Qualification Specification

Highfield Level 3 Extended Certificate in Spectator Safety Supervision (RQF)

Qualification Number: 603/6962/0

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www.highfieldqualifications.com

Contents

Highfield Level 3 Extended Certificate in Spectator Safety Supervision (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 3 Extended Certificate in Spectator Safety Supervision (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:	603/6962/0
Learning aim reference:	60369620
Credit value:	72
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	317
Total qualification time (TQT):	720

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 stewards and venues for spectator events
- Managing and maintaining stewarding in designated areas
- Managing information for action and decision-making for spectator events
- Developing and sustaining productive working relationships with stakeholders
- Monitoring and solving customer services problems
- Managing initial responses to significant or major incidents and planning for resilience
- Managing risks in crowded places
- Planning for the safety of people at a spectator event
- Managing the safety and security of people at spectator events

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 <u>only</u> are required to be 16 years of age or above.

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

Any learners undertaking the optional unit **Application of Physical Interventional 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 **(This only applies to those learners undertaking the Deal with incidents at spectator events unit)**

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.highfieldelearning.com/org/TheHighfieldGroup
- answer the questions
- click start

First Aid Training/Basic Life Support Skills evidence (This only applies to those learners undertaking the Deal with incidents at spectator events unit)

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 720 hours, of which 317 are recommended as guided learning hours.

For those undertaking the optional **Application of Physical Interventional 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 mandatory units of this qualification are assessed through the completion of a portfolio of evidence that will also be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment. Suggested assessment paperwork is available on the Highfield Qualifications website.

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**

*** 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 recommend nominated assessors for this qualification meet the following:

- hold a level 3 and/or level 4 qualification in spectator safety and have a minimum of 3 years' experience working in the industry
- have in-depth technical knowledge of the qualification, units and standards of competence 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 recommend 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 A**pplication 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 4 Diploma in Spectator Safety Management (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 3 Extended Certificate in Spectator Safety Supervision**, learners must complete **all units** contained within the mandatory group. Learners can complete further units from Optional Group A or the additional unit if their job role and settings require.

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

Unit reference	Unit title	Level	GLH	Credit
H/618/5821	Prepare stewards and venues for spectator events	3	26	6
K/618/5822	Manage and maintain stewarding in designated areas	3	13	3
M/618/5823	Manage information for action and decision-making for spectator events	3	26	6
T/618/5824	Develop and sustain productive working relationships with colleagues and stakeholders	3	16	4
A/618/5825	Monitor and solve customer services problems	3	40	6
H/618/5849	Manage initial response to significant or major incidents and plan for resilience	5	80	20
Y/618/5850	Manage risks in crowded places	3	40	8
D/618/5851	Plan for the safety of people at spectator events	4	24	5
H/618/5852	Manage the safety and security of people at spectator events	4	52	14

Optional group

Unit reference	Unit title	Level	GLH	Credit
H/618/5818	Help to manage and resolve conflicts*	2	22	5
K/618/5819	Deal with incidents at spectator events*	2	10	2
F/618/5826	Manage resources for safety and security at spectator events	4	35	10
J/618/5827	Manage the efficient use of resources	4	19	4
L/618/5828	Develop your knowledge, skills and competence	3	15	4

* it is strongly recommended that these units are only selected by learners who have not previously completed a level 2 qualification in spectator safety

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 stewards and venues for spectator events**
Unit number: H/618/5821
Credit: 6
GLH: 26
Level: 3

Unit Introduction

This unit is about allocating responsibilities to stewards, briefing the stewards and checking the venue before the event starts.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to assign responsibilities to stewards**	1.1 Explain the importance of thorough preparation prior to events and the possible consequences of not doing so 1.2 Describe the importance of having stewards with the right level of competence for their **roles and responsibilities** 1.3 Identify **roles and responsibilities** and appropriate skills for the designated area 1.4 Explain how to calculate the number of stewards for the designated area and what skill sets they will need to have 1.5 Explain when and how to report inadequacies in the number or skills of stewards in the designated area 1.6 Explain the process to follow when discovering inadequacies and need to request more stewards 1.7 Explain the process to follow when assigning stewards to fulfil designated **roles and responsibilities** 1.8 Explain the role of themselves and their team should any contingency plans be activated 1.9 Describe the legal and organisational requirements relating to safety at the venue including venue requirements 1.10 Describe basic requirements of the health and safety legislation and how these apply to stewards at events
2. **Know how to brief stewards on arrangements for events**	2.1 Explain why it is important to carry out the pre-event briefing for stewards 2.2 Explain how to obtain the **information** needed for the pre-event briefing

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.3 Describe the information stewards need to know, including any particular individual needs for those present in the area
	2.4 Explain the importance of clear briefing
	2.5 Explain the types of misunderstandings that may occur
	2.6 Explain how to recognise and deal with misunderstandings and why this needs to be done promptly
	2.7 Explain why it is important to also brief additional deployment
	2.8 Explain how both verbal and non-verbal communication should be used when briefing stewards to ensure they adopt a responsible attitude to the event and their responsibilities
	2.9 Describe the equipment and dress code required for the event
	2.10 Describe the process for and the importance of record keeping
3. Know how to check the venue before events	3.1 Explain why the designated area must be checked and inspected
	3.2 Describe the procedures to follow when inspecting the designated area
	3.3 Describe the main features of the designated area and the types of hazards which may occur
	3.4 Describe the types of actions to take in response to hazards
	3.5 Describe what type of action might endanger self and others
	3.6 Explain how to complete the required records on: • Personal equipment issued • Attendance and briefing records • What safety equipment has been checked and tested
	3.7 Described the procedures for reporting hazards
4. Be able to assign responsibilities to stewards	4.1 Assess the competence of stewards for particular **roles and responsibilities** for the venue and event
	4.2 Assign stewards for particular roles and responsibilities following the event plan
	4.3 Assign the required number of stewards with the appropriate skills for the designated area

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.4 Ensure that the assignment of stewards takes account of any venue requirements and guidance
5. Be able to brief stewards on arrangements for events	5.1 Attend the event briefing to prepare for their role 5.2 Obtain all the required **information** in order to brief the stewards in their designated area 5.3 Make resources available for the briefing 5.4 Clearly and accurately communicate the main points to the stewards and the reasons why these are important to the designated area 5.5 Give stewards relevant details from venue contingency plans and outline any relevant security related threat levels 5.6 Brief additional deployments and late arrivals in accordance with the original briefing 5.7 Check the stewards' understanding of the briefing 5.8 Recognise and quickly deal with any misunderstandings 5.9 Check that the stewards are appropriately equipped and dressed for the event 5.10 Complete and retain a record of the briefing following the event procedures
6. Be able to check the venue before events	6.1 Carry out a detailed inspection of the designated area following the event plan and venue regulations 6.2 Make sure that any risks, **threats and hazards** are identified and promptly reported 6.3 Take action which is appropriate to the risks, **threats and hazards** and the circumstances following the event and venue regulations 6.4 Make sure that any action taken does not endanger self and others 6.5 Report the risks, **threats and hazards** and the action taken to the responsible colleague 6.6 Follow organisational procedures to complete all records

Range
Roles and responsibilities *All must be covered when assessing for both competence and knowledge within this unit:* 1. safety 2. security 3. service

Information

All must be covered when assessing for both competence and knowledge within this unit:

1. type of activity and threats in the area
2. programme for the event
3. venue regulations
4. location of emergency facilities/equipment
5. venue and organisational procedures
6. contingency and emergency procedures including code words and/or coded messages
7. key stewarding tasks for designated area
8. pre-event information
9. crowd profile

Threats and hazards

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

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

Unit 2:   Manage and maintain stewarding in designated areas
Unit number: K/618/5822
Credit: 3
GLH: 13
Level: 3

Unit Introduction

This unit is about making sure that stewarding is effective in, dealing correctly with problems and debriefing stewards following the event.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to manage and maintain stewarding in the designated area**	1.1 Outline the monitoring procedures in the designated areas 1.2 Explain how to determine the number of stewards required in the designated areas 1.3 Explain how to identify the required skills of stewards in the designated area and their assigned duties 1.4 Explain how and why to monitor stewards in their designated areas 1.5 Describe the possible consequences of not monitoring stewarding arrangements 1.6 Describe the type of information needed about conditions in the designated area 1.7 Describe how to obtain and evaluate information needed about the conditions in the designated area 1.8 Explain the importance of understanding steward behaviours and the impact this may have on their performance and the **client groups** 1.9 Explain the importance of maintaining the safety and welfare of all **client groups** 1.10 Describe effective communication methods used to relay information to the responsible colleague 1.11 Identify methods of record keeping 1.12 Outline what prompts and techniques to include when giving instructions to stewards 1.13 Describe effective leadership and motivational skills
2. **Know how to debrief stewards and check venue and equipment**	2.1 Explain the importance of debriefing and how to conduct a debriefing session 2.2 Outline how to obtain the information needed for debriefing 2.3 Describe what information is required for the debriefing

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*

	2.4 Outline different ways of encouraging the stewards to provide both positive and negative feedback on the event and arrangements
	
	2.5 Explain the importance of having both negative and positive feedback on the event and arrangements
	
	2.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards and stakeholders
	
	2.7 Outline the organisation's procedures for reporting **incidents**
	
	2.8 Outline the agreed procedures for:
	   a. Getting equipment back from the stewards including information on damaged equipment and how to deal with this
	   b. Checking and securing the venue following an event
	   c. Recording and reporting issues to do with equipment and the venue to the responsible colleague
	
	2.9 Explain why it is important to suggest possible improvement to safety, security and service and who to suggest these to

3. Be able to manage and maintain stewarding in the designated area	3.1 Monitor and support the stewards in the designated area 3.2 Allocate the required number of stewards to designated points and make sure they are carrying out their duties throughout the event 3.3 Monitor and maintain the safety and **welfare needs** of the stewards in their designated area 3.4 Monitor and maintain the safety and **welfare needs** of all client groups in their designated area 3.5 Obtain and evaluate information about the conditions in the area of responsibility throughout the event 3.6 Report any issues relating to stewarding operations to the responsible colleague using the agreed procedures 3.7 Keep accurate and clear records of all decisions and actions following agreed procedures

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.8 Provide the stewards with clear and prompt ongoing instructions in accordance with the event plan and agreed procedures
4. Be able to debrief stewards and check venue and equipment	4.1 Obtain the information needed for debriefing from the responsible colleague and from the stewards 4.2 Encourage the stewards to provide both positive and negative feedback on the event and arrangements 4.3 Check the accuracy and relevance of feedback with other stewards and stakeholders 4.4 Make sure all incidents in their designated area are fully reported and recorded 4.5 Follow the agreed procedures for getting equipment back from the stewards 4.6 Follow agreed procedures for checking and securing the venue 4.7 Record and report issues to do with safety, security and service to the responsible colleague

Range
Incidents *A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge. Simulation is accepted for learning outcomes relating to incidents:* 1.   unlawful, disorderly and anti-social behaviour 2.   dangerous crowd situations 3.   security incident 4.   fire 5.   structural failure 6.   equipment failure 7.   medical emergencies **Client groups** *A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge:* 1.   spectators 2.   workforce 3.   contractors 4.   regulatory organisations 5.   media 6.   emergency services 7.   athletes 8.   artists 9.   event officials

Welfare needs

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

1. personal safety
2. emotional well being
3. physical well being
4. cultural needs

When determining the number of stewards in the designated area, the following factors should be considered:

1. Audience size and demographic
2. Any event specific risk assessment particularly audience behaviour
3. Specific threats hazards and risks
4. Guidance
5. Any conditions imposed through a licence, permit or safety certificate

Unit 3: **Manage information for action and decision-making for spectator events**
Unit number: M/618/5823
Credit: 6
GLH: 26
Level: 3

Unit Introduction

This unit is about the efficient management of information. It covers gathering the information needed and providing information and advice to others for all arrangements relating to spectator events and venues where these events take place.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to gather required information**	1.1 Identify methods of gathering information 1.2 Describe organisational procedures for recording and storing information 1.3 Explain the principles of confidentiality when handling information 1.4 Explain how to suggest identified improvements to agreed procedures
2. **Know how to analyse information to support decision-making**	2.1 Explain how to judge the accuracy, relevance and sufficiency of information required to support decision-making in different contexts 2.2 Explain how to identify information that may be contradictory, ambiguous or inadequate and how to deal with these 2.3 Identify methods of analysing information and how to select the most appropriate method 2.4 Outline how to analyse information to identify patterns and trends 2.5 Explain how to draw conclusions on the basis of analysing information 2.6 Explain how to identify the difference between fact and opinion
3. **Know how to inform and advise others**	3.1 Describe types of information to obtain before informing and advising others 3.2 Identify effective communication methods 3.3 Describe the agreed procedures for giving information and advice 3.4 Explain how to develop and present a reasoned case when providing information and advice to others 3.5 Explain the importance of confirming the recipients' understanding of the information and advice 3.6 Explain the importance of maintaining confidentiality when seeking feedback

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.7 Explain the importance of seeking feedback on the information and advice provided 3.8 Explain how to use feedback to inform future methods of providing information and advice
4. Be able to gather required information	4.1 Gather information to support decision-making in their role 4.2 Record and store the information they gather according to the organisational procedures 4.3 Ensure the information they gather is accessible in the required format to authorised people only 4.4 Identify and propose improvements to agreed procedures 4.5 Provide suggestions on possible improvements onto relevant stakeholders
5. Be able to analyse information to support decision-making	5.1 Analyse information to support decision-making 5.2 Differentiate between fact and opinion when presenting the results of the analysis 5.3 Keep records for the audit trail evidencing decision-making at each stage
6. Be able to inform and advise others	6.1 Obtain all the required information before informing and advising others 6.2 Summarise the main points to the relevant people and the reasons why these are important 6.3 Give information and advice consistent with the agreed procedures 6.4 Use reasoned arguments and evidence to support the information and advice that has been given 6.5 Check and confirm the recipients' understanding of the information and advice 6.6 Maintain confidentiality following agreed procedures 6.7 Seek feedback from the recipients about the information and advice you provided 6.8 Use this feedback from recipients to improve the process

Unit 4: **Develop and sustain productive working relationships with colleagues and stakeholders**

Unit number: T/618/5824
Credit: 4
GLH: 16
Level: 3

Unit Introduction

This unit is about developing and sustaining productive working relationships with stakeholders. These include colleagues within the learner's own organisation, people within other organisations with which their organisation works and other external stakeholders.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to work with colleagues and stakeholders**	1.1 Summarise the principles of effective communication with colleagues and stakeholders 1.2 Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders 1.3 Explain the importance of taking account of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks 1.4 Explain why communication with colleagues and stakeholders on fulfilment of agreements is important
2. **Understand how to monitor and review relationships with colleagues and stakeholders**	2.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders 2.2 Describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders 2.3 Explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships 2.4 Summarise the importance of monitoring wider developments in relation to stakeholders 2.5 Explain how to effectively monitor wider developments in relation to stakeholders
3. **Understand how to deal with conflict of interest in relation to colleagues and stakeholders**	3.1 Explain how to manage the expectations of colleagues and stakeholders 3.2 Describe the types of conflict that may occur with colleagues and stakeholders 3.3 Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	organisations 3.4 Evaluate different techniques for conflict resolution with colleagues and stakeholders
4. Be able to establish and monitor working relationships with colleagues and stakeholders	4.1 Identify key stakeholders for own area of responsibility 4.2 Evaluate the key stakeholders' interest in the activities and performance of the organisation 4.3 Establish working relationships with relevant colleagues and stakeholders 4.4 Monitor the effectiveness of working relationships with colleagues and stakeholders 4.5 Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement 4.6 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future
5. Be able to work with colleagues and stakeholders	5.1 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively 5.2 Consult colleagues and stakeholders in relation to key decisions and activities 5.3 Take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks 5.4 Fulfil agreements made with colleagues and stakeholders, keeping them informed of progress 5.5 Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements 5.6 Resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved

Unit 5: **Monitor and solve customer service problems**
Unit number: A/618/5825
Credit: 6
GLH: 40
Level: 3

Unit Introduction

This unit is about the part of the job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to monitor and solve customer service problems**	1.1 Describe organisational procedures and systems for dealing with customer service problems 1.2 Describe organisational procedures and systems for identifying repeated customer service problems 1.3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer 1.4 Explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers 1.5 Explain how to communicate with and reassure customers while their problems are being solved 1.6 Identify the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media
2. **Be able to solve immediate customer service problems**	2.1 Respond positively to customer service problems following organisational procedures 2.2 Solve customer service problems when you have sufficient authority 2.3 Work with others to solve customer service problems 2.4 Keep customers informed of the actions being taken 2.5 Check with customers that they are comfortable with the actions being taken

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.6 Solve problems with service systems and procedures that might affect customers before they become aware of them 2.7 Inform managers and colleagues of the steps taken to solve specific problem
3. Be able to identify repeated customer service problems and options for solving them	3.1 Identify repeated customer service problems 3.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option 3.3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation
4. Be able to take action to avoid the repetition of customer service problems	4.1 Obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences 4.2 Implement the agreed action 4.3 Keep customers informed of steps being taken to solve any service problems 4.4 Monitor the changes made 4.5 Adjust the changes made if required

Unit 6: **Manage initial response to significant or major incidents and plan for resilience**
Unit number: H/618/5849
Credit: 20
GLH: 80
Level: 5

Unit Introduction

This unit is about the effective planning and management of the response to a malicious or non-malicious significant or major incident on behalf of the organisation. It also covers supporting and working with emergency responding organisations as well as ensuring continuity of business and return to normality.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to assess the risk and threat of an incident**	1.1 Identify current legal and regulatory requirements, standards and good practice guidelines 1.2 Interpret the impact of the national and regional risk assessment and threat level 1.3 Assess the roles and structure of local resilience forums for co-operation on risk assessment 1.4 Identify the characteristics of the event that may influence the likelihood and impact of a major incident 1.5 Describe the organisation's business continuity and incident plans 1.6 Describe the aim, scope and objectives of incident plans and arrangements 1.7 Describe the resources available for incident management 1.8 Explain the importance of involving all the relevant stakeholders in the planning process 1.9 Explain the importance of continuously assessing risk during the incident 1.10 Critically compare risk assessment methods and outcomes 1.11 Review **mitigation measures**
2. **Know how to plan for the response to a significant or major incident**	2.1 Identify stakeholders and their roles and responsibilities in the response process 2.2 Identify the necessary resources needed for a response 2.3 Describe the principles of incident management planning 2.4 Analyse the emergency planning cycle 2.5 Identify the methods of raising awareness of incident plans and arrangements

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
3. Know how to manage the initial response to a significant or major incident	3.1 Describe the potential impact of emergencies on client groups 3.2 Outline the information that needs to be provided to the emergency services **3.3** Identify the different methods of communication during a **significant or major incident** 3.4 Explain the importance of communicating clearly and assertively 3.5 Describe the process for initiating a response to a **significant or major incident** 3.6 Explain the importance of recording decisions 3.7 Identify the methods of recording discussions, decisions, actions and communications 3.8 Identify the methods of managing an incident response 3.9 Explain how to lead an incident response team and make decisions 3.10 Explain how to modify the response to support priorities 3.11 Outline the process of transferring primacy to the emergency services 3.12 Identify the types of support that might be required by members of the incident response team and the emergency services 3.13 Describe how to and why to develop **business continuity plans**
4. Know how to manage post-incident recovery	4.1 Identify the types of evidence required for post-incident investigation in accordance with the General Data Protection Regulation (GDPR) 4.2 Describe how to secure evidence 4.3 Explain how to debrief those involved 4.4 Outline the process and importance of report writing 4.5 Explain the importance of reviewing and evaluating an incident response 4.6 Explain how to use evaluation findings to ensure continuous improvement 4.7 Identify where and how to access support for those affected by the incident
5. Be able to assess the risk and threat of an incident	5.1 Obtain and analyse information needed to carry out a risk and threat assessment 5.2 Carry out risk and threat assessments 5.3 Evaluate the hazards and threats associated with the event 5.4 Co-operate with **emergency responders** to:

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	a. maintain an agreed position on the risks affecting the event b. plan and prioritise resources required to prepare for those risks 5.5 Record risk assessments in accordance with **organisational requirements** and guidelines 5.6 Explain risk and threat assessments to stakeholders 5.7 Integrate the **mitigation measures** in response to the risk and threat assessment 5.8 Review and up-date risk and threat assessments in response to changes in the risk environment 5.9 Maintain and update contingency plans 5.10 Liaise with stakeholders to update emergency plans
6. **Be able to plan for the response to a significant or major incident**	6.1 Evaluate the response threshold for the incident 6.2 Split responsibilities and tasks between all participants involved in the response process according to their roles and responsibilities 6.3 Select the person with responsibility and authority to initiate an incident response 6.4 Plan the use of resources needed for responding to incidents 6.5 Assess the need for training and exercise planning 6.6 Develop a **training and exercise programme**
7. **Be able to manage the initial response to a significant or major incident**	7.1 Assess client groups at risk of harm and injury 7.2 Contact the emergency services with detailed information about the incident 7.3 Initiate the incident response 7.4 Operate a system to record decisions and policies 7.5 Continue to dynamically assess the risks and modify the response in support of priorities 7.6 **Transfer primacy** to the emergency services and provide them with up-to-date information on the incident 7.7 Continue to support the emergency services throughout the incident 7.8 Contribute to or initiate **business continuity plans**
8. **Be able to manage post-incident recovery**	8.1 Retain and secure evidence to support a post-incident investigation in accordance with the GDPR

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	8.2 Debrief all stakeholders and produce a report on the incident 8.3 Review contingency planning arrangements 8.4 Provide access to specialist resources to support those affected by the incident

Amplification

Emergency responders

Any agency that may be able to or required to respond to an emergency occurrence at a venue. This may be one or more of the Category 1 responders supported by one or more of the Category 2 responders.

Category 1 or Category 2 responders

As defined by the Civil Contingencies Act 2004 and updated by the Cabinet Office, Civil Contingencies Secretariat, currently Category 1 responders are public bodies including emergency services, NHS Trusts, HM Coastguard and local authorities. Category 2 responders are private sector bodies including utility companies and transport providers.

Organisational requirements

This could refer to the venue requirements or the event owner's requirements. Clarification of primacy will need to be established.

Business continuity planning

Preparing and developing plans so that in the event of an incident the business can continue to operate.

Business continuity management

The implementation of the pre-prepared business continuity plans.

Major incident

A major incident may be declared by one or more of the category one or category two responders as defined in the Civil Contingencies Act 2004.

Mitigation measures

Those measures identified and followed by the organisation to limit the impact of any issue, risk hazard or threat.

Significant incident

A significant incident is where the organisation is required to initiate their incident management plans or contingency plans to deal with and respond to an incident that has taken place and may disrupt the safe operation of the event. The incident response may require additional stakeholder resources and support.

Training and exercise programme

A rolling programme of training sessions and exercises to test, validate, review and revise the venue and or event incident planning arrangements.

Transfer of primacy

When during the response to an incident control is formally transferred over to one or more of the responding authorities. Issues relating to the transfer of primacy should be agreed in organisational procedures prior to an event.

Unit 7: **Manage risks in crowded places**
Unit number: Y/618/5850
Credit: 8
GLH: 40
Level: 3

Unit Introduction

This unit is about identifying, assessing, mitigating and managing threats and hazards to the event and those present.

This unit requires the learner to be aware of local and national risk assessment and threat levels and use these to prepare for the event.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to identify threats and hazards and assess the risks to the event**	1.1 Explain what guidance and information is available and where to find them on local and national risk assessments and threat levels 1.2 Outline how to undertake a detailed venue or site inspection 1.3 Outline procedures for risk assessment 1.4 Describe what dynamic risk assessment is and the need to record dynamic decisions 1.5 Explain the importance of informing stakeholders of the outcome of the risk assessments
2. **Know how to specify and agree control measures**	2.1 Explain what we mean by the hierarchy of control and how this is applied to threats or risks 2.2 Explain how to identify and record control measures to minimise risks 2.3 Explain the importance of **stakeholder** engagement and briefing 2.4 Outline the process of resource planning for control measures 2.5 Explain the importance of informing stakeholders of any deficiencies in resourcing control measures 2.6 Explain what integrated response management is and why this is important when managing risk
3. **Be able to identify threats and hazards and assess the risks to the event**	3.1 Carry out a site or venue inspection 3.2 Use information from national and local risk assessment and threat levels to analyse and assess the level of risk to the event 3.3 Liaise with **stakeholders** about the identified threats, hazards and risks

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Be able to specify and agree control measures	4.1 Apply the relevant hierarchy of control to each of the identified **threats and hazards** or risks 4.2 Apply control measures that minimise assessed risks 4.3 Consult on these control measures with relevant **stakeholders** 4.4 Check that resources are in place for these control measures 4.5 Check that control measures integrate with the responses of other organisations 4.6 Record the control measures 4.7 Prepare all relevant information before briefing others

Range
Stakeholders *A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge:* 1. person responsible for the event 2. venue management 3. emergency services 4. regulatory organisations 5. line manager 6. event staff familiar with venue 7. event staff unfamiliar with venue 8. contractors 9. transport providers **Threats and hazards** *Numbers one and two to 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

Unit 8: **Plan for the safety of people at spectator events**

Unit number: D/618/5851
Credit: 5
GLH: 24
Level: 4

Unit Introduction

This unit is about planning for the safety of spectators at events and in crowded places. This includes identifying hazards and threats, assessing the risks involved and specifying procedures to control these.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to plan for events**	1.1 Identify all legal, statutory and non-statutory guidance and organisational requirements in relation to controlling safety and security at events and in crowded places 1.2 Identify types and sources of information to collect, including information on previous events and historical data 1.3 Explain what guidance is available and **factors to consider in calculating safe capacity** 1.4 Explain how to calculate safe capacity using all the available data relating to the access, ingress, movement, egress and dispersal of all those persons at the event including the impact of event overlay 1.5 Explain the importance of calculating safe capacity for any event 1.6 Identify what guidance is available for producing event organisational policies and procedures 1.7 Detail how to produce event organisational policies and procedures 1.8 Identify the **stakeholders** you should involve in developing plans 1.9 Explain the importance of establishing ongoing liaison with **stakeholders** 1.10 Explain the importance of considering the implications of event overlay
2. **Know how to produce, implement, review and evaluate plans**	2.1 Explain how to select resources for efficiency and effectiveness 2.2 Explain how to identify, assess and cost the type and quantity of resources needed for each event 2.3 Identify the types of **influences and pressures** associated with operational plans and how to assess and manage these

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.4 Identify the types of risks associated with operational plans and how to assess and manage these
	2.5 Explain the importance of gaining **stakeholders'** support for own plans
	2.6 Describe methods of recording own plan in an agreed format
	2.7 Describe how to implement own plans
	2.8 Explain the importance of dynamic review and revision of plans including efficiency and effectiveness
	2.9 Explain why it is important to communicate changes to the plan and who you should communicate with
	2.10 Identify the methods of communicating changes to the agreed plan to all stakeholders
	2.11 Describe ways of recording conclusions and developing recommendations
	2.12 Explain the importance of gathering **stakeholders'** feedback
	2.13 Describe processes for updating and maintaining plans
3. Be able to plan for events	3.1 Collect all the **information** about the venue and event and interpret these to help with preparation for the event
	3.2 Calculate the venue's safe capacity
	3.3 Produce event procedures in line with organisational policies
	3.4 Liaise with **stakeholders** regarding planning and preparation for the event
	3.5 Assess the impact of temporary **event overlay**
4. Be able to produce, implement, review and evaluate plans	4.1 Agree the roles and responsibilities in the delivery of the operational plan with key **stakeholders**
	4.2 Select, prioritise and schedule tasks to achieve these objectives
	4.3 Assess and cost the resources needed for the event
	4.4 Follow event or organisational procedures to assess internal and external influences and pressures associated with own plan
	4.5 Assess risks and implications associated with own plans
	4.6 Record own operational plans
	4.7 Put in place monitoring and evaluation methods

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.8 Present draft plans to **stakeholders** and key decision-makers
	4.9 Negotiate changes to the operational plans as a result of stakeholder feedback
	4.10 Record and implement the agreed plan
	4.11 Review and revise plans according to event or organisational needs
	4.12 Communicate any changes to the agreed plan to all **stakeholders**
	4.13 Evaluate the effectiveness and efficiency of own plans
	4.14 Develop and record conclusions and recommendations to improve own plans

Range

Information
All must be covered when assessing for both competence and knowledge.
1. nature of the event and programme
2. arrival and departure arrangements for client groups
3. layout and structure of the venue, its capacity and existing risk assessments

Factors to consider when calculating safe capacity
All must be covered when assessing for both competence and knowledge.
1. Holding capacity
2. Egress capacity
3. Emergency egress capacity
4. Ingress capacity
5. Venue design including overlay
6. Audience demographic
7. Site survey
8. Staffing levels
9. Relevant risk assessments
10. Weather conditions

Event overlay
All must be covered when assessing for both competence and knowledge.
1. services at the venue
2. external environment and other events in the vicinity
3. numbers and types of people attending
4. pre-event information and intelligence – all sources
5. available resources

Stakeholders
A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.
1. person responsible for the event
2. emergency services

3. local authority
4. line manage relevant staff familiar with venue
5. event staff unfamiliar with venue
6. contractors
7. transport provider
8. local communities
9. NGBs

Influences and pressures
All must be covered when assessing for both competence and knowledge.
1. organisational influences and pressures (internal)
2. stakeholder influences and pressures (external)

Unit 9:   **Manage the safety and security of people at spectator events**
Unit number: H/618/5852
Credit: 14
GLH: 52
Level: 4

Unit Introduction

This unit is about ensuring overall safety at an event, checking the venue and all provision to make sure it complies with planned control measures and legal and organisational requirements, and managing these during the event.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to ensure the readiness of the venue and resources prior to events**	1.1 Identify all relevant legal, statutory, non-statutory and organisational requirements for controlling safety and security at spectator events 1.2 Describe procedures for checking the readiness of venues and resources 1.3 Identify the types of problems that may occur with provision and how to deal with these 1.4 Identify the location and contents of all the event plans including contingency plans 1.5 Explain the importance of ensuring that all provision is in line with organisational procedures and legal and statutory requirements 1.6 Describe the circumstances where **influences and pressures** may be exerted to make the event go ahead without adequate provision and how to deal with these 1.7 Explain the importance of environmental variables and how they may compromise safety and security 1.8 Identify responsibilities delegated to others and how to check that these are understood and in place 1.9 Identify the documentation that needs to be completed and how to complete it
2. **Know how to monitor and co-ordinate organisational measures during events**	2.1 Identify available resources for the event 2.2 Explain methods of checking regularly that resources and organisational procedures are in line with plans and requirements 2.3 Describe how to monitor available information and identify actual and potential situations 2.4 Identify the types of information to be monitored during the event, who this

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	information will come from and how to monitor it
	2.5 Explain methods for assessing received information for accuracy and significance
	2.6 Explain how to carry out risk assessments
	2.7 Explain how to implement procedures including dynamic risk assessment
	2.8 Explain suitable control measures
	2.9 Explain when and how to activate contingency plans
	2.10 Identify the agreed procedures for promptly informing relevant **stakeholders** of situations which have arisen in their area of responsibility
	2.11 Describe the agreed procedures regarding communication
	2.12 Explain the importance of recording all information and decisions fully and accurately
	2.13 Identify methods of debriefing all relevant **stakeholders**
	2.14 Explain the importance of evaluating the effectiveness of the organisational procedures and learning lessons for future events
3. **Ensure the readiness of the venue and resources prior to events**	3.1 Inspect the venue and all resources for the event
	3.2 Make sure that all safety provision is in line with organisational requirements and the event plan
	3.3 Take action promptly when safety provision is below the required standards and record the outcome
	3.4 Counter any influences and pressures from **stakeholders** and from environmental factors that are compromising safety and security at the event
	3.5 Check against the event plan and confirm that all delegated responsibilities are in place
	3.6 Complete all documentation clearly and accurately according to organisational procedures
4. **Monitor and co-ordinate organisational measures during events**	4.1 Check that the deployment and functioning of resources are in line with organisational procedures
	4.2 Monitor available information and note any situations outside acceptable limits
	4.3 Check this information for accuracy and significance

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.4 Take action promptly in response to information received 4.5 Record own actions and rationale in the decision log 4.6 Activate contingency plans if necessary 4.7 Inform **stakeholders** of situations relating to their area of responsibility following agreed procedures 4.8 Keep **records** of all information and decisions 4.9 Debrief all **stakeholders**

Range
Stakeholders *A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.* 1. person responsible for the event (promoter) 2. emergency services 3. local authority 4. line manager 5. event staff familiar with venue 6. event staff unfamiliar with venue 7. contractors 8. transport providers **Records** *A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.* 1. CCTV footage 2. decision logs 3. witness statements 4. briefing and debriefing notes 5. pre-event inspections 6. staff attendance records **Influences and pressures** *All must be covered when assessing for knowledge.* 1. organisational influences and pressures (internal) 2. stakeholder influences and pressures (external)

Unit 10: **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.

This unit is mandatory for those who wish to proceed to complete the optional unit covering physical intervention as part of this spectator safety qualification.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to engage with client groups in conflict situations**	1.1 Describe how to communicate with **client groups** including: - 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 1.2 Describe the types of **conflict situations** that are likely to arise 1.3 Identify the correct responses for each of these types of situations 1.4 Explain the role of effective communication in reducing conflict 1.5 Explain the importance of showing respect for client groups, their property, their rights and their needs 1.6 Explain how to use non-discriminatory and non-offensive **behaviour and language** to manage conflict situations 1.7 Explain how to use non-verbal communication to manage conflict situations
2. **Understand how to follow procedures to resolve conflict situations**	2.1 Describe methods of assessing risk in conflict situations

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.2 Explain the importance of understanding client group needs and perceptions
	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

• **Conflict situations**
   o Challenging customer behaviour caused by:
     − technical failures
     − delays
     − unexpected crowd movements
     − local overcrowding
     − queuing
   o Unsociable or unlawful behaviour
   o Fighting
   o Ticket forgeries
   o Entry into restricted areas
 	
• Non-discriminatory and non-offensive **behaviour and language**
   o Acting fairly towards all client groups
   o Being courteous and polite
   o Not being under influence of drink or drugs

- o   Not using language that is abusive, defamatory or offensive
- o   Not abusing position

- Ways of **maintaining own personal safety**
  - o   Listening actively
  - o   Maintaining your own personal space
  - o   Following instructions
  - o   Careful observation of crowds and areas
  - o   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 11: **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
The learner will	*The learner can*
1. **Understand how to deal with incidents at spectator events**	1.1 Outline basic principles of risk assessment 1.2 Outline the **types of incidents** that may occur 1.3 Describe the organisation's incident management procedures 1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly 1.5 Describe the procedure to request **qualified assistance** 1.6 Describe how to deal with incidents before qualified assistance arrives 1.7 Explain how to protect the casualty and others involved from further harm 1.8 Outline how to provide comfort and reassurance 1.9 Outline what **information** is important to give to the client groups involved 1.10 Outline incident reporting
2. **Be able to deal with incidents at spectator events**	2.1 Assess the situation for **hazards** and risks 2.2 Protect any casualty and other people involved from further harm 2.3 Call for qualified assistance 2.4 Give the qualified assistance information about the incident 2.5 Give the people involved in the incident instructions according to the organisation's incident management procedures 2.6 Carry out your role according to the organisation's incident management procedures 2.7 Follow procedures for reporting the incident

Amplification

- **Types** of incidents
  - Fire
  - Medical
  - Crowd disorder
  - Terrorism
  - Environmental
  - Chemical
  - Missing persons
- **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 both competence 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 12: **Manage resources for safety and security at spectator events**
Unit number: F/618/5826
Credit: 10
GLH: 35
Level: 4

Unit Introduction

This unit is about managing resources including physical resources such as equipment, facilities and consumables. This unit also covers personnel resources which are viewed as assets in this context.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand how to plan the use of resources	1.1 Explain the importance of involving stakeholders in planning **resources** 1.2 Identify methods of developing plans which take into account past experience, trends and developments and factors likely to affect the use of **resources** 1.3 Explain how and why to obtain specialist advice and guidance in relation to the provision of specialist **resources** for mitigating threats such as terrorism 1.4 Explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains 1.5 Identify methods of presenting plans to stakeholders in an appropriate and timely manner 1.6 Identify and explain negotiation techniques in detail
2. Understand how to obtain resources	2.1 Identify basic principles and processes of cost-benefit analysis 2.2 Describe the procedure for requesting and obtaining **resources** in your area of responsibility 2.3 Explain the importance of revising plans and updating **stakeholders** accordingly
3. Understand how to ensure the availability of resources	3.1 Explain methods of identifying the supplies needed 3.2 Explain how to ensure supplies meet with relevant published standards, including prompt response to **changed circumstances** 3.3 Describe the procedures to follow when selecting from a range of suppliers to ensure adequate competition and continuity of supplies

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Explain why monitoring supplies at appropriate intervals is important
	3.5 Identify the procedures for business continuity of the supply chain
	3.6 Describe their organisation's requirements for **resources**
	3.7 Explain the importance of balancing the event's requirements and organisational requirements
	3.8 Identify methods of dealing with problems with supplies and supply chains
	3.9 Explain about record keeping in managing supplies and suppliers
	3.10 Explain the importance of continuously monitoring the quality of **resources**
4. Understand how to monitor the use of resources	4.1 Explain the importance of taking prompt corrective action to deal with deviations from plans
	4.2 Identify methods of monitoring the use of **resources** against agreed plans
	4.3 Describe the mitigating actions to take when dealing with deviations from plans
	4.4 Explain the importance of confidentiality in record keeping in accordance with current legislation
5. Plan the use of resources	5.1 Ask **stakeholders** to provide information about the resources required
	5.2 Develop plans that make the best use of resources
	5.3 Obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats
	5.4 Prepare plans that are consistent with the organisation's objectives, policies and legal requirements
	5.5 Present, negotiate and agree these plans with **stakeholders**
6. Obtain resources	6.1 Ask for resources that support activities in their area of responsibility
	6.2 Negotiate and reach agreement with suppliers for resources
	6.3 Agree amendments to plans with **stakeholders** when they cannot obtain the required and/or planned resources

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
7. Ensure the availability of resources	7.1 Choose resources from a range of suppliers to ensure adequate competition and continuity of supplies 7.2 Monitor the quality and quantity of supplies 7.3 Obtain supplies that meet the organisation's requirements 7.4 Deal with any problems with supplies and supply chains 7.5 Keep records of supplies
8. Monitor the use of resources	8.1 Monitor the quality of resources 8.2 Take corrective action to deal with any deviations from plans 8.3 Keep and be prepared to share records relating to the use of resources with relevant **stakeholders**

Amplification
• **Changed circumstances:** Any incident occurrence or event that may require the venue owner or event organizer to change, update or modify the event plans. Such circumstances may include, weather conditions, new or additional risks or threats, revised UK threat level.

Range
Stakeholders *All must be covered when assessing for competence* 1. team members 2. colleagues working at the same level 3. higher-level managers or supervisors 4. people outside the organisation **Resources** *All must be covered when assessing for both competence and knowledge* 1. overlay 2. human resources (employees, volunteers, contractors) 3. consumables

Unit 13:   Manage the efficient use of resources
Unit number: J/618/5827
Credit: 4
GLH: 19
Level: 4

Unit Introduction

This unit is about the efficient use and management of resources for which the learner is responsible.

These can be either financial resources in the form of a budget or physical resource such as equipment and consumables.

The unit covers recommended resources to assist with the requirements of the event plan.

The unit also covers monitoring and controlling the way in which resources are used.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to manage the use of resources**	1.1 Explain the importance of providing colleagues with the opportunity to provide information on the resources the team needs 1.2 Outline how to collate information from colleagues about the resources the team needs 1.3 Describe how to make recommendations for the effective use of the resources taking into account trends and development and current best practice which are likely to affect the use of resources 1.4 Outline how to make recommendations that are consistent with organisational procedures and the event plan 1.5 Outline how to make recommendations that indicate the potential benefits expected from the planned use of resources 1.6 Describe the process of presenting recommendations to responsible colleagues 1.7 Explain the importance of providing opportunities for colleagues to take individual responsibility for the efficient use of resources when required 1.8 Outline how to monitor the efficient use of resources within own area of responsibility 1.9 Outline how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services 1.10 Explain how effective management of resources can positively contribute to

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	organisational performance
	1.11 Outline how to make sure the use of resources by the team takes into account the potential impact on the environment
	1.12 Outline how to monitor the quality of resources and ensure consistency in product and service delivery
	1.13 Explain the importance of identifying problems with resources promptly, and taking for corrective action
	1.14 Outline how to make recommendations for improving the use of resources in accordance with organisational procedures and the event plan
	1.15 Explain the importance of accurate record keeping
	1.16 Explain the importance of following organisational procedures and the event plan when completing records
2. Be able to manage the use of resources	2.1 Collate information from colleagues about the resources their team needs
	2.2 Make recommendations that take account of trends and developments and current best practice which are likely to affect the use of resources
	2.3 Make recommendations that are consistent with organisational procedures and the event plan
	2.4 Make recommendations that indicate the potential benefits expected from the planned use of resources
	2.5 Present recommendations to the responsible colleagues
	2.6 Provide opportunities for colleagues to take individual responsibility for the efficient use of resources when required
	2.7 Monitor the efficient use of resources within own area of responsibility
	2.8 Make sure the use of resources by the team takes into account the potential impact on the environment

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.9 Monitor the quality of resources and ensure consistency in product and service delivery and supply chains
	2.10 Identify problems with resources and supply chains promptly and take corrective action as soon as possible
	2.11 Make recommendations for improving the use of resources in accordance with organisational procedures and the event plan
	2.12 Keep clear and detailed records on the use of resources and recommendations for improvement
	2.13 Make sure that records relating to the use of resources are completed following organisational procedures and the event plan

Unit 14: **Develop your knowledge, skills and competence**
Unit number: L/618/5828
Credit: 4
GLH: 15
Level: 3

Unit Introduction

This unit is about taking responsibility for developing a learner's own knowledge, skills and competence to meet the current and future requirements of their work and to support own personal and career development.

This unit will be assessed in the form of a personal development plan discussed and signed off by the person the learner is reporting to.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to develop knowledge and competence**	1.1 Identify the principles which underpin their professional development
	1.2 Evaluate the current requirements of their work role and how the requirements may evolve in the future
	1.3 Describe how to monitor changes, trends and developments
	1.4 Evaluate the impact of different factors on their role
	1.5 Identify development needs to address any identified gaps between the requirements of their work role and current knowledge, understanding and skills
	1.6 Outline what an effective development plan should contain and the length of time that it should cover
	1.7 Explain the importance of taking account of own career and personal goals when planning professional development
	1.8 Describe the range of different learning methods and how to identify the methods which work best for them
	1.9 Identify the type of development activities that can be undertaken to address identified gaps in your knowledge, skills and competence

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	1.10 Evaluate the extent to which development activities have contributed to their performance
	1.11 Explain how to update development plans in the light of own performance, any development activities undertaken and any wider changes
	1.12 Identify and use appropriate sources of feedback on own performance.
2. Be able to develop knowledge and competence	2.1 Monitor trends and developments in own sector and area of professional expertise and evaluate their impact on their work role
	2.2 Evaluate, at appropriate intervals, the current and future requirements of their work role, taking account of the vision and objectives of their organisation
	2.3 Identify the learning methods which work best for them and ensure that they take these into account in identifying and undertaking development activities
	2.4 Identify any gaps between the current and future requirements of their work role and current knowledge, skills and competences
	2.5 Discuss and agree, with those they report to, a development plan which both addresses any identified gaps in own knowledge, skills and competence and supports own career and personal goals
	2.6 Undertake the activities identified in their development plan and evaluate their contribution to own performance
	2.7 Get regular feedback on own performance from those who are able to provide objective, specific and valid feedback
	2.8 Review and update your development plan in the light of own performance, any development activities undertaken and any wider changes

Additional unit guidance
This unit will be assessed in the form of a personal development plan discussed and signed off by the person the learner is reporting to.

Unit 15:   **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
The learner will	*The learner can*
1. Understand physical interventions and the implications of their use	1.1 State the legal implications of using physical intervention
	1.2 State the professional implications of using physical intervention
	1.3 Identify positive alternatives to physical intervention
	1.4 Identify the differences between defensive physical skills and physical interventions
2. Understand the risks associated with using physical intervention	2.1 Identify the risk factors involved with the use of physical intervention
	2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis
	2.3 State the specific risks associated with positional asphyxia
	2.4 State the specific risks associated with prolonged physical interventions
3. Understand how to reduce the risks associated with physical intervention	3.1 State the specific risks of dealing with physical intervention incidents on the ground
	3.2 Identify how to deal with physical interventions on the ground appropriately
	3.3 Identify ways of reducing the risk of harm during physical interventions
	3.4 State the benefits of dynamic risk assessment in situations where physical intervention is used
	3.5 State how to manage and monitor a person's safety during physical intervention
	3.6 State the responsibilities of all involved during a physical intervention
	3.7 State the responsibilities immediately following a physical intervention
	3.8 State why it is important to maintain physical intervention knowledge and skills

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

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.

o **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

　　　　o   *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*:
  o   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)
  o   impact with floor and/or objects (during forceful takedowns or falls to the ground)
  o   injury from glass or debris on the ground
  o   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:
  o   try to get the individual up, or to a comfortable seated or recovery position as quickly as possible
  o   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*:
  o   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
  o 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*:
  o 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)
  o avoid high-risk positions including ground restraints
  o avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation
  o maintain ongoing communication between staff and between staff and the subject during and following restraint
  o monitor the wellbeing of the subject for adverse reactions
  o work as a team and designate a team leader
  o follow established procedures (take care not to deviate)
  o de-escalate at the earliest opportunity to reduce exposure to risk
  o 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:
  o assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not
  o evaluate options available and inform decision whether to intervene, when and how
  o identify when assistance is needed
  o continuously monitor for changes in risks to all parties during and following an intervention
  o 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:*
  o observe fully the risk factors (situational and individual)
  o ensure that nothing impedes the subject's ability to breathe or their circulation - checking airway – breathing – circulation (ABC)
- *Actions to take:*
  o 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

     o   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:
  - o   intoxicated or ill and require assistance
  - o   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:
  o   create space
  o   positive communication with colleagues and other people present
  o   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.

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 ✓)