Qualification Handbook

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

601/4814/7

Version 1

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

Version and date	Change, alteration or addition	Section

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1. About the BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry

BIIAB is regulated for the delivery of security qualifications by Ofqual in England and by CCEA Regulation in Northern Ireland.   The qualifications have unique Qualification Numbers which are shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The Qualification Number will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number
BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry	601/4814/7

2. Objective and Purpose of the Qualification

The BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry is designed to show that learners have obtained and can demonstrate the knowledge and skills required to be a Door Supervisor.

The primary purpose of the qualification is to confirm occupational competence and/or 'licence to practise'. However, employers can also rely on the knowledge provided as meeting nationally recognised standards within security, and more specifically door supervision, at this level as such the sub-purpose is to Confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry body.

Under the Private Security Industry Act 2001, all door supervisors must hold a licence to practise issued by the Security Industry Authority (SIA). Successful completion of this course enables a door supervisor to meet one of the requirements to apply for their licence.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring these qualifications.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry, learners **must** complete all units within the qualification. This **must** consist of:

- Total number of units: **4**

- Mandatory Group A **minimum** number of units: **4**

- GLH: **33**

- TQT: **45**

Learners who are completing this qualification must sit "Conflict Management within the Private Security Industry" before "Physical Intervention Skills within the Private Security Industry".

Listed below is the qualification unit.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Minimum contact hours	Total unit time	Assess ment Method
WWPSI	K/506/7176	Working within the private security industry	2	1	10	Multiple-choice assessment
WDSWPSI	L/506/7140	Working as a Door Supervisor within the Private Security Industry	2	12	12	Multiple-choice assessment
CMWPSI	Y/506/7125	Conflict Management within the Private Security Industry	2	7.5	8	Multiple-choice assessment
PISWPSI	K/506/7341	Physical Intervention Skills within the Private Security Industry	2	12	15	Practical Demonstration and Knowledge Test
			Total	32.5 hours (minimum of 4 days)	45 hours	

7. Age Restriction

The BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry is only suitable for learners 18 or above.

8. Entry Requirements and Progression

Security operatives are likely in the course of their work to be required to make calls to the emergency services, or need to communicate to resolve conflict. It is essential that security operatives are able to communicate clearly.

It is a centre's responsibility to ensure that learners are sufficiently competent in the use of the English language, and as such all assessment are conducted in English language only. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment. Centres are required to evidence this for each learner.

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

- A B1 level qualification on the Home Office's list of recognised English tests and qualifications
- A B1 Common European Framework of Reference for Languages (CEFR)
- An ESOL qualification at (Entry Level 3) regulated by Ofqual and taken in England, Wales or Northern Ireland
- An ESOL qualification at SCQF 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 SCQF Level 5
- Essentials Skills Wales Communication Level 1.

9. Assessment

The BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry contains three knowledge units, and one knowledge and skills unit, all of which are assessed.

All BIIAB-approved training centres and their assessment must adhere to the designed assessment strategy for this qualification. The qualification contains three knowledge units, and these units are externally set and marked by BIIAB. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

In order to assess formally the learners' knowledge, BIIAB has developed externally set, externally marked paper-based **multiple-choice assessment**.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Centre Manual for the Administration of BIIAB Qualifications within the Security Portfolio document, available in the password protected area of CentreZone.

BIIAB will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Role play and simulated environment

Training providers should provide practical learning in Conflict Management and Searching that is delivered as part of this qualification. Training providers should evidence that they are delivering these areas of learning through role-play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required.

Facilities

Training must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment. This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and downstairs for the physical intervention skills unit.

Trainers involved in the delivery of licensed-linked qualifications

Approved trainers delivering programmes included in this specification must have successfully completed a formal teaching or training qualification.

Qualification requirements for Trainers

All trainers seeking to deliver licence-linked qualifications must either have achieved the Level 3 Award in Education and Training or a teaching or training qualification at SVQ level 3 (or equivalent), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:

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

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting BIIAB.

Qualifications for Trainers of Conflict Management

The SIA requires all trainers delivering scenario-based conflict management training for licence-linked qualifications to have received relevant training. Trainers are required to hold a qualification at or above Level 3 in The Delivery of Conflict Management Training.

The SIA may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements.

Additional Criteria for Approved Trainers Wishing to Deliver Physical Intervention Skills Training

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

- A suitable teaching/training qualification, as outlined above for trainers
- A suitable level 3 qualification in conflict management training, as defined above for trainers of Conflict Management
- A Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry; **and**
- A current certificate (updated annually) from an approved Level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved Level 2 programme

Sector Competence for Approved Trainers

Trainers 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.

BIIAB will require sufficient information about a trainer's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that trainers have the right occupational expertise, the SIA and BIIAB require trainers new to the sector to have three years frontline operational experience in the last ten in the UK, relevant to the qualifications that they are delivering. This experience should have been gained in the UK, although it is recognised that some overseas experience in Close Protection may also be relevant and this will be judged on individual merit.

Existing trainers must demonstrate that they are taking sufficient steps to keep their occupational expertise up-to-date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector. Trainers must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least thirty hours every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

10. Additional Centres and Venue Criteria for Delivery of Physical Intervention Training

Insurance requirements

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

- Employers liability (£10m minimum value)
- Public liability (£5m minimum value)
- Professional indemnity (£250k minimum value)

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; 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 centres and individual trainers delivering physical intervention training at the approved centre. Where the individual tutor does not hold their own cover the approved centre must ensure its insurer is aware of this and extended cover secured where necessary. Documentation should clearly detail the cover for trainers.

Venue requirements for Physical Intervention Skills Training

Training venues must be risk assessed for suitability for physical intervention training. Venues will need to be assessed for each training episode. Approved centres are responsible for maintaining and updating assessment documentation.

Centres are required to have in place a policy and procedures in relation to risk assessment. Physical skills training must take place in safe conditions, as regards:

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

Centres must have a first aid policy which must include:

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

The centre must furnish candidates with safety information prior to attendance that Includes:

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

Physical Intervention Training Programmes

Only those physical intervention programmes that appear on the SIA website on The list 'Physical Intervention Skills: Trainer Training' can be used to train learners registered to achieve the licence-linked physical intervention unit.

Only centres who are approved to offer the full qualification may offer this unit as a standalone and centres must adhere to the following conditions:

The SIA regulations state that this unit may only be delivered as a standalone unit under the following conditions:

- Learners need to hold a current SIA licence in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection.

or

- Learners need to have the relevant SIA licence-linked certificate / qualification which is under three years old in one of the following: Door Supervision, Security guarding, Vehicle immobilising or Close Protection.

It is the centres responsibility to ensure that all learners sitting this unit as a standalone unit meet these requirements and to keep and maintain the relevant records.

11. Standard Delivery Times for Units

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time DOES NOT include;

- • Breaks in the delivery of the course
- • Checking ID.

Learning for the qualifications must be delivered to the specified time scales. Each day should not exceed eight hours of learning. For the delivery of the BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry the SIA recognises that one day may be eight and a half hours to accommodate the assessment arrangements.

12. Distance Learning

Centres must ensure that the minimum contact hours stipulated by the SIA are being met, however the SIA and BIIAB recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning.

Where a centre wishes to use flexible learning in this way, they must firstly inform their awarding organisation. The centre must detail within their quality management processes each of the following:

- • Which areas of learning are to be delivered by distance learning
- • The method of distance learning to be used
- • A robust and auditable method for determining that learners have undertaken the distance learning.

This will be quality assured through the awarding organisations external quality assurance processes.

13. Resources

BIIAB provides the following additional resources for this qualification:

- Multiple-choice assessments (externally set, externally marked)
- Candidate Answer Sheets
- Learner handbooks
- Specimen questions

Resources are available for download and purchase from www.biiab.org.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery.

14. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres **must** refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

15. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Minimum Contact Time

The mandatory number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification, however a similar calculation is assigned to a unit and referenced as Total Unit Time (TUT).

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

16. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found in the secure CentreZone section of www.biiab.org

BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found in the secure CentreZone section of www.biiab.org

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

17. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit-for-purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

18. Units

The following four units are mandatory for the BIIAB Level 2 Award for Working as a Door Supervisor within the Private Security Industry. There are no optional units for either qualification.

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

Unit Title: Working within the Private Security Industry

Unit Code: K/506/7176

Level: 2

Minimum Contact Time: 1 hour

Total Unit Time: 10 hours

Learning Outcomes and Assessment Criteria:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the main characteristics of the Private Security Industry	1.1	Identify the key purposes of the private security industry
		1.2	State the functions of the Security Industry Authority (SIA)
		1.3	Identify standards of behaviour required of a security operative
		1.4	Identify different sectors within the private security industry
		1.5	Identify the benefits of linking with crime reduction initiatives
2	Understand legislation as it applies to the individual in carrying out a licensable activity	2.1	Identify the differences between Civil and Criminal Law
		2.2	State the main aims of the Private Security Industry Act 2001
		2.3	Identify key legislation relating to promoting equality and diversity in the workplace
3	Understand the importance of safe working practices to comply with legal requirements	3.1	State the importance of Health & Safety in the work environment
		3.2	State the meaning of 'duty of care'
		3.3	Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation
		3.4	Identify methods for safe manual handling
		3.5	Recognise 'risks' in relation to health and

			safety at work
		3.6	State how to minimise risk to personal safety and security
		3.7	Identify typical workplace hazards
		3.8	Identify safety signs and signals
		3.9	State reporting procedures for Health and Safety accidents and incidents
		3.10	Identify who to contact in first aid situations
4	Understand fire procedures in the workplace	4.1	Identify basic fire safety measures
		4.2	Identify the elements that must be present for fire to exist
		4.3	Identify classifications of fire
		4.4	Identify basic fire fighting equipment
		4.5	State the different types of fire extinguishers and their uses
		4.6	State the actions to be taken upon discovering a fire
		4.7	State the importance of understanding fire control panels
		4.8	State the importance of understanding fire evacuation procedures
		4.9	Identify the role and responsibilities of a fire marshal
5	Understand emergencies and the importance of emergency procedures	5.1	Identify responses to different types of emergencies
		5.2	State how to make emergency calls
		5.3	Identify actions to be taken in the event of personal injury
		5.4	Identify factors which may indicate individuals could be vulnerable and at risk of harm
		5.5	State actions to take when individuals have been identified as vulnerable and at risk of harm

		5.6	Identify how to report indicators of child sexual exploitation
		5.7	Identify behaviours that could indicate suspicious or terrorist activity
		5.8	Identify actions to be taken in the event of a security threat
		5.9	State the importance of a business continuity plan
6	Understand the importance of communication skills and customer care	6.1	State the basic elements of communication
		6.2	Identify the different types of communication
		6.3	State the importance of communication in delivering customer care
		6.4	Identify different types of customers and how their needs can vary
		6.5	State the principles of customer care
		6.6	Identify best practice in relation to telephone communications
		6.7	Identify best practice in relation to radio communications
		6.8	Recognise the call signs of the NATO phonetic alphabet

Indicative Content:

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

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

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

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

1.5 Identify the benefits of linking with crime reduction initiatives

	• Crime reduction initiatives: National PubWatch, local PubWatch initiatives; Crimestopper; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with Local Authority and police) • Benefits: reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer

2 Understand legislation as it applies to the individual in carrying out a licensable activity	2.1 Identify the differences between Civil and Criminal Law
	
	• Main features of Civil law: purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities
	    o Types of offences: trespass, breach of contract
	
	• Main features of Criminal Law: purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt
	    o Types of offences: common assault, actual bodily harm, grievous bodily harm, violence undertaking licensable activities without an SIA licence; permitting drug related activities to take place on licensed premises (supplying and/or consuming illegal drugs)
	
	2.2 State the main aims of the Private Security Industry Act 2001
	
	• Raise standards in the private security industry
	• Increase public confidence in the private security industry
	• Increase public safety
	• Remove criminal elements from the private security industry
	• Establish the SIA (Security Industry Authority)
	• Establish licensing
	
	2.3 Identify key legislation relating to promoting equality and diversity in the workplace
	
	• Key Legislation: Equalities Act 2010; Human Rights

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

3 Understand the importance of safe working practices to comply with legal requirements	3.1 State the importance of Health & Safety in the work environment • Duty of care • To keep employees and customers safe • To avoid damage to equipment and property • To comply with legislation; consequences of failure to comply (prosecution, fines, business closure) • To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation) 3.2 State the meaning of 'duty of care' • Definition: requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law • Exercising duty of care: deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities 3.3 Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation • Responsibilities of employees and the self-employed: to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to

follow processes and procedures put in place by their employer
- Responsibilities of employers: to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs

3.4 Identify methods for safe manual handling

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

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

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

3.6 State how to minimise risk to personal safety and security

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

3.7 Identify typical workplace hazards

- Definition of 'hazard': potential source of harm; adverse health effect on a person or persons

- Typical workplace hazards: conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working

3.8 Identify safety signs and signals

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

3.9 State reporting procedures for Health and Safety accidents and incidents

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

3.10 Identify who to contact in first aid situations

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

4 Understand fire procedures in the workplace	4.1 Identify basic fire safety measures - Control of fuel and ignition sources (bins and waste disposal) - Safe storage of flammables - Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire

| | blanket/extinguishers sprinkler systems)
| | • Staff training
| | • Avoidance of overloading electrical points
| | • Fire plan: fire walls; fire doors; emergency exits
| | **4.2 Identify the elements that must be present for fire to exist**
| | • Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)
| | **4.3 Identify classifications of fire**
| | • A - Ordinary combustible: includes paper, wood, textiles, rubber
| | • B – Flammable liquids e.g. petrol, paint, solvents
| | • C - Flammable gas e.g. butane, propane
| | • D - Metal fires e.g. powdered and metal shavings, alkali-based metals
| | • Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel).
| | • F - Hot cooking oils
| | **4.4 Identify basic firefighting equipment**
| | • Equipment: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)
| | **4.5 State the different types of fire extinguishers and their uses**
| | • Water: use with paper, wood, fabric
| | • General Foam: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary)
| | • CO_2 Gas: use with electrical fires (primary)
| | • Wet chemical: cooking oil fires
| | • Powder: use with most fires including liquid and electrical fires
| | **4.6 State the actions to be taken upon discovering a fire**
| | • Sound the alarm and inform emergency services

- FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger.
- Identify area where fire is, isolate other areas

4.7 State the importance of understanding fire control panels

- Ensure full understanding of extent of area of incident
- To pass on correct message to emergency services (materials, chemicals stored in affected area)
- To act accordingly to the notifications
- To take necessary precautions as signalled by the systems

4.8 State the importance of understanding fire evacuation procedures

- To keep self and others safe
- To save time in an emergency
- To assist emergency services
- To confirm evacuation

4.9 Identify the role and responsibilities of a fire marshal

Daily duties to check:

- exit doors are available for use, unlocked and unobstructed
- escape routes are clear of storage and combustible materials
- fire extinguishers are in position with seals in place
- fire safety signs are in position
- fire alarm call points are unobstructed
- fire-resisting doors are closed and functioning properly
- if any malfunction of the weekly fire alarm test is reported

In event of emergency:

- on hearing the alarm
- check allocated area to ensure that everybody has left, take roll call
- take control of the evacuation and ensure that anybody with evacuation difficulties is aided
- proceed to the assembly area and report to the Fire

	Co-ordinator
5 Understand emergencies and the importance of emergency procedures	5.1 Identify responses to different types of **emergencies** Definition of emergency: situation that is unexpected, threatens safety or causes serious disruption and requires immediate action Types of emergencies: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat Responses to emergencies: - follow correct procedures depending on emergency - ensure safety of self and others - report to appropriate authorities - appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm - prioritisation of incidents 5.2 State how to make emergency calls - Stay calm - Dial appropriate emergency telephone number and ask for relevant emergency service - Provide relevant information: location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident 5.3 Identify actions to be taken in the event of personal injury - Contact designated first aider or call the emergency services, as appropriate - Ensure safety of self and others - Deal with injury within limits of own ability and authority - Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses) 5.4 Identify factors which may indicate **individuals** could be **vulnerable** and at risk of harm - Individuals: adults, young people and children who

the private security operative may come into contact with whilst on duty

- Factors indicating vulnerability: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, having a physical or learning disability

5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm

- Seeking help of Street Pastors, Street Marshalls or any other active schemes
- Calling a relative to assist in the case of a younger or vulnerable adult
- Calling for a licensed taxi to take the vulnerable person home
- Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance
- Calling the police

5.6 Identify how to report indicators of child sexual exploitation

Indicators of child sexual exploitation:

- Children and young people in the company of older people or anti-social groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars

Reporting:

- contact the police or call Crimestoppers
- Report as soon as possible

5.7 Identify behaviours that could indicate suspicious or terrorist activity

- Person taking particular interest in security measures, making unusual requests for information,

	testing security by breaching restricted areas, loitering, tampering with utilities
	• Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings
	• Parked vehicles with people inside; empty parked vehicles left unattended for long period
	• Multiple sightings of same suspicious person, vehicle, or activity
	5.8 Identify actions to be taken in the event of a security threat
	• Ensuring a visible presence of vigilant security staff; regular patrols
	• Maintaining organised search procedures
	• Ensuring emergency exits are secured when not in use Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority)
	• Reporting incident requiring immediate response to the police.
	• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.
	5.9 State the importance of a business continuity plan
	• Ensures important business operations continue in event of an emergency or incident
	• Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure
6 Understand the importance of communication skills and customer care	6.1 State the basic elements of communication
	• Communication process: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback
	6.2 Identify the different types of communication
	• non-verbal communication: body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication
	• verbal communication: speaking (tone); listening

6.3 State the importance of communication in delivering customer care

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

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

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

6.5 State the principles of customer care

- Principles: establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable
- Dealing with problems: acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through

6.6 Identify best practice in relation to telephone communications

- Best practice: polite and professional approach and language; appropriate greeting when answering phone; clear distinct voice with moderate pitch and volume; listening to verbal and vocal expressions; use of questioning techniques; providing

appropriate information; maintaining confidentiality; leaving, taking and passing on messages accurately; recognise limits of own authority; use of phonetic alphabet; completing relevant phone logs and records

6.7 Identify best practice in relation to radio communications

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

6.8 Recognise the call signs of the NATO phonetic alphabet

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

Assessment: This unit will be assessed by an externally set and marked multiple choice question paper consisting of 40 questions. The examination will last for 60 minutes and learners will be required to correctly answer 28 of the 40 questions in order to pass.

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

Unit Title: Working as a Door Supervisor within the Private Security Industry

Unit Number: L/506/7140

Level: 2

Minimum contact time: 12 hours

Total Unit Time: 12 hours

Learning Outcomes and Assessment Criteria:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role and objectives of a door supervisor	1.1	State the role of a door supervisor
		1.2	State the objectives of a door supervisor
		1.3	State the importance of an admissions policy
2	Understand civil and criminal law relevant to a door supervisor	2.1	State the law relating to the use of force
		2.2	Identify different types of crimes against the person as defined by law
		2.3	Identify common crimes against property that a door supervisor may come across
		2.4	State the definition of an 'offensive weapon'
3	Understand searching relevant to a door supervisor	3.1	State the differences between general, random and specific searches
		3.2	Identify a door supervisor's right to search
		3.3	Recognise possible hazards when conducting a search
		3.4	State the precautions to take when carrying out a search
		3.5	State how to search people and their

			property
		3.6	Identify reasons for carrying out a premises search
		3.7	Identify actions to take in the event of a search refusal
		3.8	Identify search documentation that a door supervisor is required to complete
		3.9	Identify actions to take if a prohibited or restricted item is found during a search
		3.10	Identify additional considerations to take when searching individuals
4	Understand powers of arrest relevant to a door supervisor	4.1	Identify offences for which a door supervisor can make an arrest
		4.2	Identify the limitations to a door supervisor's powers of arrest
		4.3	State why an arrest should only be made as a last resort
		4.4	State arrest procedures to be followed by a door supervisor
		4.5	Identify procedures to take following an arrest
5	Understand drug-misuse issues and procedures relevant to the role of a door supervisor	5.1	Identify key areas of drug-misuse legislation
		5.2	Recognise the indicators of drug misuse
		5.3	Identify common types of illegal drugs
		5.4	Recognise signs of drug dealing
		5.5	State the procedure for dealing with individuals found to be in possession of drugs
		5.6	State the procedure for handling seized

			drugs
		5.7	State how to dispose of drug-related litter and contaminated waste
6	Understand incident recording and crime scene preservation relevant to the role of a door supervisor	6.1	Identify different types of evidence
		6.2	State how to preserve evidence after an incident
		6.3	Identify records to complete when an incident has occurred
		6.4	Identify the reasons for recording incidents
		6.5	Identify the types of incidents which need to be recorded
		6.6	Identify incidents when a door supervisor should call the police
		6.7	Identify the requirements for completing incident records
7	Understand licensing law and social responsibility relevant to the role of a door supervisor	7.1	Identify the licensing objectives
		7.2	State the rights and duties of licensees and door supervisors as their representatives
		7.3	State the law in relation to refusing entry and ejecting customers
		7.4	Identify police powers regarding licensed premises
		7.5	State the law regarding children and young persons on licensed premises
		7.6	Identify acceptable forms of proof of age
		7.7	State conduct that is unlawful under licensing, gaming and licensing of sex

			establishments legislation
		7.8	State the powers of entry of authorised persons
8	Understand emergency procedures which should be followed by a door supervisor	8.1	State the importance of knowing the venue's evacuation procedures
		8.2	State the role of a door supervisor when dealing with threats of terrorism
		8.3	Identify sources of information on terrorism awareness
		8.4	Identify appropriate responses to situations requiring first aid
9	Understand how a door supervisor can help to keep vulnerable people safe	9.1	Recognise the risks to vulnerable people being ejected from, or refused entry to a venue
		9.2	Identify actions that can be taken by a door supervisor to protect vulnerable people
		9.3	Recognise behaviours that could indicate potential sexual predators
10	Understand queue management and venue capacity responsibilities relevant to a door supervisor	10.1	Recognise the benefits of queue control
		10.2	Indicate why communication is important throughout the queuing process
		10.3	Identify why managing venue capacity is important

Indicative Content:

Learning Outcome	Indicative Content
1 Understand the role and objectives of a door supervisor	1.1 State the role of a door supervisor • Ensure customers and other members of staff on licensed premises are safe • Ensure customers on licensed premises have an enjoyable experience • Assist the management of the premises to comply with licensing objectives and admissions policy • Provide excellent customer service 1.2 State the objectives of a door supervisor • Work under the direction of the Designated Premises Supervisor (Designated Premises Manager - Scotland) (Northern Ireland Legislation does not currently require the nomination of a DPS) • Ensure the venue's admission policy is adhered to • Control entry • Prevent crime • Maintain order 1.3 State the importance of an admissions policy • Ensure compliance with the law • Ensure compliance with the venue's specific requirements • Prevent troublesome people entering the venue • Specify age and dress requirements • Allow for searching to prevent illegal and prohibited items • Ensure that all customers are dealt with fairly and equally • Abide by 'maximum capacity figures' where applicable
2 Understand civil and criminal law relevant to a door supervisor	2.1 State the law relating to the use of force • Such use of force must be reasonable and necessary (and proportionate - Scotland) • Any use of force must be fully justified and properly reported and recorded • Force can be used to protect self, as self-defence • Force can be used to make a lawful arrest and prevent a crime • Force can be used to eject a trespasser from private premises

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• Force can be used to prevent a breach of the peace
• Door supervisors can be prosecuted if they use unnecessary or excessive force

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

• Murder/manslaughter
• Grievous bodily harm with intent
• Grievous bodily harm
• Actual bodily harm
• Common assault
• Rape
• Sexual assault
• (Scotland – Murder/Homicide, Culpable Homicide, Aggravated Assault (Serious Assault), Assault, Rape, Sexual Assault , Robbery)

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

• Arson (wilful fire raising - Scotland)
• Criminal Damage (Malicious Mischief/ Vandalism - Scotland)
• Threats to Damage (Breach of Peace - Scotland) (Threats to commit criminal damage - NI)
• Robbery
• Burglary (housebreaking - Scotland)
• Theft

2.4 State the definition of an 'offensive weapon'

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

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3 Understand searching relevant to a door supervisor

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3.1 State the differences between general, random and specific searches

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

3.2 Identify a door supervisor's right to search

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

3.3 Recognise possible hazards when conducting a search

- Drugs
- Needles
- Weapons
- Violence
- Malicious allegations

3.4 State the precautions to take when carrying out a search

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

3.5 State how to search people and their property

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

3.6 Identify reasons for carrying out a premises search

- Pre-entry check to ensure safety on opening
- Identifying potential hazards
- Search for drugs and/or weapons
- Search for suspicious packages

	3.7 Identify actions to take in the event of a search refusal • Politely explain reasons for search • Explain that it is a condition of entry that customers agree to be searched • If customers refuse to consent to a search then they should be denied entry 3.8 Identify search documentation that a door supervisor is required to complete • Search book/register • Search report • Incident book/report 3.9 Identify actions to take if a prohibited or restricted item is found during a search • Follow venue's policy • If item is against entrance policy but is not illegal, follow venues policy. This could be to consider holding/looking after the item before entry is granted and then item can be return on exit. • Consider seizing item, refusing entry, securing item, recording find, informing police • Consider seizing item, arresting customer, calling police, handing-over both person and item to police • Record the find in line with local policy 3.10 Identify additional considerations to take when searching individuals • Cultural/religious considerations when searching individuals • Considerations when searching people with a disability • Considerations when searching minors
4 Understand powers of arrest relevant to a door supervisor	4.1 Identify offences for which a door supervisor can make an arrest • Door supervisors have no special powers of arrest, only the same powers of arrest as every other citizen. • Indictable offences and Breach of the Peace under Common Law (definition) (Arrestable offences and a

breach of breach of peace - Scotland)
- Indictable offences may be tried at a Crown Court (Arrestable offences may be tried at either the Sheriff Court or High Court depending on the seriousness of the offence - Scotland)
- Powers of arrest under the Police and Criminal Evidence Act, as amended by the Serious Organised Crime and Police Act (definition) (Powers of arrest under the common law - Scotland)
- Offences include:
    - Murder
    - Rape
    - Assaults (ABH, GBH, GBH w/i)
    - Sexual assaults
    - Firearms offences
    - Drugs offences
    - Possession of offensive weapons
    - Robbery
    - Burglary
    - Theft
    - Criminal damage
    - (Murder/Homicide, Culpable Homicide, Aggravated Assault (Serious Assault), Assault, Rape, Sexual Assault , Robbery, Firearms offences, Drugs offences, housebreaking, theft, fraud, vandalism and malicious mischief - Scotland)

4.2 Identify the limitations to a door supervisor's powers of arrest

- Must be within powers of arrest
- Indictable offence must be either being committed or have been committed, or there must be reasonable grounds for suspecting so (Scotland – arrestable offence must be either being committed or have been committed')
- Arrest can only be made to prevent the person from (a) causing injury to himself or another; (b) suffering injury himself; (c) causing loss of or damage to property; (d) making off before a constable can assume responsibility for him

4.3 State why an arrest should only be made as a last resort

- Taking someone's liberty is a serious matter
- Can only arrest for indictable offences (Scotland - can

only arrest for arrestable offences)
- False arrest can lead to civil or criminal prosecution of door supervisor making the arrest
- Personal safety of door supervisor can be at risk

4.4 State arrest procedures to be followed by a door supervisor

- Inform person that they are under arrest, what for, and that the police will be called
- Detain the person and ensure their safety
- Only use reasonable and necessary force to prevent escape of individual under arrest or to prevent assault against door supervisor or others

4.5 Identify procedures to take following an arrest

- The arrested person is now the door supervisor's responsibility
- Ensure own safety
- Ensure the person's safety
- Ensure any evidence is preserved and not disposed of
- Hand person over to police, explaining reason for arrest
- Inform police of any extra evidence of offence (witnesses, CCTV, property)
- Record arrest in line with local policy
- Assist police with a statement if required
- Attend court at a later date if required

5. Understand drug misuse issues and procedures relevant to the role of a door supervisor	5.1 Identify key areas of drug misuse legislation - Misuse of Drugs Act 1971 - Possession of drugs - Possession of controlled drugs with intent to supply - Supplying controlled drugs - Manufacturing controlled drugs - Allowing the premises to be used to take controlled drugs - Class A, B and C drugs 5.2 Recognise the indicators of drug misuse - Uncoordinated behaviour - Repetitive movement

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

5.3 Identify common types of illegal drugs

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

5.4 Recognise signs of drug dealing

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

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

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

5.6 State the procedure for handling seized drugs

	• Think safety first (including use of safety gloves) • Follow local policy • Ensure drugs are put somewhere secure • Ensure seizure is recorded correctly 5.7 State how to dispose of drug related litter and contaminated waste • Use PPE (i.e. safety gloves) • Use sharps boxes or bottles for needles • Dispose of blood-stained tissues down the toilet
6 Understand incident recording and crime scene preservation relevant to the role of a door supervisor	6.1 Identify different types of evidence • Direct: evidence that directly proves a fact • Circumstantial: evidence that supports a presumption of guilt • Hearsay: something heard from another person • Documentary: handwritten, typed or printed documents, notebooks, logs, reports, CCTV footage, computer records • Real: produced as an exhibit • Oral: spoken evidence given by a witness • Forensic: scientific evidence, i.e. blood, hair, fingerprints, body fluids 6.2 State how to preserve evidence after an incident • Control the area • Call for support and inform management • Contact emergency services • Cordon off the area • Restrict access • Show police any potential evidence • Record actions 6.3 Identify records to complete when an incident has occurred • Incident reports/books • Accident reports/books • Property reports/books • Personal notebooks • Search registers • Police witness statements

6.4 Identify the reasons for recording incidents

- Permanent written record of what happened
- Potential use as evidence
- To assist outside agencies or court cases
- To justify actions taken
- To prevent malicious allegations or civil actions

6.5 Identify the types of incidents which need to be recorded

- Ejections
- Arrests
- Use of force
- Accidents
- Drugs/weapons/property seizures
- Serious crimes
- Visits by officials
- Disputes or complaints
- Suspicious behaviour
- Any other emergencies

6.6 Identify incidents when a door supervisor should call the police

- Arrests
- Serious crimes
- Serious public order
- Other serious incidents outside of the venue
- Door supervisors should follow local procedures

6.7 Identify the requirements for completing incident records

- Complying with local procedures/company policy
- Using correct type of record
- Recording fact only, as accurately as possible
- Recording information as soon as practicable after the event
- Using notebook rules
- Records need to show when and where it happened, what happened, how it happened, what you saw, what you were told, what you did, what the result was, details of any witnesses, evidence or description

7 Understand licensing law and social responsibility relevant to the role of a door supervisor	7.1 Identify the licensing objectives • Licensing Act 2003 (Licensing (Scotland) Act 2005) (The Licensing (Northern Ireland) Order 1996) • Prevent crime and disorder • Public safety • Prevention of public nuisance • Protection of children from harm • (Protecting and improving public health - Scotland) 7.2 State the rights and duties of licensees and door supervisors as their representatives • Licence holder responsible for ensuring premises complies with licensing objectives and all other relevant legislation • Licence holder decides on admission policy and other house rules • Door supervisors, acting on behalf of licence holders should promote those policies • Door supervisors and licence holder should know the differences between personal and premises licences and how to obtain them 7.3 State the law in relation to refusing entry and ejecting customers • Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives • Anyone refusing to leave the premises when asked becomes a trespasser, and can be lawfully ejected from the premises using only such force as is necessary (Scotland – using only such force which is 'reasonable') 7.4 Identify police powers regarding licensed premises • Have right of entry • Have right to search premises • Have powers of closure

7.5 State the law regarding children and young persons on licensed premises

- Protection of children from harm is a licensing objective
- Selling alcohol to a person under 18 is illegal
- Penalties can be imposed on venues
- Test purchasing may take place
- Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol

7.6 Identify acceptable forms of proof of age

- Follow local policies
- Passports
- Photo-card driving licences
- Proof-of-age scheme cards (Not applicable to NI)
- Local Challenge 21 and Challenge 25 schemes (Not applicable to NI)

7.7 State conduct that is unlawful under licensing, gaming and sex establishments legislation

- Allowing drunkenness on licensed premises
- Serving someone who is drunk
- Serving alcohol to someone under the legal age
- Unlawful gaming
- Prostitutes soliciting on licensed premises
- Policing and Crime Act 2009
    - Sex establishments are licensed by local authorities, who produce licensing policy and conditions. Offences include:
        - Running sex establishment without a licence
        - Contravention of licence terms, conditions and/or restrictions
        - Allowing anyone under 18 years to enter the premises

7.8 State the powers of entry of authorised persons

- Authorised persons
    - Licensing authorities
    - Fire safety inspector
    - Environmental health officer
    - Statutory agencies

	• Powers o Right to enter licensed premises at any reasonable time to carry out statutory duties
8 Understand emergency procedures which should be followed by a door supervisor	8.1 State the importance of knowing the venue's evacuation procedures • Know the venue's procedures for different types of evacuations such as emergencies; fires, bomb threats, floods, fights, serious crimes, etc • Knowing where entrances and all fire exits are • Know how people react in emergencies • Know role of the door supervisor in specific emergences 8.2 State the role of a door supervisor when dealing with threats of terrorism • Identify suspicious behaviour • Remain vigilant in and near the venue • Search individuals on entry • Conduct regular patrols inside and outside the venue • Be aware of suspicious vehicles 8.3 Identify sources of information on terrorism awareness • National threat levels • Local information – police intelligence, licensing forums • Home office and security services websites • National and Local anti-terrorism initiatives – e.g. Griffin, Argos, Fairway 8.4 Identify appropriate responses to situations requiring first aid • Identify and call for trained first aiders on site • Call the emergency services if required • Keep calm and reassure casualty/others • Keep area clear around the casualty • Report first aid incidents

| 9 Understand how a door supervisor can help to keep vulnerable people safe | 9.1 Recognise the risks to vulnerable people being ejected from, or refused entry to a venue

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

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

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

9.3 Recognise behaviours that could indicate potential sexual predators

• Behaviours often include:
   o A lone male seen pestering a customer or member of staff
   o Heavily intoxicated female leaving with a male
   o Regular attendee leaving often with different intoxicated females
   o Finding a date-rape type drug on a person during a search |
| 10 Understand queue management and venue capacity responsibilities relevant to a door supervisor | 10.1 Recognise the benefits of queue control

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

10.2 Indicate why communication is important throughout the queuing process

• Manages customer expectations |

	• Decreases potential conflict
	• Provides good customer service
	• Builds positive relationships with customers who may then return to the venue
	10.3 Identify why managing venue capacity is important
	• Complies with health and safety legislation
	• Complies with fire-safety regulations
	• Complies with licence for the venue
	• Ensures customer safety and enjoyment.

Assessment: Assessment of this unit will be by an externally set and marked multiple choice question paper containing 45 questions. The examination will last for 70 minutes and learners will be required to correctly answer 32 of the 45 questions in order to pass.

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

Unit Title: Conflict Management within the Private Security Industry

Unit Number: Y/506/7125

Level: 2

Minimum contact time: 7.5 hours

Total Unit Time: 8 hours

Learning Outcomes and Assessment Criteria:

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand the principles of conflict management appropriate to their role	1.1	State the importance of positive and constructive communication to avoid conflict
		1.2	State the importance of employer policies, guidance and procedures relating to workplace violence
		1.3	Identify factors that can trigger an angry response in others
		1.4	Identify factors that can inhibit an angry response in others
		1.5	Identify human responses to emotional and threatening situations
2	Understand how to recognise, assess and reduce risk in conflict situations	2.1	State how managing customer expectations can reduce the risk of conflict
		2.2	Identify the stages of escalation in conflict situations
		2.3	State how the application of dynamic risk assessment can reduce the risk of conflict
		2.4	State the importance of positioning and exit routes
3	Understand how to communicate in emotive situations to de-escalate conflict	3.1	State how to use non-verbal communication in emotive situations
		3.2	State how to overcome communication barriers
		3.3	Identify the differences between assertiveness and aggression
		3.4	Identify ways of defusing emotive conflict situations

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Identify approaches to take when addressing unacceptable behaviour
		3.6	State how to work with colleagues to de-escalate conflict situations
4	Understand how to develop and use problem solving strategies for resolving conflict	4.1	State the importance of viewing the situation from the customer's perspective
		4.2	Identify strategies for solving problems
		4.3	Identify win-win approaches to conflict situations
5	Understand good practice to follow after conflict situations	5.1	State the importance of accessing help and support following an incident
		5.2	State the importance of reflecting on and learning from conflict situations
		5.3	State the benefits of sharing good practice
		5.4	State why security operatives should contribute to solutions to recurring problems

Indicative Content:

Learning outcome	Indicative content
1 Understand the principles of conflict management appropriate to their role	1.1 State the importance of positive and constructive communication to avoid conflict • Importance of positive and constructive communication • Be positive, professional, calm, clear and polite • Good communication skills are vital to defuse and avoid conflict 1.2 State the importance of employer policies, guidance and procedures relating to workplace violence • Meeting Health and Safety at Work legislation • Sets an expectation for both staff and customers as to what behaviour is and is not acceptable • Makes staff aware of their responsibilities in regards to workplace violence • Ensures staff are aware of the procedures to follow in

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the event of a violent situation
- Details reporting procedures

1.3 Identify factors that can trigger an angry response in others

- Feeling embarrassed
- Feeling insulted
- Feeling threatened
- Loss of face
- Being ignored
- Peer pressure
- Feeling patronised
- The feeling of not being taken seriously
- Alcohol, drugs and medical conditions will increase the chances of triggering an angry response

1.4 Identify factors that can inhibit an angry response in others

- Self-control
- Personal values
- Fear of retaliation
- Social or legal consequences

1.5 Identify human responses to emotional and threatening situations

- Fight or flight response
  - Fear
  - Adrenaline
  - Shock
  - fear of being "blocked in"

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2. Understand how to recognise, assess and reduce risk in conflict situations	2.1 State how managing customer expectations can reduce the risk of conflict - Understand customer expectations - Listen carefully - Apologise - Empathise - Keep calm - Provide options - Acknowledge the customers frustrations/anger - Take action and explain procedures

	2.2 Identify the stages of escalation in conflict situations • Frustration • Anger • Aggression • Violence 2.3 State how the application of dynamic risk assessment can reduce the risk of conflict • Recognise potential threats • Assess a situation • Adjust the response required to meet the risk present • Step back, assess threat, find help, evaluate options and respond 2.4 State the importance of positioning and exit routes • Maintain personal space • Ensure an escape route is visible for all parties • Non-aggressive stance
3 Understand how to communicate in emotive situations to de-escalate conflict	3.1 State how to use non-verbal communication in emotive situations • Signalling non-aggression through non-verbal communication (stance, gestures, body language, eye contact, open handed gestures) • Personal space awareness 3.2 State how to overcome communication barriers What is a barrier: • Physical barriers (heat, pain, fear, noise, shock, language, mental illness) • Psychological barriers (culture, fear of authority, attitude, belief) How to overcome communication barriers: • Physical barriers (speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space) • Psychological barriers must take extra care (speak clearly, make sure you are non-threatening, explain what you are doing, move to a quieter/lighter space)

	3.3 Identify the differences between assertiveness and aggression • Aggressive behaviour (threatening tone and positioning, gestures and words) • Assertive behaviour (firm but fair, calm, normal positioning and body language, polite) 3.4 Identify ways of defusing emotive conflict situations • Empathy • Building rapport • Win-win • Positive communication • Active listening • Providing assistance e.g. calling a taxi, including management in discussions 3.5 Identify approaches to take when addressing unacceptable behaviour • Non-aggressive body language • Empathy • Be positive and assertive • Actively listen 3.6 State how to work with colleagues to de-escalate conflict situations • Positioning • Switching to or from a colleague • Dynamic risk assessment
LO 4 Understand how to develop and use problem solving strategies for resolving conflict	4.1 State the importance of viewing the situation from the customer's perspective • Builds rapport • Enables empathy • Helps to diffuse conflict situations • Understand conflict situations 4.2 Identify strategies for solving problems • Managing customer expectations

	• Building rapport • Find a mutual understanding • Empathy • Explanation of reasons 4.3 Identify win-win approaches to conflict situations • Both sides come out of encounter satisfied • Problem solving and negotiation • Ways to achieve a win-win situation
5. Understand good practice to follow after conflict situations	5.1 State the importance of accessing help and support following an incident • Sources of support through colleagues, management and counsellors • Reduces the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress 5.2 State the importance of reflecting on and learning from conflict situations • Sharing good practice • Make improvements • Recognise trends and poor practice 5.3 State the benefits of sharing good practice • prevent reoccurrence of the same problem • Improve procedures for conflict situations • Common response to situations 5.4 State why security operatives should contribute to solutions to recurring problems • To increase safety for staff and customers • Identify procedures or methods to deal with situations effectively

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

Assessment: This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 20 questions. The examination will last for 30 minutes and learners will be required to correctly answer 14 of the 20 questions to pass.

Guidance for Tutors: The Conflict Management unit covers a number of security roles performed in a diverse range of environments. Although the environments may contrast there are common elements to most security roles in terms of communication and conflict management and these can be defined in the generic core of learning objectives set out below.

When delivering this unit to Door Supervisors the below scenarios must be covered:

- Refusing entry to a customer: learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.

- Ejecting a customer from the venue: learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.

- Incidents inside the venue: learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict

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

Unit Title: Physical Intervention Skills within the Private Security Industry

Unit Number: K/506/7341

Level: 2

Minimum contact time: 12 hours

Total Unit Time: 15 hours

Learning Outcomes and Assessment Criteria:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand physical interventions and the implications of their use	1.1	Identify the differences between defensive physical skills and physical interventions
		1.2	Identify the differences between non-restrictive and restrictive interventions
		1.3	Identify positive alternatives to physical intervention
		1.4	State the importance of only using physical intervention skills as a last resort
		1.5	State legal implications relating to the use of physical intervention
		1.6	State the professional implications relating to the use of physical intervention
2	Understand how to reduce the risk of harm when physical intervention skills are used	2.1	State the importance of dynamic risk assessment in situations where physical intervention skills are used
		2.2	Identify the risk factors involved with the use of physical intervention
		2.3	State the specific risks of dealing with physical intervention incidents on the ground
		2.4	Identify the importance of dealing with physical intervention incidents on the ground appropriately

		2.5	Identify ways of reducing the risk of harm during physical interventions
		2.6	State how to support colleagues during physical intervention
		2.7	State how to manage and monitor a person's safety during physical intervention
		2.8	State responsibilities during physical interventions
		2.9	State responsibilities immediately following physical interventions
		2.10	State the actions to take in a medical emergency
		2.11	Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis
		2.12	State the specific risks associated with Positional Asphyxia
		2.13	State the specific risks associated with prolonged physical interventions
		2.14	State the importance of keeping physical intervention knowledge and skills current
3	Be able to use non-aggressive physical skills to protect yourself and others	3.1	Demonstrate non-aggressive stance and positioning skills
		3.2	Demonstrate non-aggressive skills used to evade and protect against blows
		3.3	Demonstrate non-aggressive methods of disengagement from grabs and holds
		3.4	Demonstrate non-aggressive methods to stop one person assaulting another
		3.5	Demonstrate non-aggressive team methods to separate persons fighting

		3.6	Communicate professionally with the subject of physical intervention while protecting yourself and others
		3.7	Demonstrate continuous communication to de-escalate a situation
		3.8	Demonstrate how to protect against risk immediately following disengagement
4	Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills.	4.1	Demonstrate the use of a method for physically prompting a person
		4.2	Demonstrate the use of a non-restrictive method of escorting a person
		4.3	Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort
		4.4	Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort
		4.5	Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties
		4.6	Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques
		4.7	Demonstrate how to escort an individual on stairways
5	Understand good practice to follow after physical interventions.	5.1	State the importance of accessing help and support following an incident
		5.2	State the importance of reflecting on and learning from previous physical intervention situations
		5.3	State the importance of fully reporting on

			the use of force

Indicative Content:

1 Understand physical interventions and the implications of their use	1.1 Identify the differences between defensive physical skills and physical interventions
	• Defensive physical skills – skills used to protect oneself from assault
	• Physical interventions – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement
	1.2 Identify the differences between non-restrictive and restrictive interventions
	• Restrictive interventions
	• Involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person's environment. Such interventions can be:
	o Highly Restrictive i.e. limit severely the movement and freedom of an individual, or:
	o Low Level Restrictive i.e. limit or contain the movement and freedom of an individual who is less resistant with low levels of force
	• Non-restrictive interventions
	• Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to. This would include prompting and guiding an individual to assist them walking
	1.3 Identify positive alternatives to physical intervention
	• Primary Controls - following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control). Being positive and proactive in service delivery.
	• Secondary Controls - Positive and effective interpersonal communication and the knowledge and skills of conflict management in reducing the need for physical intervention
	• (Note: Underpinning knowledge of interpersonal

	communication will have been completed as part of Common unit and Conflict Management unit)
	1.4 State the importance of only using physical intervention skills as a last resort
	Because physical intervention can:
	• Increase risks of harm to staff and customers • Result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful • Lead to allegations against staff and potentially loss of licence and/or employment Examples of 'last resort' include when:
	• Other options have failed or are likely to fail • It is not possible or appropriate to withdraw
	1.5 State legal implications relating to the use of physical intervention
	• Legal authority to use force under Statute and Common Law (content will be different as applicable for each of the 4 nations) • Duty of care considerations concerning use of physical intervention (Note: Learners will have underpinning knowledge surrounding use of force, arrest, human rights and duty of care within Common and Specialist Units – Door ACs 2.1 and 2.4; Security Guarding 6.4; Common 2.2 and 3.2)
	1.6 State the professional implications relating to the use of physical intervention
	• Sector specific legislation and professional guidance: Importance of familiarising oneself with legislation and professional guidance and standards relevant to area of employment.
2 Understand how to reduce the risk of harm when physical intervention skills are used	**2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used** Dynamic risk assessment used to: • Assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or

not

- Evaluate options available and inform decision whether to intervene, when and how
- Identify when assistance is needed
- Continuously monitor for changes in risks to all parties during and following an intervention
- Inform decision to de-escalate use of force and/or withdraw

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

2.2 Identify the risk factors involved with physical intervention

- Potential Medical Consequences

    Serious harm or death can result from:

    - Strikes and kicks
    - An individual falling or being forced to ground
    - Interventions involving the neck, spine or vital organs
    - Restraint on the ground (face up and face down), or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia
    - Any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present (below)

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

- Stress and emotional trauma:

It is important to recognise the potential stress and emotional trauma individuals can suffer in situations where physical methods and restraints are used. This can be particularly difficult for individuals who have prior experience of abuse and trauma. Staff must respect the dignity of individuals they are managing, however challenging they may find them.

Risk factors include:

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

Especially vulnerable groups:

- Some groups are especially vulnerable to harm when subject to physical contact and restraint including children and young people, older adults and individuals with mental health difficulties.
- Staff likely to physically intervene with people from vulnerable groups should receive additional training.

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

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

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

Staff and the individual restrained are at risk of harm:

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

2.4 Identify the importance of dealing with physical intervention incidents on the ground appropriately

Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible. Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground.

If a situation goes to the ground you should try to get the individual up, or to a comfortable seated or recovery position as quickly as possible. In the meantime:

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

Due to increased risks with ground restraints:
Where restraint on the ground is foreseeable, employers/security contractors and venue/event operators must assess the risks relating to this and implement control measures and provide guidance to staff

Staff that are likely to legitimately use such methods should receive additional training approved by their employer.

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

- Choosing the least forceful intervention practicable: The physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective
- Avoid high risk positions including ground restraints
- Avoid high risk methods of restraint such as neck holds and other holds that can adversely affect breathing or circulation
- Communication the importance of ongoing communication between staff and between staff and the subject during and following restraint
- Monitoring the wellbeing of the subject of intervention for adverse reactions of subject
- Leadership and Teamwork – importance of someone taking a lead role and for others to support as team members
- Ensure practice follows the procedures taught and is not allowed to deviate significantly
- De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk
- Emergency procedures: Immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions

2.6 State how to support colleagues during physical intervention

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

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

- Observe fully the risk factors contained in 2.2 above
- Ensure that nothing impedes the person's ability to breathe or their circulation
- Talk to the person restrained and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia. Act on 'red flags' which

include:
- o Effort with breathing
- o Blocked airway and/or vomiting
- o Passivity or reduced consciousness
- o Individual being non responsive
- o Signs of head or spinal injury
- o Facial swelling
- o Evidence of alcohol or drug overdose
- o Blueness around lips, face or nails (signs of asphyxia)
- o Individual held complaining of difficulty breathing
- o High body temperature, profuse sweating/hot skin
- o Exhaustion
- o Confusion, disorientation and incoherence
- o Hallucinations, delusions, mania, paranoia
- o Bizarre behaviour
- o Extreme fear
- o High resistance and abnormal strength

- Listen to concerns of others present
- Ensure a staff member is continuously monitoring well being
- Act promptly on concerns

2.8 State responsibilities during physical interventions

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

2.9 State responsibilities immediately following physical interventions

- Duty of care to the subject is maintained following use of force/restraint
- Appropriate medical attention is provided to any person

who appears to be injured or at risk
- Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event
- Evidence is preserved and witnesses secured
- Staff involved must fully report and account individually for their actions

2.10 State the actions to take in a medical emergency

Follow emergency procedures and training which can include:

- Immediately ceasing the restraint (if restraint was being applied)
- Checking airway – breathing – circulation
- Placing in recovery position
- Calling appropriate emergency services
- Commencing CPR/defibrillator if necessary
- Providing emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration.
- If appropriate, require an announcement to be made over the public address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services)
- Clear the immediate area of bystanders

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

Acute behavioural disturbance (sometimes referred to as Excited Delirium) is a term used to cover a combination of physical and psychological factors including:
- High temperature
- Bizarre behaviour

Sustained mental and physical exhaustion and metabolic acidosis Psychosis which can result from underlying mental illness and/or be drug induced. Signs include hallucinations, paranoia and extreme fear as part of delusional beliefs.

This combination of circumstances can result in sudden death and

signs should be treated as a medical emergency

2.12 State the specific risks associated with Positional Asphyxia

Positional asphyxia occurs mostly on ground restraints where a person is held forcefully face down or face up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation. Restraints that carry heightened risk of positional asphyxia should be avoided.

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

- Where an individual has been held forcefully on bed using methods that compromise breathing and circulation
- Where an individual has been held forcefully in a seated position using methods that compromise breathing and circulation
- Where an individual has been held forcefully in a standing position using methods that compromise breathing and circulation, for example bent over, or forced against a wall/object

Key risk factors include:

Method of restraint: Positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso. Whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia.

Position: Forceful holds in certain positions increase risks of positional asphyxia. These positions include face up or face down restraint on the ground or other surface such as a bed, and seated or standing positions where breathing and/or circulation are compromised e.g. by being bent forward.

Duration: The longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm and death.

	2.13 State the specific risks associated with prolonged physical interventions
	• The longer the duration of the restraint the greater the exposure to risk and to complications
	2.14 State the importance of keeping physical intervention knowledge and skills current
	• Because legislation and guidance can change
	• Because proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks
3 Be able to use non-aggressive physical skills to protect yourself and others	3.1 Demonstrate non-aggressive stance and positioning skills
	Position that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication
	3.2 Demonstrate non-aggressive skills used to evade and protect against blows
	From the skills covered in 3.1 show how use of limbs and movement can protect against an assault
	3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds
	A small number of skills relevant to the security role that address the most common types of assault
	3.4 Demonstrate non-aggressive methods to stop one person assaulting another
	No more than two skills that can be adapted to different scenarios

3.5 Demonstrate non-aggressive team methods to separate persons fighting

No more than two skills that can be adapted to different scenarios

3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others

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

3.7 Demonstrate continuous communication to de-escalate a situation

Use positive verbal and non-verbal communications to:

- Calm and reassure the individual restrained

- Calm and reassure others present

- Check understanding with the person restrained

- Check the physical and emotional well-being of the person restrained

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

3.8 Demonstrate how to protect against risk immediately following disengagement

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

- Controlled physical de-escalation i.e. transition to less forceful holds*

- Continuous positive communication with the person held including explanation of what is happening and reassurance

- Safe positioning during de-escalation and disengagement

- Positive communication with colleagues and other people

	present
	• Safe handover to others with a briefing e.g. the police or ambulance personnel.
	A briefing should include:
	• Risk behaviours presented by the person (to themselves and/or others)
	• How they were restrained and its duration
	• Any concerns you have for their well being
	*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken
4 Be able to use non-pain related standing , holding and escorting techniques, including non-restrictive and restrictive skills.	4.1 Demonstrate the use of a method for physically prompting a person A non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective 4.2 Demonstrate the use of a non-restrictive method of escorting a person A non-restrictive use of force to escort where prompting is not sufficient 4.3 Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort Remind learners of the increased risks associated with one on one restraints and teach a low level intervention option for use to hold and escort 4.4 Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort A more restrictive hold and escort skill involving a minimum of two persons

	4.5 Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties Demonstrate controlled reduction of use of force to the point where staff can safely disengage 4.6 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques Helping to calm the individual, give instructions and check well being 4.7 Demonstrate how to escort an individual on stairways Escorting an individual on a stairway either: (a) because they are intoxicated or ill and require assistance; or (b) because they are non-compliant and need to be moved In either case, moving a person up or down the stairs is a risky procedure. No one should be moved up or down stairs if they are violent or if you reasonably foresee that they might become violent during the manoeuvre. Always consider if there is an alternative procedure or an alternative route that avoids the use of stairs.
5 Understand good practice to follow after physical interventions.	5.1 State the importance of accessing help and support following an incident Recognise potential for physical and psychological harm following an incident where force has been used and importance of accessing appropriate support 5.2 State the importance of reflecting on and learning from previous physical intervention situations Importance of sharing learning from experiences with colleagues and employers, so that situations needing physical intervention

	can be reduced, or managed more safely. 5.3 State the importance of fully reporting on the use of force • Description of subject/s behaviour • Other 'impact factors' • Staff responses including description of physical interventions and level of force used • Description of any injuries sustained, • First aid and medical support provided • Details of admission to hospital, • Support to those involved and follow up action required

Assessment: This unit will be assessed by an externally set and internally marked practical assessment and an externally set, internally marked and externally verified knowledge assessment. The practical assessment will be externally quality assured. Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be passed.

The knowledge assessment will be externally set, internally marked and externally verified and will combine a mix of multiple choice and short answer questions. A learner must pass all of the assessment criteria in order to pass.

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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