signs allocated

Unit 2: Working as a Door Supervisor within the Private Security Industry
 Unit number: L/506/7140
 Min. contact time: 12-hours
 GLH: 12-hours
 Credit: 1
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the role and objectives of a door supervisor.	1.1. State the role of a door supervisor. 1.2. State the objectives of a door supervisor. 1.3. State the importance of an admissions policy.
2. Understand civil and criminal law relevant to a door supervisor.	2.1. State the law relating to the use of force. 2.2. Identify different types of crimes against the person as defined by law. 2.3. Identify common crimes against property that a door supervisor may come across. 2.4. State the definition of an 'offensive weapon'.
3. Understand searching relevant to a door supervisor.	3.1. State the differences between general, random and specific searches. 3.2. Identify a door supervisor's right to search. 3.3. Recognise possible hazards when conducting a search. 3.4. State the precautions to take when carrying out a search. 3.5. State how to search people and their property. 3.6. Identify reasons for carrying out a premises search. 3.7. Identify actions to take in the event of a search refusal. 3.8. Identify search documentation that a door supervisor is required to complete. 3.9. Identify actions to take if a prohibited or restricted item is found during a search. 3.10. Identify additional considerations to take when searching individuals.
4. Understand powers of arrest relevant to a door supervisor.	4.1. Identify offences for which a door supervisor can make an arrest. 4.2. Identify the limitations to a door supervisor's powers of arrest. 4.3. State why an arrest should only be made as a last resort. 4.4. State arrest procedures to be followed by a door supervisor. 4.5. Identify procedures to take following an arrest.
5. Understand drug-misuse issues and procedures relevant to the role of a door supervisor.	5.1. Identify key areas of drug-misuse legislation. 5.2. Recognise the indicators of drug misuse. 5.3. Identify common types of illegal drugs. 5.4. Recognise signs of drug dealing.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.5. State the procedure for dealing with individuals found to be in possession of drugs. 5.6. State the procedure for handling seized drugs. 5.7. State how to dispose of drug-related litter and contaminated waste.
6. Understand incident recording and crime scene preservation relevant to the role of a door supervisor.	6.1. Identify different types of evidence. 6.2. State how to preserve evidence after an incident. 6.3. Identify records to complete when an incident has occurred. 6.4. Identify the reasons for recording incidents. 6.5. Identify the types of incidents which need to be recorded. 6.6. Identify incidents when a door supervisor should call the police. 6.7. Identify the requirements for completing incident records.
7. Understand licensing law and social responsibility relevant to the role of a door supervisor.	7.1. Identify the licensing objectives. 7.2. State the rights and duties of licensees and door supervisors as their representatives. 7.3. State the law in relation to refusing entry and ejecting customers. 7.4. Identify police powers regarding licensed premises. 7.5. State the law regarding children and young persons on licensed premises. 7.6. Identify acceptable forms of proof of age. 7.7. State conduct that is unlawful under licensing, gaming and licensing of sex establishments legislation. 7.8. State the powers of entry of authorised persons.
8. Understand emergency procedures which should be followed by a door supervisor.	8.1. State the importance of knowing the venue's evacuation procedures. 8.2. State the role of a door supervisor when dealing with threats of terrorism. 8.3. Identify sources of information on terrorism awareness. 8.4. Identify appropriate responses to situations requiring first aid.
9. Understand how a door supervisor can help to keep vulnerable people safe.	9.1. Recognise the risks to vulnerable people being ejected from, or refused entry to a venue. 9.2. Identify actions that can be taken by a door supervisor to protect vulnerable people. 9.3. Recognise behaviours that could indicate potential sexual predators.
10. Understand queue management and venue capacity responsibilities relevant to a door supervisor.	10.1. Recognise the benefits of queue control. 10.2. Indicate why communication is important throughout the queuing process. 10.3. Identify why managing venue capacity is important.

Amplification

LO1 Understand the role and objectives of a door supervisor

1.1 State the role of a door supervisor

- Ensure customers and other members of staff on licensed premises are safe
- Ensure customers on licensed premises have an enjoyable experience
- Assist the management of the premises to comply with licensing objectives and admissions policy
- Provide excellent customer service

1.2 State the objectives of a door supervisor

- Work under the direction of the Designated Premises Manager
- Ensure the venue's admission policy is adhered to
- Control entry
- Prevent crime
- Maintain order

1.3 State the importance of an admissions policy

- Ensure compliance with the law
- Ensure compliance with the venue's specific requirements
- Prevent troublesome people entering the venue
- Specify age and dress requirements
- Allow for searching to prevent illegal and prohibited items
- Ensure that all customers are dealt with fairly and equally
- Abide by 'maximum capacity figures' where applicable

LO2 Understand civil and criminal law relevant to a door supervisor

2.1 State the law relating to the use of force

- Such use of force must be reasonable and necessary
- Any use of force must be fully justified and properly reported and recorded
- Force can be used to protect self, as self-defence
- Force can be used to make a lawful arrest and prevent a crime
- Force can be used to eject a trespasser from private premises
- Force can be used to prevent a breach of the peace
- Door supervisors can be prosecuted if they use unnecessary or excessive force

2.2 Identify the different types of crimes against the person as defined by law

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

2.3 Identify common crimes against property that a door supervisor may come across

- Arson
- Criminal Damage

- Threats to Damage
- Robbery
- Burglary
- Theft

2.4 State the definition of an 'offensive weapon'

- Any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use

LO3 Understand searching relevant to a door supervisor

3.1 State the differences between general, random and specific searches

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

3.2 Identify a door supervisor's right to search

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

3.3 Recognise possible hazards when conducting a search

- Drugs
- Needles
- Weapons
- Violence
- Malicious allegations

3.4 State the precautions to take when carrying out a search

- Use of personal protective equipment (PPE), e.g. safety gloves
- Use of a dedicated search area
- Carry out searching in pairs if possible
- Carry out searching in view of CCTV if possible
- Use self-search techniques

3.5 State how to search people and their property

- Obtain permission of person being searched prior to the search
- Follow search policy
- Same-sex searching
- Use appropriate PPE
- Search with a witness
- Search in view of CCTV
- When searching children and young people, two staff should be present during search and children and young people should not be asked to remove clothing, other than outer garments like coats

3.6 Identify reasons for carrying out a premises search

- Pre-entry check to ensure safety on opening

- Identifying potential hazards
 - Search for drugs and/or weapons
 - Search for suspicious packages
- 3.7 Identify actions to take in the event of a search refusal
- Politely explain reasons for search
 - Explain that it is a condition of entry that customers agree to be searched
 - If customers refuse to consent to a search, then they should be denied entry
- 3.8 Identify search documentation that a door supervisor is required to complete
- Search book/register
 - Search report
 - Incident book/report
- 3.9 Identify actions to take if a prohibited or restricted item is found during a search
- Follow venue's policy
 - If item is against entrance policy but is not illegal, follow venues policy. This could be to consider holding/looking after the item before entry is granted and then item can be return on exit.
 - Consider seizing item, refusing entry, securing item, recording find, informing police
 - Consider seizing item, arresting customer, calling police, handing-over both person and item to police
 - Record the find in line with local policy
- 3.10 Identify additional considerations to take when searching individuals
- Cultural/religious considerations when searching individuals
 - Considerations when searching people with a disability
 - Considerations when searching minors
- LO4 Understand powers of arrest relevant to a door supervisor**
- 4.1 Identify offences for which a door supervisor can make an arrest
- Door supervisors have no special powers of arrest, only the same powers of arrest as every other citizen.
 - Arrestable offences and Breach of the Peace
 - Arrestable offences may be tried at either the Sheriff Court or High Court depending on the seriousness of the offence
 - Powers of arrest under the common law
 - Offences include:
 - Murder/Homicide
 - Culpable Homicide
 - Aggravated Assault (Serious Assault)
 - Assault
 - Rape
 - Sexual Assault
 - Firearms offences
 - Robbery
 - Housebreaking
 - Theft
 - Drugs offences

- Fraud
 - Vandalism and malicious mischief
- 4.2 Identify the limitations to a door supervisor's powers of arrest
- Must be within powers of arrest
 - Indictable offence must be either being committed or have been committed
 - Arrest can only be made to prevent the person from (a) causing injury to himself or another; (b) suffering injury himself; (c) causing loss of or damage to property; (d) making off before a constable can assume responsibility for him
- 4.3 State why an arrest should only be made as a last resort
- Taking someone's liberty is a serious matter
 - Can only arrest for indictable offences
 - False arrest can lead to civil or criminal prosecution of door supervisor making the arrest
 - Personal safety of door supervisor can be at risk
- 4.4 State arrest procedures to be followed by a door supervisor
- Inform person that they are under arrest, what for, and that the police will be called
 - Detain the person and ensure their safety
 - Only use reasonable and necessary force to prevent escape of individual under arrest or to prevent assault against door supervisor or others
- 4.5 Identify procedures to take following an arrest
- The arrested person is now the door supervisor's responsibility
 - Ensure own safety
 - Ensure the person's safety
 - Ensure any evidence is preserved and not disposed of
 - Hand person over to police, explaining reason for arrest
 - Inform police of any extra evidence of offence (witnesses, CCTV, property)
 - Record arrest in line with local policy
 - Assist police with a statement if required
 - Attend court at a later date if required
- LO5 Understand drug misuse issues and procedures relevant to the role of a door supervisor**
- 5.1 Identify key areas of drug misuse legislation
- Misuse of Drugs Act 1971
 - Possession of drugs
 - Possession of controlled drugs with intent to supply
 - Supplying controlled drugs
 - Manufacturing controlled drugs
 - Allowing the premises to be used to take controlled drugs
 - Class A, B and C drugs
- 5.2 Recognise the indicators of drug misuse
- Uncoordinated behaviour
 - Repetitive movement
 - Dilated pupils
 - Anxiety

- Powder traces under the nose
- Bloodshot or watering eyes
- Excessive sweating
- Feeling drowsy
- Unconsciousness
- Drug litter found in the venue

5.3 Identify common types of illegal drugs

- Class A: cocaine, ecstasy, LSD, heroin, crack, crystal meth, morphine, opium, psilocybin, methadone
- Class B: amphetamines, barbiturates, cannabis
- Class C: GHB, ketamine, rohypnol, anabolic steroids and other tranquilisers
- Other drugs restricted under the Medicines Act
- Prescription drugs and legal highs

5.4 Recognise signs of drug dealing

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

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

- Seize drugs if safe to do so
- Secure the drugs
- Follow local policy with regards to refusal, ejection or arrest
- Inform supervisor, manager and/or licence holder
- Record incident in line with local policy

5.6 State the procedure for handling seized drugs

- Think safety first (including use of safety gloves)
- Follow local policy
- Ensure drugs are put somewhere secure
- Ensure seizure is recorded correctly

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

- Use PPE (i.e. safety gloves)
- Use sharps boxes or bottles for needles
- Dispose of blood-stained tissues down the toilet

LO6 Understand incident recording and crime scene preservation relevant to the role of a door supervisor

6.1 Identify different types of evidence

- Direct: evidence that directly proves a fact
- Circumstantial: evidence that supports a presumption of guilt

- Hearsay: something heard from another person
 - Documentary: handwritten, typed or printed documents, notebooks, logs, reports, CCTV footage, computer records
 - Real: produced as an exhibit
 - Oral: spoken evidence given by a witness
 - Forensic: scientific evidence, i.e. blood, hair, fingerprints, body fluids
- 6.2 State how to preserve evidence after an incident
- Control the area
 - Call for support and inform management
 - Contact emergency services
 - Cordon off the area
 - Restrict access
 - Show police any potential evidence
 - Record actions
- 6.3 Identify records to complete when an incident has occurred
- Incident reports/books
 - Accident reports/books
 - Property reports/books
 - Personal notebooks
 - Search registers
 - Police witness statements
- 6.4 Identify the reasons for recording incidents
- Permanent written record of what happened
 - Potential use as evidence
 - To assist outside agencies or court cases
 - To justify actions taken
 - To prevent malicious allegations or civil actions
- 6.5 Identify the types of incidents which need to be recorded
- Ejections
 - Arrests
 - Use of force
 - Accidents
 - Drugs/weapons/property seizures
 - Serious crimes
 - Visits by officials
 - Disputes or complaints
 - Suspicious behaviour
 - Any other emergencies
- 6.6 Identify incidents when a door supervisor should call the police
- Arrests
 - Serious crimes
 - Serious public order
 - Other serious incidents outside of the venue

- Door supervisors should follow local procedures
- 6.7 Identify the requirements for completing incident records
- Complying with local procedures/company policy
 - Using correct type of record
 - Recording fact only, as accurately as possible
 - Recording information as soon as practicable after the event
 - Using notebook rules
 - Records need to show when and where it happened, what happened, how it happened, what you saw, what you were told, what you did, what the result was, details of any witnesses, evidence or description
- LO7 Understand licensing law and social responsibility relevant to the role of a door supervisor**
- 7.1 Identify the licensing objectives
- Prevent crime and disorder
 - Public safety
 - Prevention of public nuisance
 - Protection of children from harm
 - Protecting and improving public health
- 7.2 State the rights and duties of licensees and door supervisors as their representatives
- Licence holder responsible for ensuring premises complies with licensing objectives and all other relevant legislation
 - Licence holder decides on admission policy and other house rules
 - Door supervisors, acting on behalf of licence holders should promote those policies
 - Door supervisors and licence holder should know the differences between personal and premises licences and how to obtain them
- 7.3 State the law in relation to refusing entry and ejecting customers
- Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives
 - Anyone refusing to leave the premises when asked becomes a trespasser, and can be lawfully ejected from the premises using only such force as is necessary
- 7.4 Identify police powers regarding licensed premises
- Have right of entry
 - Have right to search premises
 - Have powers of closure
- 7.5 State the law regarding children and young persons on licensed premises
- Protection of children from harm is a licensing objective
 - Selling alcohol to a person under 18 is illegal
 - Penalties can be imposed on venues
 - Test purchasing may take place
 - Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol

- 7.6 Identify acceptable forms of proof of age
- Follow local policies
 - Passports
 - Photo-card driving licences
 - Proof-of-age scheme cards
 - Local Challenge 21 and Challenge 25 schemes
- 7.7 State conduct that is unlawful under licensing, gaming and sex establishments' legislation
- Allowing drunkenness on licensed premises
 - Serving someone who is drunk
 - Serving alcohol to someone under the legal age
 - Unlawful gaming
 - Prostitutes soliciting on licensed premises
 - Policing and Crime Act 2009
 - Sex establishments are licensed by local authorities, who produce licensing policy and conditions. Offences include:
 - Running sex establishment without a licence
 - Contravention of licence terms, conditions and/or restrictions
 - Allowing anyone under 18 years to enter the premises
- 7.8 State the powers of entry of authorised persons
- Authorised persons
 - Licensing authorities
 - Fire safety inspector
 - Environmental health officer
 - Statutory agencies
 - Powers
 - Right to enter licensed premises at any reasonable time to carry out statutory duties
- LO8 Understand emergency procedures which should be followed by a door supervisor**
- 8.1 State the importance of knowing the venue's evacuation procedures
- Know the venue's procedures for different types of evacuations such as emergencies; fires, bomb threats, floods, fights, serious crimes, etc
 - Knowing where entrances and all fire exits are
 - Know how people react in emergencies
 - Know role of the door supervisor in specific emergencies
- 8.2 State the role of a door supervisor when dealing with threats of terrorism
- Identify suspicious behaviour
 - Remain vigilant in and near the venue
 - Search individuals on entry
 - Conduct regular patrols inside and outside the venue
 - Be aware of suspicious vehicles
- 8.3 Identify sources of information on terrorism awareness
- National threat levels
 - Local information – police intelligence, licensing forums
 - Home office and security services websites

- National and Local anti-terrorism initiatives – e.g. Griffin, Argos, Fairway

8.4 Identify appropriate responses to situations requiring first aid

- Identify and call for trained first aiders on site
- Call the emergency services if required
- Keep calm and reassure casualty/others
- Keep area clear around the casualty
- Report first aid incidents

LO9 Understand how a door supervisor can help to keep vulnerable people safe

9.1 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

9.2 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

9.3 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 intoxicated females
 - Finding a date-rape type drug on a person during a search

LO10 Understand queue management and venue capacity responsibilities relevant to a door supervisor

10.1 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

10.2 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

10.3 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.

Unit 3: Conflict Management within the Private Security Industry

Unit number: Y/506/7125

Min. contact time: 7.5-hours

GLH: 8-hours

Credit: 1

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the principles of conflict management appropriate to their role	1.1. State the importance of positive and constructive communication to avoid conflict 1.2. State the importance of employer policies, guidance and procedures relating to workplace violence 1.3. Identify factors that can trigger an angry response in others 1.4. Identify factors that can inhibit an angry response in others 1.5. Identify human responses to emotional and threatening situations
2. Understand how to recognise, assess and reduce risk in conflict situations	2.1. State how managing customer expectations can reduce the risk of conflict 2.2. Identify the stages of escalation in conflict situations 2.3. State how the application of dynamic risk assessment can reduce the risk of conflict 2.4. State the importance of positioning and exit routes
3. Understand how to communicate in emotive situations to de-escalate conflict	3.1. State how to use non-verbal communication in emotive situations 3.2. State how to overcome communication barriers 3.3. Identify the differences between assertiveness and aggression 3.4. Identify ways of defusing emotive conflict situations 3.5. Identify approaches to take when addressing unacceptable behaviour 3.6. State how to work with colleagues to de-escalate conflict situations
4. Understand how to develop and use problem solving strategies for resolving conflict	4.1. State the importance of viewing the situation from the customer's perspective 4.2. Identify strategies for solving problems 4.3. Identify win-win approaches to conflict situations
5. Understand good practice to follow after conflict situations	5.1. State the importance of accessing help and support following an incident 5.2. State the importance of reflecting on and learning from conflict situations 5.3. State the benefits of sharing good practice 5.4. State why security operatives should contribute to solutions to recurring problems

Amplification

LO1: Understand the principles of conflict management appropriate to their role

- 1.1 State the importance of positive and constructive communication to avoid conflict
- Importance of positive and constructive communication
 - Be positive, professional, calm, clear and polite
 - Good communication skills are vital to defuse and avoid conflict
- 1.2 State the importance of employer policies, guidance and procedures relating to workplace violence
- Meeting Health and Safety at Work legislation
 - Sets an expectation for both staff and customers as to what behaviour is and is not acceptable
 - Makes staff aware of their responsibilities in regard to workplace violence
 - Ensures staff are aware of the procedures to follow in the event of a violent situation
 - Details reporting procedures
- 1.3 Identify factors that can trigger an angry response in others
- Feeling embarrassed
 - Feeling insulted
 - Feeling threatened
 - Loss of face
 - Being ignored
 - Peer pressure
 - Feeling patronised
 - The feeling of not being taken seriously
 - Alcohol, drugs and medical conditions will increase the chances of triggering an angry response
- 1.4 Identify factors that can inhibit an angry response in others
- Self-control
 - Personal values
 - Fear of retaliation
 - Social or legal consequences
- 1.5 Identify human responses to emotional and threatening situations
- Fight or flight response
 - Fear
 - Adrenaline
 - Shock
 - fear of being “blocked in”

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

- 2.1 State how managing customer expectations can reduce the risk of conflict
- Understand customer expectations
 - Listen carefully
 - Apologise
 - Empathise
 - Keep calm

- Provide options
 - Acknowledge the customers frustrations/anger
 - Take action and explain procedures
- 2.2 Identify the stages of escalation in conflict situations
- Frustration
 - Anger
 - Aggression
 - Violence
- 2.3 State how the application of dynamic risk assessment can reduce the risk of conflict
- Recognise potential threats
 - Assess a situation
 - Adjust the response required to meet the risk present
 - step back, assess threat, find help, evaluate options and respond
- 2.4 State the importance of positioning and exit routes
- Maintain personal space
 - Ensure an escape route is visible for all parties
 - Non-aggressive stance
- LO3: Understand how to communicate in emotive situations to de-escalate conflict**
- 3.1 State how to use non-verbal communication in emotive situations
- Signalling non-aggression through non-verbal communication (stance, gestures, body language, eye contact, open handed gestures)
 - Personal space awareness
- 3.2 State how to overcome communication barriers
- What is a barrier?
 - Physical barriers (heat, pain, fear, noise, shock, language, mental illness)
 - Psychological barriers (culture, fear of authority, attitude, belief)
 - How to overcome communication barriers:
 - Physical barriers (speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space)
 - Psychological barriers must take extra care (talk clearly, make sure you are non-threatening, explain what you are doing, move to a quieter/lighter space)
- 3.3 Identify the differences between assertiveness and aggression
- Aggressive behaviour (threatening tone and positioning, gestures and words)
 - Assertive behaviour (firm but fair, calm, normal positioning and body language, polite)
- 3.4 Identify ways of defusing emotive conflict situations
- Empathy
 - Building rapport
 - Win-win
 - Positive communication
 - Active listening
 - Providing assistance e.g. calling a taxi, including management into discussions

3.5 Identify approaches to take when addressing unacceptable behaviour

- Non-aggressive body language
- Empathy
- Be positive and assertive
- Actively listen

3.6 State how to work with colleagues to de-escalate conflict situations

- Positioning
- Switching to or from a colleague
- Dynamic risk assessment

LO4: Understand how to develop and use problem solving strategies for resolving conflict

4.1 State the importance of viewing the situation from the customer's perspective

- Builds rapport
- Enables empathy
- Helps to diffuse conflict situations
- Understand conflict situations

4.2 Identify strategies for solving problems

- Managing customer expectations
- Building rapport
- Find a mutual understanding
- Empathy
- Explanation of reasons

4.3 Identify win-win approaches to conflict situations

- Both sides come out of encounter satisfied
- Problem solving and negotiation
- Ways to achieve a win-win situation

LO5: Understand good practice to follow after conflict situations

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

- Sources of support through colleagues, management and counsellors
- Reduces the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress

5.2 State the importance of reflecting on and learning from conflict situations

- Sharing good practice
- Make improvements
- Recognise trends and poor practice

5.3 State the benefits of sharing good practice

- prevent reoccurrence of the same problem
- Improve procedures for conflict situations
- Common response to situations

5.4 State why security operatives should contribute to solutions to recurring problems

- To increase safety for staff and customers
- Identify procedures or methods to deal with situations effectively

Unit 4: Physical Intervention Skills within the Private Security Industry

Unit number: A/615/8267

Min. contact time: 12-hours

GLH: 12-hours

Credit: 2

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand physical interventions and the implications of their use</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>2. Understand how to reduce the risk of harm when physical intervention skills are used</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> <p>2.10. State the actions to take in a medical emergency</p> <p>2.11. Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis</p> <p>2.12. State the specific risks associated with Positional Asphyxia</p> <p>2.13. State the specific risks associated with prolonged physical interventions</p> <p>2.14. State the importance of keeping physical intervention knowledge and skills current</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>3. Be able to use non-aggressive physical skills to protect yourself and others</p>	<p>3.1. Demonstrate non-aggressive stance and positioning skills</p> <p>3.2. Demonstrate non-aggressive skills used to evade and protect against blows</p> <p>3.3. Demonstrate non-aggressive methods of disengagement from grabs and holds</p> <p>3.4. Demonstrate non-aggressive methods to stop one person assaulting another</p> <p>3.5. Demonstrate non-aggressive team methods to separate persons fighting</p> <p>3.6. Communicate professionally with the subject of physical intervention while protecting yourself and others</p> <p>3.7. Demonstrate continuous communication to de-escalate a situation</p> <p>3.8. Demonstrate how to protect against risk immediately following disengagement</p>
<p>4. Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills</p>	<p>4.1. Demonstrate the use of a method for physically prompting a person</p> <p>4.2. Demonstrate the use of a non-restrictive method of escorting a person</p> <p>4.3. Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort</p> <p>4.4. Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort</p> <p>4.5. Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties</p> <p>4.6. Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques</p> <p>4.7. Demonstrate how to escort an individual on stairways</p>
<p>5. Understand good practice to follow after physical interventions</p>	<p>5.1. State the importance of accessing help and support following an incident</p> <p>5.2. State the importance of reflecting on and learning from previous physical intervention situations</p> <p>5.3. State the importance of fully reporting on the use of force</p>

Amplification

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

LO3: 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
- Because legislation and guidance can change
 - 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

Appendix 3: Sample assessment material

This qualification is assessed via 2 methods:

1. Practical demonstration; and
2. Multiple-choice question papers.

Highfield EXAMINATION

Paper Code: DSPS207

Working as a Door Supervisor within the Private Security Industry

Level 2
L/506/7140

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 **45 multiple-choice** questions. The minimum pass mark is **32 correct answers**. The duration of this examination is **1 hour 15 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

ANSWER COMPLETED CORRECTLY

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

01

DO NOT partially shade the answer circle
ANSWER COMPLETED INCORRECTLY

01

DO NOT use ticks or crosses
ANSWER COMPLETED INCORRECTLY

01

DO NOT use circles
ANSWER COMPLETED INCORRECTLY

01

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.

We listen and respond

Door supervisor

Highfield EXAMINATION

Paper Code: CMPS205

Conflict Management within the Private Security Industry

Level 2
Y/506/7125

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 **20 multiple-choice** questions. The minimum pass mark is **14 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

ANSWER COMPLETED CORRECTLY

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

01

DO NOT partially shade the answer circle
ANSWER COMPLETED INCORRECTLY

01

DO NOT use ticks or crosses
ANSWER COMPLETED INCORRECTLY

01

DO NOT use circles
ANSWER COMPLETED INCORRECTLY

01

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.

We listen and respond

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 while on duty, displaying the photograph side (except close protection operatives)

Professional Attitude and Skills

A security operative should:

- Greet visitors to the premises in a friendly and courteous manner
- Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the security operatives' responsibility.
- Carry out his/her duties in a professional and courteous manner with due regard and consideration to others.
- Behave with personal integrity and understanding
- Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues
- Be fit for work and remain alert at all times
- Develop knowledge of local services and amenities appropriately

General Conduct

In carrying out his/her duty, a 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.

Appendix 5: Use of role play in training

Role Play to Accompany Delivery of the Conflict Management Unit

The conflict management unit covers a number of security roles performed in a diverse range of environments. Although the environments may contrast there are common elements to most security roles in terms of communication and conflict management.

The training should be further tailored to respond to the specific work place context of the learning group through the inclusion of highly relevant scenarios. The scenarios will enhance skills and confidence in the areas covered through giving learners the opportunity to apply their knowledge and skills. The purpose of scenarios is to actively engage the learners in problem solving common problems and to respect and draw upon their own experience and ideas. Through effective use of scenarios learners will be able to relate the training directly to their work.

It is important that tutors ensure the **physical** and **emotional** safety of those participating in and/or affected by scenario based training. Scenarios **must** be supervised **at all times** with clear briefings to prevent physical confrontation and other risks.

Conflict situations and the training **must** include at least one practical scenario from each of the four following headings that is appropriate to the role of learners:

- **Enforcement Scenario:** A situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as access control and identity checks.
- **Defusing Scenario:** A situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.
- **Confronting Scenario:** A situation that requires non-aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.
- **High Risk Scenario:** An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

The below scenarios must be covered during the delivery of the door supervisor unit:

- **Refusing entry to a customer:** learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict;
- **Ejecting a customer from the venue:** learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict; and
- **Incidents inside the venue:** learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict.

To ensure each scenario has clear focus, it should be carefully selected and aligned to the relevant session learning objectives identified within the **specification for learning and qualifications for conflict management** available on the SIA website.

Scenarios should include issues relating to employment equality, disability and discrimination.

Role Play to Accompany Delivery of the Searching Content in the Door Supervision Specialist Unit

All learners should have the opportunity to perform a practical demonstration of searching. This document gives guidance on the use of role play in the delivery of the content on searching. Highfield will be monitoring that the role play activity has been taking place during quality assurance monitoring. Scenarios **must** be supervised **at all times** with clear briefings to prevent physical confrontation and other risks.

Role Play

During the delivery of the content relating to searching, each learner should have the opportunity to demonstrate their understanding of how to conduct a search. The role play should be set up so that each learner has the chance to play a door supervisor responsible for letting customers in to a bar, pub or club.

Training providers can develop their own role plays, but must ensure that scenarios represent a typical search. The scenario must also allow the door supervisors to explain to a customer what their right to search is, and shows that they know the appropriate method of searching.

Each participant **must** be given a brief beforehand. An example of a brief for the door supervisor is as follows:

- You are the door supervisor working on the door of a busy night club. The venue policy is that all bags carried by customers must be searched as a condition of entry to the club. There have in the past been incidents where customers have taken bottles of their own drink into the club. This has led to very drunk customers and bottles being left on club premises. A customer wants to gain entry to the club. He/She is carrying a bag/handbag. You are responsible for ensuring the customer is searched appropriately.

The second participant in the role play **must** be given a compatible brief that allows the scenario to work and reflect a realistic situation. An example of a brief that would complement the above would be:

- You are a customer wanting to enter the club. You have a bag/handbag on you. You do not have anything in the bag/handbag that you consider will cause problems. You do however have some private correspondence in the bag, and you are not keen for a stranger to go through your possessions. You really want to get into the club and join your friends, but you don't see what right the door supervisor has to look at your belongings.

Scenario briefs/equivalent evidence must be retained for quality assurance purposes.