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Qualification Specification

Highfield Level 2 Certificate in Spectator Safety (RQF)

Qualification Number: 603/6955/3

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Highfield Level 2 Certificate in Spectator Safety (RQF)

Introduction

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

Qualification regulation and support

The Highfield Level 2 Certificate in Spectator Safety (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). This qualification is regulated by Ofqual and Qualifications Wales.

Key facts

Qualification number:	603/6955/3
Learning aim reference:	60369553
Credit value:	24
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	73
Total qualification time (TQT):	240

Qualification overview and objective

The objective of this qualification is to confirm occupational competence and provide learners, with the knowledge, skills and understanding of spectator safety. Learners will cover topics such as:

- preparing for spectator events
- assisting with the movement of spectators
- dealing with crowd issues at events
- managing and resolving conflicts
- dealing with incidents at spectator events
- supporting the work of the team and organisation

Physical Intervention

This qualification also includes the optional unit **Application of Physical Interventional Skills in the Private Security Industry**.

The Physical Intervention unit is an additional opportunity for learners to upskill. This is to be used by all learners who, because of their job role and location at an event, are required by their employer to undertake physical interventions when de-escalation conflict management techniques have failed to resolve conflict.

The unit is not a mandatory part of this qualification, meaning that the qualification can be fully achieved without the achievement of this PI unit.

The learners undertaking the unit as an additional unit would normally be directly employed in-house staff working at certificated sports grounds, that are currently exempted from licensing under the Private Security Industry Act 2001. All other persons undertaking licensable activity are required to hold a relevant license issued by the Security Industry Authority (SIA).

Delivery of this optional unit must fully comply with the prescribed standards and criteria published by the SIA. Where employees are undertaking physical intervention, it is important they are correctly trained. The use of the SIA PI unit ensures the staff have been trained to a system that could be defended in the event of a civil claim or possible prosecution.

Entry requirements

Those learners undertaking the mandatory units only are required to be 16 years of age or above.

Any learners undertaking the optional unit **Application of Physical Intervention Skills in the Private Security Industry** must be aged 18 and over prior to delivery.

Any learners undertaking the optional unit **Application of Physical Intervention Skills in the Private Security Industry** 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 learners 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 initial language assessments must be conducted in the medium of English and/or Welsh as appropriate.

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

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

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

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

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

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 delivery in England and Wales.

Delivery/assessment ratios

To effectively deliver and assess the optional unit **Application of Physical Intervention Skills in the Private Security Industry**, centres must not exceed the ratio of **1-qualified** tutor to **12-learners**, as stipulated by the SIA.

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 the optional **Application of Physical Intervention Skills in the Private Security Industry** unit:

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

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

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

Centre Insurance

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

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

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

Insurance Requirements for Physical Intervention Skills Training

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

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

Examination Venue Criteria

Centres must adhere to the following when carrying out examinations:

- The seating arrangement for learners must ensure there can be no cheating or collusion between learners. All learners must be facing the same way (with the exception of some on-screen testing as detailed in bullet point 4).
- Each learner must be a minimum of 1.25 metres (centre to centre) each way from the next learner's workspace.
- Seating plans should be completed for the delivery of tests and retained for External Quality Assurance (EQA) purposes.
- If on-screen testing is being used each workstation must be isolated by a minimum space of 1.25 metres measured from the nearest outer edge of one screen to the next unless the monitors are positioned back-to-back. Under certain circumstances 1.25 metres may prove to be an insufficient distance to prevent learners from seeing, intentionally or otherwise, the work of others. Privacy screens can be used. The principal objective is to ensure that no Learner's work can be overseen by others.
- There must be a place for the invigilator to sit with a clear view of all learners.
- Maximum ratio is 1 invigilator to 30 learners.
- Walls must be clear of any material that would provide help to the learners.
- Examination signage and a clock must be in clear view of all learners.
- The awarding organisation must be made aware of assessment venues in advance. Only these can be used; not substitutes, unless there has been an emergency, such as fire in which case this must be recorded, and the awarding organisation notified at the first possible opportunity in accordance with individual awarding organisation requirements.
- Trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam for that subject(s). Training centres need to consider all potential conflicts of interest and have an appropriate policy in place to support this.
- All invigilators must receive an induction to the role of invigilation and its policies and procedures. Training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction.
- All test papers **must** be stored securely. Ideally, this should be a lockable safe. If a safe is not available a suitable lockable cabinet/storage unit will suffice. This unit should only be accessed by appropriate personnel and records of key holders should be kept. This cabinet/storage unit must be kept in a secure location.
- All test papers must be transported securely to and from the training centre and any satellite centre where tests are administered. The centre must have an appropriate policy to support this.
- Highfield Qualifications, the SIA and qualification regulators retain the right to make spot checks on examination days to ensure that exam conditions are being maintained.

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

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

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

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

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

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

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

Learner Requirements for Practical Skills Training (Physical Intervention Skills)

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

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

Pre-requisite requirements

In addition to the specific outcomes detailed within this specification, prior to certification, learners are required to show evidence of:

- attending the ACT Awareness e-learning counterterrorism training
- attending first aid training or attaining a recognised first-aid award

ACT Awareness Training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the ‘protect and prepare’ areas of the government’s counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

Before any learner is certificated for this qualification, they must access and complete the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldlearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

First Aid Training/Basic Life Support Skills evidence

Prior to requesting certificates for completed learners, training providers will be required to ensure those learners can evidence that they have attained a recognised first-aid award (or attended training delivered by an appropriate organisation). It is the training provider’s responsibility to ensure that any certificates obtained by the learner are valid and in date, and to keep records of the first aid training undertaken in the event that the evidence is requested of them for quality assurance purposes by Highfield Qualifications. A list of recognised First Aid qualifications and training is available in the Assessment Strategy for this qualification.

Guidance on delivery

The total qualification time for this qualification (mandatory units only) is 240 hours, of which 73 are recommended as guided learning hours.

For those undertaking the optional **Application of Physical Intervention Skills in the Private Security Industry** unit, the minimum contact time (MCT) is an additional 13 hours’ training.

The maximum number of hours that can be undertaken in one day is 8.

Minimum contact time is defined as the time that a learner must spend under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). It does not include time spent checking ID or assessing English language skills, or breaks. This time will be monitored and **enforced** by Highfield Qualifications.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct

supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employer workplaces are the same, therefore assessment conditions may not be identical. However, to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the learner is expected to work.

Only in circumstances where it is difficult to collect evidence through a real work environment situation, and is deemed acceptable in specific unit guidance, may simulation be permitted.

Simulation should **only** be undertaken:

- where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately, for example: dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices; or
- where events happen frequently but where there is a risk of harm to the learner or client in a real situation, for example, dealing with relationship difficulties and conflicts (although evidence from direct observation should be used where possible).

Units where simulation is permitted

- Deal with incidents at spectator events

During delivery and assessment of the qualification units, it is expected that the below criteria are considered where possible:

Equality, diversity and inclusion (Equality Act 2010)

It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements as a minimum:

- different physical needs
- different cultural needs
- language needs
- beliefs

Safeguarding

Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:

- The Children Act 1989 (as amended)
- The Children and Social Work Act 2017
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018

A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service. In a sporting venue, a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a matchday capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.

Safety, security and service

It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:

Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in, events.

Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events.

Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

Guidance on assessment

The knowledge elements of the mandatory units in this qualification are assessed through the completion of a portfolio of evidence that will also be internally quality assured by the centre. Suggested assessment paperwork is available in the Downloads area of the Highfield Qualifications website in the form of an open-response workbook. Learners must complete **either** Highfield’s open-response workbook **or** an equivalent portfolio of evidence devised by their centre, they do not need to complete both.

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

The optional **Application of Physical Intervention Skills in the Private Security Industry** unit is assessed by the following:

Y/617/9689	Application of Physical Intervention Skills in the Private Security Industry **	Externally set and marked multiple-choice question (MCQ) examination made up of 30 questions (45 minutes) Pass mark = 80%	Externally set, internally assessed observation of each learner performing every technique with an observation sheet And Q/A session to cover critical areas of PI knowledge Pass mark = 100% The practical assessment for each learner must be visually recorded and is recommended to take approximately 15 minutes per learner
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*** The assessor will only pass a learner when **all** of the techniques have been demonstrated successfully. Each learner should introduce themselves, state the date and the techniques they are demonstrating.*

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

Following the assessments, all knowledge paperwork and assessment packs must be returned to Highfield. Upon successful processing, a list of results will be provided to the centre contact stating whether learners have passed or failed, along with certificates for those learners that have met the required standard. The assessment pack and the tutor, assessor and IQA (TAI) support pack for this qualification can be found in the Download Area of the Highfield Qualifications website.

All knowledge and practical assessment evidence (including visual recordings) must be retained by centres for a minimum of 3 years for audit purposes. All internal assessments must be internally quality assured and are subject to external quality assurance.

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

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

Guidance on quality assurance

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

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

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

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Tutor/assessor requirements (Physical Intervention unit only)

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

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

Training qualification

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

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

NaCTSO counterterrorism programme

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

Assessor qualification

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

Assessors to hold any of the following qualifications:

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

Or the following unit from an assessor qualification.

- Unit 1 Understanding the principles and practices of assessment

Or the following units from a teaching qualification.

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

Sector competence

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

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

Other relevant experience could come from employment* in:

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

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

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

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

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

In addition, the SIA requires tutors/assessors of the Application of Physical Intervention Skills in the Private Security Industry to also hold:

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

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

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

Assessor requirements (Spectator Safety units)

Highfield Qualifications strongly recommends nominated assessors for this qualification to meet the following:

- hold a level 3 qualification in spectator safety and have a minimum of 3 years' experience working in the industry
- have an in-depth technical knowledge of the qualification, units and standards of competencies required
- hold or be working towards a recognised assessing qualification, which could include any of the following:
 - Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)
 - Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)
 - A1
 - D32/33
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements (Physical Intervention unit only)

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

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

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

Or the following unit from an IQA qualification:

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

The IQA does not need to hold a formal qualification in physical intervention but does need to have appropriate competence in physical intervention such as in the sector (PSI, Armed forces, Police). The SIA and awarding organisations require trainers and assessors new to the sector (i.e. this is their first role as a trainer or assessor in the security sector as identified from their CV) to have **two years** frontline operational experience in the last five in the UK, relevant to the qualifications that they are delivering.

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

Internal quality assurance (IQA) requirements (Spectator Safety units)

Highfield Qualifications strongly recommends internal quality assurers for this qualification meet the following:

- have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified
- have in-depth technical knowledge of the qualification, units and standards of competence required
- hold a valid assessing qualification or be working towards a recognised assessing qualification **OR** hold or be working towards an internal quality assurance qualification, which could include any of the following:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
 - V1 Conduct Internal Quality Assurance of the Assessment Process
 - D34 Internally Verify the Assessment Process
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards (NOS) for Spectator Safety (2019).

The Physical Intervention unit maps to the relevant SIA specification for learning and qualifications.

Reasonable adjustments and special considerations

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

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card, etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card.

Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For any learners wishing to undertake the **Application of Physical Intervention Skills in the Private Security Industry** unit, each centre should have systems in place to ensure that the person taking licence-linked this unit is indeed the person they are purporting to be.

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

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

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

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

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

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

Centres are reminded to ensure all data is stored to comply with current Data Protection legislation and that they are aware of the General Data Protection Rules (GDPR).

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking the Highfield Level 3 Certificate in Spectator Supervision (RQF).

Useful websites

- www.highfieldqualifications.com
- www.highfieldproducts.com
- www.sgsa.org.uk
- SIA <http://www.sia.homeoffice.gov.uk/Pages/home.aspx>
- www.skillsactive.com
- The Event Safety Guide: www.thepurpleguide.co.uk

Recommended training materials

Understanding Stewarding at Spectator Events. Highfield.co.uk Ltd

Understanding Stewarding at Spectator Events Training PowerPoint™. Highfield.co.uk Ltd

Appendix 1: Qualification structure

To complete the Highfield **Level 2 Certificate in Spectator Safety**, learners must complete **all units** contained within the mandatory group.

Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
Y/618/5816	Prepare for spectator events	2	12	5
D/618/5817	Assist with the movement of spectators and deal with crowd issues at events	2	14	10
H/618/5818	Help to manage and resolve conflicts	2	22	5
K/618/5819	Deal with incidents at spectator events	2	10	2
D/618/5820	Support the work of your team and organisation	2	15	2

Additional unit

This unit is to be taken by those learners who will be deployed at designated areas where they may be responsible for physical intervention to deal with spectators and other stakeholders.

Unit reference	Unit title	Level	GLH	Credit
Y/617/9689	Application of Physical Intervention Skills in the Private Security Industry	2	13	2

Appendix 2: Qualification content

Unit 1: Prepare for spectator events

Unit number: Y/618/5816

Credit: 5

GLH: 12

Level: 2

Unit Introduction

This unit is about the learner preparing themselves as stewards and checking the venue and location before an event.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare for stewarding activities</p>	<p>1.1 State the legal, organisational and venue requirements covering the type of event they are involved in</p> <p>1.2 Give examples of relevant guidance documents on safety at events</p> <p>1.3 Explain the importance of the event and venue registration procedures</p> <p>1.4 Explain the importance of attending the pre-event briefing</p> <p>1.5 Explain the importance of receiving, looking after and returning their identification and other resources</p> <p>1.6 Explain the importance of pre-event routines and timings</p> <p>1.7 Describe the pre-event routines and timings</p> <p>1.8 State the information to be noted at the pre-event briefing</p> <p>1.9 Describe emergency procedures, assembly points and messaging</p>
<p>2. Understand how to identify and respond to hazards</p>	<p>2.1 Describe the process and the legal and organisational procedures for checking equipment</p> <ul style="list-style-type: none"> • Safety equipment • Security equipment • Emergency equipment • Signs and notices <p>2.2 Explain the importance of not disrupting stakeholders when carrying out the checks</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.3 Describe what to look for when checking for threats and hazards</p> <p>2.4 Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards:</p> <ul style="list-style-type: none"> • Safety hazards • Security hazards • Fire hazards • Hygiene hazards • Faulty emergency equipment <p>2.5 Describe the correct action to take for each of the types of threats and hazards listed</p> <p>2.6 Explain why it's important to communicate with people and colleagues clearly</p> <p>2.7 Describe the sort of action which could endanger themselves and others</p> <p>2.8 State the correct reporting procedures for the types of physical hazards listed above</p> <p>2.9 Explain the criteria used to assess threats and hazards</p> <p>2.10 Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the National Counter Terrorism Police</p>
<p>3. Be able to prepare for stewarding activities</p>	<p>3.1 Follow legal and organisational requirements to carry out their role</p> <p>3.2 Follow the registration procedures correctly and on time</p> <p>3.3 Collect their identification and other required resources, making sure they return these after the event</p> <p>3.4 Attend the pre-event briefing</p> <p>3.5 Note all the information given at the pre-event briefing to carry out their role</p> <p>3.6 Follow the pre-event routines as required</p>
<p>4. Be able to identify and respond to hazards</p>	<p>4.1 Follow venue procedures to check equipment and facilities</p> <p>4.2 Familiarise themselves with their designated area</p> <p>4.3 Check for any potential threats and hazards</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Respond promptly to the threats and hazards following agreed procedures 4.5 Make sure that any action is not dangerous to themselves and others 4.6 Clearly and accurately report the situation and what they have done to their supervisor

Amplification
<ul style="list-style-type: none"> • Guidance documents <ul style="list-style-type: none"> ○ Guide to Safety at Sports Grounds – also known as ‘the Green Guide’ (HSE) ○ Managing Crowd Safety in Public Venues (HSE) ○ Health and Safety and Risk Management (UK Sport) ○ Specific policies and procedures of employer, event or venue • Pre-event routines <ul style="list-style-type: none"> ○ Signing in ○ Collecting required information/materials ○ Attending pre-event briefings ○ Searching designated area, checking equipment • Information to be noted <ul style="list-style-type: none"> ○ Evacuation procedures ○ Emergency procedures ○ Who to report to, code words • Examples of what to look for <ul style="list-style-type: none"> ○ Sanitation ○ Ventilation ○ Fire ○ Crowd build-up ○ Blocked exits ○ Insecure barriers ○ Broken seats ○ Trailing cables • Threats and hazards <ul style="list-style-type: none"> ○ Safety ○ Security ○ Hygiene ○ Environmental ○ Faulty equipment ○ Structural • Correct action to take for each of the types of threats and hazards <ul style="list-style-type: none"> ○ Alerting others

- Containing the problem
- Area closure
- Evacuation
- Responding quickly and effectively
- **Action** which could endanger themselves and others
 - Failure to monitor designated area
 - Rushing into an area of concern without sufficient resources
 - Failure to inform supervisors of scope of problem
 - Aggressive behaviour
- **Current levels** and types of terrorist threats
 - Low - an attack is highly unlikely
 - Moderate - an attack is possible but not likely
 - Substantial - an attack is likely
 - Severe - an attack is highly likely
 - Critical - an attack is highly likely in the near future

Range

Threats and hazards

Points 1 and 2 must be covered as a minimum as part of assessing competence, all points should be covered when assessing knowledge.

1. safety
2. security
3. hygiene
4. environmental
5. faulty equipment
6. structural

Resources

A minimum of 3 must be covered when assessing competence, all to be covered when assessing knowledge

1. briefing notes
2. safety equipment
3. security equipment
4. stationery

Information

All to be covered when assessing competence, all to be covered when assessing knowledge

1. potential threats and hazards
2. stewarding procedures
3. venue rules
4. location and event information
5. equipment
6. signs and notices
7. pre-event timings
8. incident management procedures, relevant code words and assembly points
9. the pre-event routines

Unit 2: Assist with the movement of spectators and deal with crowd issues at spectator events

Unit number: D/618/5817
 Credit: 10
 GLH: 14
 Level: 2

Unit Introduction

This unit is about monitoring spectators including their entry to and exit from the venue, including safe searching on entry. It also covers dealing with crowd issues such as unexpected movements, local overcrowding, overcapacity, lost property, missing people and antisocial or unlawful behaviour.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to control the entry, exit and movement of people at events</p>	<p>1.1 Describe the tools and techniques available to help monitor crowd conditions</p> <p>1.2 Describe methods of safely controlling queues</p> <p>1.3 Explain their organisation's procedures to carry out the search</p> <p>1.4 Explain the reasons for carrying out the search</p> <p>1.5 Explain the importance of explaining to client groups the reasons for carrying out the search</p> <p>1.6 Explain the procedures to follow if client groups refuse permission to search</p> <p>1.7 Identify unauthorised and prohibited items</p> <p>1.8 Identify potential places for concealing these</p> <p>1.9 Explain how to respond to any occurrence in accordance with legal and organisational procedures</p> <p>1.10 Explain when to report and/or pass on issues relating to unauthorised and prohibited items</p> <p>1.11 Describe the venue and legislative requirements for greeting and admitting client groups</p> <p>1.12 Describe the venue and legislative requirements for refusing entry and trespass</p> <p>1.13 Describe the venue and legislative requirements for supervising the safe exit of client groups</p> <p>1.14 Describe the type of information client groups may need to know when being admitted and/or refused entry</p> <p>1.15 State when to refer client groups to another source of information</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>2. Understand how to deal with crowd issues</p>	<p>2.1 State potential crowd issues that may occur in your designated area</p> <p>2.2 Identify methods of assessing and reporting crowd issues:</p> <ul style="list-style-type: none"> • Crowd movements and dynamics • Local crowd density • Over-capacity • Crowd distress • Separation of individuals and groups • Antisocial behaviour • Unlawful behaviour • Entry into restricted areas • Vehicle movement (for certain designated areas only) • Venue regulations <p>2.3 Describe basic conflict management techniques and defensive tactics</p> <p>2.4 Explain why it is necessary to follow instructions given by their control room or supervisor</p> <p>2.5 Describe the type of action which might endanger themselves or other client groups</p> <p>2.6 Explain the importance of communicating clearly and calmly with client groups and colleagues</p> <p>2.7 Explain how to communicate clearly and calmly with client groups and colleagues</p> <p>2.8 Explain the importance of equality and diversity in your role</p> <p>2.9 Describe the importance of crowd management skills</p> <p>2.10 Describe how to use crowd management skills included within their organisational procedures:</p> <ul style="list-style-type: none"> • Being alert to factors that may change crowd behaviour or densities • Providing reassurance • Encouraging calmness • Asserting desired level of authority • Being visible to the crowd

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> • Remaining vigilant • Defusing situations <p>2.11 Describe the correct procedures for updating the control room and/or supervisor</p>
<p>3. Be able to follow and implement procedures for the entry, exit and movement of people at spectator events</p>	<p>3.1 Observe and monitor client groups and conditions in their designated area throughout their period of duty</p> <p>3.2 Control queues according to venue and legislative requirements</p> <p>3.3 Follow your organisation's procedures for carrying out a client search</p> <p>3.4 Ask identified client groups for permission to search and follow agreed procedures if they refuse</p> <p>3.5 Communicate with client groups clearly while carrying out the search</p> <p>3.6 Treat client groups fairly, with courtesy and respect at all times</p> <p>3.7 Only search people of the same sex</p> <p>3.8 Greet client groups in a way that makes them feel welcome and at ease</p> <p>3.9 Admit client groups or refuse entry according to venue procedures and legislative requirements</p> <p>3.10 Provide client groups with clear reasons if refused entry</p> <p>3.11 Respond to queries from client groups or refer to another source of help if necessary</p> <p>3.12 Assist with the safe exit of client groups according to venue procedures</p> <p>3.13 Inform their supervisor if there are problems they cannot deal with on their own</p>
<p>4. Be able to identify and deal with crowd issues</p>	<p>4.1 Assess and report potential or actual crowd issues to your control room or supervisor</p> <p>4.2 Take action in accordance with agreed procedures and following instructions if applicable</p> <p>4.3 Make sure that any action is not dangerous to themselves and client groups involved</p> <p>4.4 Reassure client groups involved and ask them to follow instructions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.5 Communicate clearly with colleagues and client groups involved 4.6 Encourage a calm environment 4.7 Update your control room and/or supervisor with the situation

Amplification
<ul style="list-style-type: none"> • Tools and techniques <ul style="list-style-type: none"> ○ Careful observation of crowds and areas ○ Listening ○ Knowing what hazards to look for when monitoring different types of areas ○ Counting methods ○ Staff within the crowd ○ CCTV • Methods of safely controlling queues <ul style="list-style-type: none"> ○ Monitoring the designated area ○ Identifying crowd build-up ○ Queue management ○ Communicating with spectators politely and clearly ○ Communicating with other stewards and supervisors • Client groups <ul style="list-style-type: none"> ○ Spectators ○ Workforce/volunteers ○ Contractors ○ Regulatory organisations ○ Media ○ Emergency services ○ Athletes ○ Artists ○ Event officials • Unauthorised and prohibited items <ul style="list-style-type: none"> ○ Weapons ○ Illegal drugs ○ Adult fireworks ○ Smoke canisters ○ Air-horns ○ Flares ○ Dangerous or hazardous items ○ Laser devices ○ Bottles or glass vessels ○ Cans, poles

- Any article that might be used as a weapon and/or compromise public safety
- **Crowd management skills**
 - Being alert to factors that may change crowd behaviour or densities
 - Providing reassurance
 - Encouraging calmness
 - Asserting desired level of authority
 - Being visible to the crowd
 - Remaining vigilant
 - Defusing situations

Range

Client groups

A minimum of four of the below must be covered when assessing competence and all to be covered when assessing knowledge.

1. spectators
2. workforce/volunteers
3. contractors
4. regulatory organisations
5. media
6. emergency services
7. athletes
8. artists
9. event officials

Crowd issues

Numbers one, two, three and four must be covered as a minimum when assessing competence and all to be covered when assessing knowledge.

1. crowd movements and crowd dynamics
2. local crowd density
3. over-capacity
4. crowd distress
5. separation of individuals and groups
6. antisocial behaviour
7. unlawful behaviour
8. entry into restricted areas
9. vehicle movement
10. venue regulations

Communication methods

All must be covered when assessing for competence and knowledge:

1. verbal communication
2. non-verbal communication
3. radio communication
4. written communication
5. signage

Crowd management skills

All must be covered when assessing for competence and knowledge:

1. being alert to factors that may change crowd behaviour or densities
2. providing reassurance
3. encouraging calmness
4. asserting desired level of authority
5. being visible to the crowd
6. remaining vigilant
7. defusing situations

Unit 3: Help to manage and resolve conflicts
 Unit number: H/618/5818
 Credit: 5
 GLH: 22
 Level: 2

Unit Introduction

This unit is about dealing with situations where there is conflict between people. The unit includes using effective verbal and non-verbal communication to defuse the situation, giving advice and warnings, and calling for assistance when required. This unit does not include attempting to physically control or restrain people.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to engage with client groups in conflict situations</p>	<p>1.1 Describe how to communicate with client groups including:</p> <ul style="list-style-type: none"> • Cooperative • Uncooperative • Intoxicated • Emotional • With limited understanding of English • With additional communication needs (for example people with speech difficulties or learning disabilities) • With different physical needs <p>1.2 Describe the types of conflict situations that are likely to arise</p> <p>1.3 Identify the correct responses for each of these types of situations</p> <p>1.4 Explain the role of effective communication in reducing conflict</p> <p>1.5 Explain the importance of showing respect for client groups, their property, their rights and their needs</p> <p>1.6 Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations</p> <p>1.7 Explain how to use non-verbal communication to manage conflict situations</p>
<p>2. Understand how to follow procedures to resolve conflict situations</p>	<p>2.1 Describe methods of assessing risk in conflict situations</p> <p>2.2 Explain the importance of understanding client group needs and perceptions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.3 Describe ways of maintaining own personal safety 2.4 State the incident management procedures 2.5 Identify methods of collecting information 2.6 Explain the importance of recording and reporting information
3. Be able to engage with client groups in conflict situations	3.1 Communicate with client groups politely and clearly 3.2 Explain to client groups what their role is and what is expected of them 3.3 Remain alert to verbal and non-verbal communication pertaining to danger cues
4. Be able to follow procedures to resolve conflict situations	4.1 Assess the risk or threat to themselves and others in the situation 4.2 Assess the seriousness of the situation and the behaviour of the individual(s) involved 4.3 Maintain their own personal safety 4.4 Follow incident management procedures to resolve the situation 4.5 Collect, record and report information about the situation

Amplification
<ul style="list-style-type: none"> ● Conflict situations <ul style="list-style-type: none"> ○ Challenging customer behaviour caused by: <ul style="list-style-type: none"> – technical failures – delays – unexpected crowd movements – local overcrowding – queuing ○ Unsociable or unlawful behaviour ○ Fighting ○ Ticket forgeries ○ Entry into restricted areas ● Non-discriminatory and non-offensive behaviour and language <ul style="list-style-type: none"> ○ Acting fairly towards all client groups ○ Being courteous and polite ○ Not being under influence of drink or drugs ○ Not using language that is abusive, defamatory or offensive ○ Not abusing position

- Ways of **maintaining own personal safety**
 - Listening actively
 - Maintaining your own personal space
 - Following instructions
 - Careful observation of crowds and areas
 - Knowing what hazards and threats to look out for

Range

Client groups

A minimum of four of the below must be covered when assessing competence and all to be covered when assessing knowledge:

1. spectators
2. workforce
3. contractors
4. regulatory bodies
5. media
6. emergency services
7. athletes
8. artists
9. event officials

Unit 4: Deal with incidents at spectator events

Unit number: K/618/5819
 Credit: 2
 GLH: 10
 Level: 2

Unit Introduction

Spectator events always involve an element of challenge and risk, and incidents will happen from time to time. It is very important that all members of staff are competent to deal with incidents and as such are required to have knowledge of basic life-saving skills. This unit does not cover managing an initial response to a major incident.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to deal with incidents at spectator events</p>	<p>1.1 Outline basic principles of risk assessment</p> <p>1.2 Outline the types of incidents that may occur</p> <p>1.3 Describe the organisation's incident management procedures</p> <p>1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly</p> <p>1.5 Describe the procedure to request qualified assistance</p> <p>1.6 Describe how to deal with incidents before qualified assistance arrives</p> <p>1.7 Explain how to protect the casualty and others involved from further harm</p> <p>1.8 Outline how to provide comfort and reassurance</p> <p>1.9 Outline what information is important to give to the client groups involved</p> <p>1.10 Outline incident reporting</p>
<p>2. Be able to deal with incidents at spectator events</p>	<p>2.1 Assess the situation for hazards and risks</p> <p>2.2 Protect any casualty and other people involved from further harm</p> <p>2.3 Call for qualified assistance</p> <p>2.4 Give the qualified assistance information about the incident</p> <p>2.5 Give the people involved in the incident instructions according to the organisation's incident management procedures</p> <p>2.6 Carry out your role according to the organisation's incident management procedures</p> <p>2.7 Follow procedures for reporting the incident</p>

Amplification

LO1 Understand how to deal with incidents at spectator events

- **Types of incidents**
 - Fire
 - Medical
 - Crowd disorder
 - Terrorism
 - Environmental
 - Chemical
 - Missing persons
- **Qualified assistance**
 - First aid trained staff
 - Medical staff
 - Fire marshal
 - Emergency services
- **Information**
 - Location of incident
 - Details of incident
 - Description of any injuries or illnesses
 - Details of any existing medical conditions and current medication
 - Details of witnesses

Range

Hazards

Numbers one and two must be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge:

1. safety
2. security
3. hygiene
4. environmental
5. faulty equipment
6. structural

Qualified assistance

All to be covered when assessing competency and knowledge:

1. first aid trained staff
2. medical staff
3. fire marshal
4. emergency services

Types of incidents

All to be covered when assessing knowledge:

1. fire
2. medical
3. crowd disorder
4. terrorism
5. environmental
6. chemical
7. missing persons

Unit 5: Support the work of your team and organisation

Unit number: D/618/5820

Credit: 2

GLH: 15

Level: 2

Unit Introduction

The organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how one can work well as a member of the team, improves own work and the work of the team as a whole. If the organisation has a performance appraisal and personal development system, this would be an excellent context for this unit.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to work effectively with colleagues</p>	<p>1.1 Explain what ‘good working relationships’ with colleagues means</p> <p>1.2 Describe how to establish good working relationships with colleagues</p> <p>1.3 Explain why it is important to communicate clearly</p> <p>1.4 Describe how to communicate with managers in the organisation</p> <p>1.5 List the duties within own area of responsibility</p> <p>1.6 Explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible</p> <p>1.7 Identify situations in which help may be needed</p> <p>1.8 Describe the importance of always asking for help and information when it is needed</p> <p>1.9 Describe situations in which help and information may need to be provided to colleagues</p> <p>1.10 Explain the purpose of team meetings</p> <p>1.11 Explain why team discussions are important and why it is important to contribute to these</p> <p>1.12 Describe the procedures for dealing with conflict in the organisation</p>
<p>2. Understand how to improve own work</p>	<p>2.1 Explain why it is important to continuously improve own work</p> <p>2.2 Explain why it is important to assess own work and get feedback from colleagues</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.3 Explain what it means and why it is important to 'handle criticism positively' and why this is important</p> <p>2.4 Identify the relevant member of staff in the organisation with whom own plan be planned and developed</p> <p>2.5 Describe the procedures to follow to take part in training and development activities</p> <p>2.6 Outline how to find opportunities to take on responsibilities to develop own skills and knowledge</p> <p>2.7 Outline how to develop a career development plan to help own progression</p>
<p>3. Understand how to help support and improve the work of own team and organisation</p>	<p>3.1 Identify the values or codes of practice relevant to the work they carry out</p> <p>3.2 Identify the importance of effective teamwork</p> <p>3.3 Describe how improving own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives</p> <p>3.4 Explain why it is important to note customer feedback</p> <p>3.5 Outline how to identify areas where the team and organisation's work could be improved</p> <p>3.6 Identify the procedures to follow for making suggestions on how to improve services</p> <p>3.7 Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas</p>
<p>4. Be able to work effectively with colleagues</p>	<p>4.1 Establish a working relationship with colleagues</p> <p>4.2 Communicate with colleagues clearly</p> <p>4.3 Maintain standards of professional behaviour</p> <p>4.4 Carry out own duties and commitments to colleagues as agreed, or communicate in good time when that is not possible</p> <p>4.5 Ask for help and information when needed</p> <p>4.6 Provide colleagues with help and information when they need it following organisational procedures</p> <p>4.7 Contribute to team discussions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.8 Follow the correct procedures in case of disagreements or problems with colleagues
5. Be able to improve own work	5.1 Evaluate all aspects of own work 5.2 Ask colleagues for feedback on their work 5.3 Handle feedback positively 5.4 Work with a relevant person to identify areas of strengths and areas for improvement 5.5 Take part in relevant training and development activities 5.6 Regularly review personal development
6. Be able to help to improve the work of the organisation	6.1 Ask customers for feedback on the services the organisation provides 6.2 Identify ways the team could improve services 6.3 Suggest these improvements to relevant colleagues following organisational procedures 6.4 Discuss how to implement these changes to improve services 6.5 Help to change services so that they meet customer needs and expectations

Unit 6: Application of Physical Intervention Skills in the Private Security Industry
 Unit number: Y/617/9689
 Min. contact time: 13-hours
 Credit: 2
 GLH: 13
 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 State the legal implications of using physical intervention</p> <p>1.2 State the professional implications of using physical intervention</p> <p>1.3 Identify positive alternatives to physical intervention</p> <p>1.4 Identify the differences between defensive physical skills and physical interventions</p>
<p>2. Understand the risks associated with using physical intervention</p>	<p>2.1 Identify the risk factors involved with the use of physical intervention</p> <p>2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis</p> <p>2.3 State the specific risks associated with positional asphyxia</p> <p>2.4 State the specific risks associated with prolonged physical interventions</p>
<p>3. Understand how to reduce the risks associated with physical intervention</p>	<p>3.1 State the specific risks of dealing with physical intervention incidents on the ground</p> <p>3.2 Identify how to deal with physical interventions on the ground appropriately</p> <p>3.3 Identify ways of reducing the risk of harm during physical interventions</p> <p>3.4 State the benefits of dynamic risk assessment in situations where physical intervention is used</p> <p>3.5 State how to manage and monitor a person's safety during physical intervention</p> <p>3.6 State the responsibilities of all involved during a physical intervention</p> <p>3.7 State the responsibilities immediately following a physical intervention</p> <p>3.8 State why it is important to maintain physical intervention knowledge and skills</p>

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

Assessment Guidance

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

- AC 2.1: Identify the risk factors involved with the use of physical intervention
- AC 2.2: Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis
- AC 2.3: State the specific risks associated with positional asphyxia
- AC 2.4: State the specific risks associated with prolonged physical interventions
- AC 3.2: Identify how to deal with physical interventions on the ground appropriately
- AC 3.5: State how to manage and monitor a person’s safety during physical intervention
- AC 4.1: Demonstrate stance and positioning skills
- AC 4.2: Demonstrate skills used to evade and protect against blows

- **AC 4.3: Demonstrate methods of disengagement from grabs and holds**
- **AC 4.4: Demonstrate non-aggressive intervention methods to stop assaults or fights**
- **AC 4.5: Communicate professionally throughout the physical intervention**
- **AC 5.1: Demonstrate how to physically prompt a person**
- **AC 5.2: Demonstrate low-level restrictive standing holds that can be used to escort an individual**
- **AC 5.3: Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual**
- **AC 5.4: Demonstrate transitions between disengagement techniques and escorting techniques**
- **AC 5.5: Demonstrate how to escort an individual on stairways**
- **AC 5.6: Demonstrate how to disengage safely**
- **AC 5.7: Demonstrate how to manage risk immediately following disengagement**

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

The practical skills assessment and Q&A session must be video recorded. The video recording must capture the candidate introducing themselves, stating their full name; the date and that they will be demonstrating the techniques taught during their Physical Intervention course. Either on the same recording, or a separate recording, the candidate must be video recorded completing the Q&A session with the assessor. All questions relating to the critical knowledge areas must be asked by the assessor and verbally answered by the candidate. The candidate will need to state their full name and the date at the beginning of the recording. Video evidence must be kept securely to allow standards verification to take place.

For each criterion demonstrated, the assessor will be required to indicate whether the learner passed or failed, and will also have the opportunity to provide further feedback where necessary. For each open response question asked, the assessor should record the learners response as well as the outcome.

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

Indicative Content

LO1 Understand physical interventions and the implications of their use

1.1 State the legal implications of using physical intervention

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

1.2 State the professional implications of using physical intervention

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

1.3 Identify positive alternatives to physical intervention

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

1.4 Identify the differences between defensive physical skills and physical interventions

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

LO2 Understand the risks associated with using physical intervention

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

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

- vulnerable groups
 - children and young people
 - older adults
 - individuals with mental health issues

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

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

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

2.3 State the specific risks associated with positional asphyxia

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

- *duration*: the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death

2.4 State the specific risks associated with prolonged physical interventions

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

LO3 Understand how to reduce the risks associated with physical intervention

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

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

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

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

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

- Risk of harm to all parties
- *Types of harm*:
 - serious injury or death can result from:

- strikes and kicks
- an individual falling or being forced to ground
- interventions involving the neck, spine or vital organs
- restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia
- any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present
- stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma
- Staff must respect the dignity of individuals they are managing, however challenging they may find them
- *Reducing the risk of harm:*
 - choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective)
 - avoid high-risk positions including ground restraints
 - avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation
 - maintain ongoing communication between staff and between staff and the subject during and following restraint
 - monitor the wellbeing of the subject for adverse reactions
 - work as a team and designate a team leader
 - follow established procedures (take care not to deviate)
 - de-escalate at the earliest opportunity to reduce exposure to risk
 - immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions

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

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

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

- *Monitor and manage the subject:*
 - observe fully the risk factors (situational and individual)
 - ensure that nothing impedes the subject's ability to breathe or their circulation - checking airway – breathing – circulation (ABC)
- *Actions to take:*
 - if the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the *recovery position*

- *commencing CPR/defibrillator* should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths – they still need CPR at this point)
- if the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress
- act on ‘red flags’:
 - effort with/difficulty in breathing
 - blocked airway and/or vomiting
 - passivity or reduced consciousness
 - non-responsiveness
 - signs of head or spinal injury
 - facial swelling
 - evidence of alcohol or drug overdose
 - blueness around lips, face or nails (signs of asphyxia)
 - high body temperature (profuse sweating/hot skin)
 - exhaustion
 - confusion, disorientation and incoherence
 - hallucinations, delusions, mania, paranoia
 - bizarre behaviour
 - extreme fear
 - high-resistance and abnormal strength
 - employ de-escalation (calming and/or distraction) techniques
 - if a medical emergency is suspected – release immediately and call first aider/emergency services
 - provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration

3.6 State the responsibilities of all involved during a physical intervention

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

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

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

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

- 4.1 Demonstrate stance and positioning skills
- Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, while maintaining positive, non-threatening non-verbal communication
 - Verbal communication in line with conflict management training to assist the exit or intervention should also be used
- 4.2 Demonstrate skills used to evade and protect against blows
- With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault
 - Verbal communication in line with conflict management training should be used
- 4.3 Demonstrate methods of disengagement from grabs and holds
- A small number of skills relevant to the security role that address the most common types of assault
- 4.4 Demonstrate non-aggressive intervention methods to stop assaults or fights
- At least 2 methods that can be adapted to different scenarios
 - Including an individual and a team method
- 4.5 Communicate professionally throughout the physical intervention
- Helping to calm the individual, give instructions and check wellbeing
 - Use positive verbal and non-verbal communications to:
 - calm and reassure the individual restrained
 - calm and reassure others present
 - check understanding with the person restrained
 - check the physical and emotional wellbeing of the person restrained

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

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

5.1 Demonstrate how to physically prompt a person

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

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

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

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

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

5.4 Demonstrate transitions between disengagement techniques and escorting techniques

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

5.5 Demonstrate how to escort an individual on stairways

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

5.6 Demonstrate how to disengage safely

- Controlled physical de-escalation i.e., transition to less restrictive holds and complete release*
- Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding
- Safe positioning during de-escalation and disengagement

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

5.7 Demonstrate how to manage risk immediately following disengagement

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

Appendix 3: Sample assessment material

Portfolio of evidence

Please refer to the Assessment Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification may include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screenshot of the Evidence Tracking sheet that can be found in the Assessment Pack that should be used to support the successful completion of the qualification.

Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
Unit 1: Unit name (Unit no)			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

Signature	Date:
Assessor Signature	Date:
IQA Signature (if sampled)	Date:
EQS Signature (if sampled)	Date:

Signature	Date:
Assessor Signature	Date:
IQA Signature (if sampled)	Date:
EQS Signature (if sampled)	Date:

Assessment method key:

Obs	Observation	Wt	Witness testimony
Pr	Product evidence	R	Recording
Q	Questioning	O	Oral
Sim	Simulation/assignment	PD	Professional Discussion

Application of Physical Intervention Skills Oral Questions and Answers



Learner name:		Centre no:	
Question 1		AC Ref.	
What are the risk factors involved with the use of physical intervention?		2.1	
Trainer/Assessor record of learner response	Pass (please tick ✓)	Fail (please tick ✓)	
Question 2		AC Ref.	
What are the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis?		2.2	
Trainer/Assessor record of learner response	Pass (please tick ✓)	Fail (please tick ✓)	
Question 3		AC Ref.	
What are the specific risks associated with positional asphyxia?		2.3	
Trainer/Assessor record of learner response	Pass (please tick ✓)	Fail (please tick ✓)	
Question 4		AC Ref.	
What are specific risks associated with prolonged physical interventions?		2.4	
Trainer/Assessor record of learner response	Pass (please tick ✓)	Fail (please tick ✓)	