

Qualification Specification

QNUK Level 2 Award for Working as a Door Supervisor within the Private Security Industry (RQF)

603/6802/0

Contents

1. Introduction	1
2. Contact Us.....	1
3. Version Number	1
4. Qualification Objective	2
5. Sector Support and Industry Recognition.....	2
6. Geographical Coverage of this Qualification	2
7. Benefit for Learners.....	2
8. Progression	2
9. Recognition of Prior Learning	2
10. Qualification Information	2
11. Qualification Structure	3
12. Minimum Contact Time	3
13. Learner Entry Requirements.....	4
14. Delivery.....	4
14.1. Centre Requirements	4
14.2. Venue Requirements	5
14.3. Equipment Requirements	5
14.4. Distance Learning	5
14.5. Trainer to Learner Ratio.....	5
14.6. Recommended Resources	6
15. Centre Personnel Requirements.....	6
16. Assessment Requirements	7
16.1. Multiple-Choice Question Papers.....	7
16.2. Short Answer Question Papers	8
16.3. Practical Tasks	8
17. Moderation/Verification.....	8
18. Resits	8
19. Reasonable Adjustments	8
20. Results	9
Appendix 1: Units	10
Unit 1 Working within the Private Security Industry (T/618/5371)	10
Information for tutors.....	18
Unit 2 Working as a Door Supervisor within the Private Security Industry (A/618/5372)	19
Information for tutors.....	27
Unit 3 Conflict Management within the Private Security Industry (F/618/5373)	29

Information for tutors.....	32
Unit 4 Physical Intervention Skills within the Private Security Industry (J/618/5374)	34
Information for tutors.....	41
Assessment.....	41
Appendix 2: Command Verbs.....	43
Appendix 3: Specimen Assessment Material	44
Appendix 4: SIA Standards of Behaviour for Door Supervisors.....	45

1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Version 1: March 2020 – Mapping to SIA 2015 revisions

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4. Qualification Objective

This qualification is intended for learners who work or want to work as Door Supervisors in the Private Security Industry and require an SIA Licence to Practice. This qualification will support a role in the workplace.

5. Sector Support and Industry Recognition

This qualification was originally developed by the Security Industry Authority (SIA) in collaboration with: BIIAB, City & Guilds, HABC, IQ, Laser, NOCN and Pearson.

6. Geographical Coverage of this Qualification

This qualification is registered in England and may be delivered in other countries, check national policy for validity prior to commencement.

7. Benefit for Learners

This is an SIA Licence linked qualification, which provides learners with the necessary underpinning knowledge and skills to achieve a recognised qualification that supports a Licence to Practice in the Private Security Industry.

8. Progression

Learners could progress to the:

- QNUK Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry (RQF)

9. Recognition of Prior Learning

QNUK would welcome requests for recognition of prior learning (RPL) where a learner is able to provide evidence. Such as units from SIA Licence linked qualifications achieved from 01/01/2016:

- Working within the Private Security Industry
- Conflict Management within the Private Security Industry

10. Qualification Information

Qualification Number (QN)	603/6802/0
Learning Aim	60368020
Total Qualification Time (TQT)	45
Guided Learning Hours (GLH)	33
Credit value	5
Level	2
Validity	This qualification is valid as a Licence to Practice qualification at the time of publishing. Please check the SIA website for any updates or additional requirements prior to applying for a Licence.
Assessment	Invigilated MCQ paper, observed practical tasks and short answer questions
Achieving the qualification	Learners must achieve all four mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
Mandatory units				
T/618/5371	Working within the Private Security Industry	2	1	1
A/618/5372	Working as a Door Supervisor within the Private Security Industry	2	1	12
F/618/5373	Conflict Management within the Private Security Industry	2	1	8
J/618/5374	Physical Intervention Skills within the Private Security Industry	2	2	12

The learning outcomes for this qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

12. Minimum Contact Time

The SIA mandates a minimum contact time for each unit if distance learning is used. If distance learning is not used the whole GLH must be met via direct contact with the learner. This time does not include:

- breaks in the delivery of the course
- assessing English language skills
- course registration
- ID checking

Centres are required to retain robust daily registers that include the start/finish times, late arrivals/early leavers and details of any breaks. The registers must clearly identify how the contact time has been met for each learner.

Unit Title	Minimum Contact time if distance learning is used	Minimum contact time if distance learning is not used	SIA Maximum classroom time (per day)
Working within the Private Security Industry	1 hour	10 hours	8 hours
Working as a Door Supervisor within the Private Security Industry	12 hours	12 hours	8 hours*
Conflict Management within the Private Security Industry	7.5 hours	8 hours	8 hours
Physical Intervention Skills within the Private Security Industry	12 hours	15 hours	8 hours

* The SIA stipulate that training is delivered over a minimum of 4 days, which should not exceed 8 hours, but they acknowledge that one day can be 8.5 hours long.

In summary, the minimum number of days to deliver the course is 4 if distance learning is used and 6 if it is not.

13. Learner Entry Requirements

This qualification is aimed at learners 18 years and over who are able to undertake the responsibilities of a Door Supervisor.

Due to the nature of the role of a Door Supervisor, in the course of their work it is likely they will be required to make calls to the emergency services or need to communicate to resolve conflict. It is therefore essential that Door Supervisors are able to communicate effectively.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must be conducted in the medium of English and/or Welsh as appropriate. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment.

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

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5
- Essential Skills Wales Communication Level 1

Learners should be able to work at level 1 and above. In addition, they must be able to meet the training provider set health and physical requirements for the Physical Intervention Skills within the Private Security Industry unit (please discuss with your training provider prior to commencement on this qualification)

It should be advised that when applying for an SIA Licence part of the process includes a criminality check (DBS). It is recommended that learners with concerns should use the Criminal Record Indicator, available on the SIA website prior to enrolling on this qualification, to ascertain if they are likely to achieve licenced status.

<https://www.sia.homeoffice.gov.uk>

14. Delivery

This qualification is delivered in a face-to-face setting over a six -day period, or 4 days if blended with distance learning. Learners should complete the qualification within 6 weeks of commencement.

14.1. Centre Requirements

The following are mandatory requirements:

Insurance:

- Physical Intervention training is specifically worded under 'business activities'
- the insurance is valid and current
- documentation specifically identifies the cover includes trainers
- employers' liability - £5 million

Pre-Course information: to be sent to learners advising of the general health requirements for the physical intervention element of the course.

Physical Intervention Accreditation:

- Centres are required to hold current approval with an SIA Approved Physical Intervention training model (where used)
- Trainers delivering the Physical Intervention Skills within the Private Security Industry unit must hold current approval with an SIA Approved Physical Intervention model

14.2. Venue Requirements

Training venues are required to be fully risk assessed in line with the requirements for Physical Intervention training and have provision to facilitate classroom learning and examination sessions as detailed within the QNUK Centre Approval Form – SIA Licence Linked Qualifications.

The practical element of the Physical Intervention training must ensure:

- a minimum of 2m² of clear training space per learner
- minimum number of learners = 4
- maximum number of learners = 12 per approved trainer
- access to stairs (minimum 3 steps)

14.3. Equipment Requirements

- access to First Aid kit
- access to qualified First Aider
- access to clean drinking water
- access to a telephone in an emergency
- search equipment/props as detailed in QNUK Centre Approval Form – SIA Licence Linked Qualifications.

14.4. Distance Learning

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

Unit Title	SIA total learning time	SIA minimum contact time	SIA permitted distance learning time from the SIA total learning time – up to a max of	Ofqual TQT
Working within the Private Security Industry	10	1	9	10
Working as a Door Supervisor within the Private Security Industry	12	12	Not permitted	12
Conflict Management within the Private Security Industry	8	7.5	0.5	8
Physical Intervention Skills within the Private Security Industry	15	12	3	15

14.5. Trainer to Learner Ratio

The maximum Trainer to Learner ratio for this qualification is 1:12

14.6. Recommended Resources

Useful websites:

- <https://security-institute.org>
- Home Office <http://www.homeoffice.gov.uk/>
- SIA <http://www.sia.homeoffice.gov.uk/Pages/home.aspx>

15. Centre Personnel Requirements

All trainers assessing and delivering this qualification must have a recognised teaching and assessing qualification such as:

- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Learning and Development
- Level 3 Diploma in Learning and Development
- Level 3 Diploma in Learning and Development Practice
- Level 4 Diploma in Learning and Development
- Level 5 Certificate in Learning and Development
- Level 3 or Level 4 Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Postgraduate Certificate in Education (PGCE)
- Postgraduate Certificate in Higher Education (PGCHE)

Conflict Management

- NQF/QCF/RQF Level 3 in The Delivery of Conflict Management Training

Physical Intervention

- A Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF) **and**
- A current approval certificate or licence 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

The SIA and QNUK require trainers new to the sector (i.e. this is their first role as a trainer in the Security sector, as identified from their CV) to have three years frontline operational experience in the last ten years, **relevant to the qualifications that they are delivering**. This experience should have been gained in the UK. QNUK recognise that some overseas experience may also be relevant and will judge this on individual merit.

Verification of Sector Competence

QNUK is committed to ensuring only verified specialist Trainers gain approval to deliver our qualifications; therefore, we require all Trainers to provide evidence of their sector competence above and beyond just a CV. The following are a list of verification methods acceptable to QNUK:

- membership of the Security Institute (minimum MSyl)
- a written reference from a previous employer or training organisation
- a telephone reference from a previous employer or training organisation

- a Security sector certifiable award or distinction
- a Security sector degree or Higher Education certificate
- evidence of holding an SIA Licence for a period of at least 1 renewal

Internal Quality Assurance

Internal Quality Assurers (IQA's) should hold an appropriate IQA qualification such as:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
OR be supported by someone who holds an IQA qualification.
- have evidence of relevant/appropriate subject matter competence
- relevant CPD

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

16. Assessment Requirements

Learners are assessed for this qualification through:

16.1. Multiple-Choice Question Papers

Externally set, externally marked

The MCQ papers will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

Working within the Private Security Industry

Language of assessment	English
Duration	60 minutes
Pass mark	70% (28/40)
Grading	Pass/Fail

Working as a Door Supervisor within the Private Security Industry

Language of assessment	English
Duration	75 minutes
Pass mark	70% (32/45)
Grading	Pass/Fail

Conflict Management within the Private Security Industry

Language of assessment	English
Duration	30 minutes
Pass mark	70% (14/20)
Grading	Pass/Fail

Example MCQs are included at Appendix 3.

16.2. Short Answer Question Papers

Externally set, internally marked, 100% moderated

Physical Intervention Skills within the Private Security Industry

Language of assessment	English
Duration	40 minutes
Pass mark	100% (23/23)
Grading	Pass/Fail

16.3. Practical Tasks

Externally set, internally assessed, externally verified

Learners will be assessed completing several practical assessments as part of the Physical Intervention Skills within the Private Security Industry unit.

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

17. Moderation/Verification

For clarity Direct Claims Status (DCS) is not available for this qualification.

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

18. Resits

Learners who are unsuccessful may resit the failed unit(s) assessments, however this must be within 3 months of their initial course. Learners who wish to resit failed unit(s) outside of 3 months are required to attend the learning for that unit again prior to assessment.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

This qualification requires learners to perform practical Physical Intervention tasks, some of which require a reasonable degree of flexibility and stability in most limbs and joints of the body. It is a mandatory requirement for all learners to demonstrate these activities at the time of the assessment and limited adjustments or considerations can be made to accommodate certain physical limitations. It is recommended that any learner with concerns should consult with their training provider regarding the requirements of the Physical Intervention model used prior to enrolment on this qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners

should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them, with the exception of the aforementioned practical activities.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Working within the Private Security Industry (T/618/5371)

Unit Summary

This unit is for individuals who wish to work in the Private Security Industry and who require an SIA Licence to Practice. It covers the following areas of knowledge that are common across different sub-sectors: Door Supervision, Security Guarding and CCTV Operations.

1. The learner will: Know the main characteristics of the Private Security Industry		
Assessment Guidance The learner must:		Types of Evidence
1.1	Identify the key purposes of the Private Security Industry <ul style="list-style-type: none"> 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 	MCQ
1.2	State the functions of the Security Industry Authority (SIA) <ul style="list-style-type: none"> 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 	MCQ
1.3	Identify standards of behaviour required of a Security Operative <ul style="list-style-type: none"> Personal appearance (smart, presentable attire, meet employer guidelines, carry SIA licence while on duty) Professional attitudes and skills (act without discrimination; with professionalism, courtesy, personal integrity and understanding, moderate language, be alert and fit 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) 	MCQ
1.4	Identify different sectors within the Private Security Industry <ul style="list-style-type: none"> Licensed sectors in manned guarding: Vehicle Immobilisation; Security Guarding, Door Supervision; CCTV; Close Protection; Cash and Valuables in Transit; Key Holding Other sectors: Private Investigation; Events Security (Stewarding); Electronic Security and Fire Security Systems; Dog Handling 	MCQ

1.5	<p>Identify the benefits of linking with crime reduction initiatives</p> <ul style="list-style-type: none"> • Crime reduction initiatives: National Pubwatch, local Pubwatch initiatives; Crimestoppers; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with local authorities 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 	MCQ
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2. The learner will: Understand legislation as it applies to the individual in carrying out a licensable activity

Assessment Guidance		Types of Evidence
The learner must:		
2.1	<p>Identify the differences between Civil and Criminal Law</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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) 	MCQ
2.2	<p>State the main aims of the Private Security Industry Act 2001</p> <ul style="list-style-type: none"> • 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 	MCQ
2.3	<p>Identify key legislation relating to promoting equality and diversity in the workplace</p> <ul style="list-style-type: none"> • Key Legislation: Equalities Act 2010; Human Rights Act 1998 • Protection from discrimination in the workplace: <ul style="list-style-type: none"> ▪ 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 	MCQ

3. The learner will: Understand the importance of safe working practices to comply with legal requirements		
Assessment Guidance The learner must:		Types of Evidence
3.1	<p>State the importance of Health and Safety in the work environment</p> <ul style="list-style-type: none"> • 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) 	MCQ
3.2	<p>State the meaning of 'duty of care'</p> <ul style="list-style-type: none"> • 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 actions; fully trained to deal with all aspects of the job; fit and proper to engage in security activities 	MCQ
3.3	<p>Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation</p> <ul style="list-style-type: none"> • 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 	MCQ
3.4	<p>Identify methods for safe manual handling</p> <p>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</p>	MCQ
3.5	<p>Recognise 'risks' in relation to Health and Safety at work</p> <ul style="list-style-type: none"> • 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 	MCQ
3.6	<p>State how to minimise risk to personal safety and security</p> <ul style="list-style-type: none"> • Awareness of potential hazards • Understanding the risk assessment process • Following Health and Safety and organisational procedures and policies • Use of appropriate personal protective equipment (PPE), personal alarms and mobile phones, radios • Procedures for lone working 	MCQ

3.7	Identify typical workplace hazards <ul style="list-style-type: none"> • 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 	MCQ
3.8	Identify safety signs and signals <ul style="list-style-type: none"> • Types of safety signs: prohibition; warning; mandatory; emergency escape or First Aid; safety colour; fire safety • Types of safety signals: hand; acoustic 	MCQ
3.9	State reporting procedures for Health and Safety accidents and incidents <ul style="list-style-type: none"> • 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 	MCQ
3.10	Identify who to contact in First Aid situations <ul style="list-style-type: none"> • 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 	MCQ

4. The learner will: Understand fire procedures in the workplace		
Assessment Guidance The learner must:		Types of Evidence
4.1	Identify basic fire safety measures <ul style="list-style-type: none"> • 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 	MCQ
4.2	Identify the elements that must be present for fire to exist <ul style="list-style-type: none"> • Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction) 	MCQ
4.3	Identify classifications of fire <ul style="list-style-type: none"> • A – Ordinary combustibles: 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 	MCQ
4.4	Identify basic firefighting equipment: <ul style="list-style-type: none"> • Equipment: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers) 	MCQ

4.5	<p>State the different types of fire extinguishers and their uses</p> <ul style="list-style-type: none"> • Water: use with paper, wood, fabric • General foam: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary) • CO2 gas: use with electrical fires (primary) • Wet chemical: cooking oil fires • Powder: use with most fires, including liquid and electrical fires 	MCQ
4.6	<p>State the actions to be taken upon discovering a fire</p> <ul style="list-style-type: none"> • Sound the alarm and inform emergency services • FIRE (Find, Inform, Restrict, Evacuate or Extinguish); do not attempt to put it out if it puts you in danger • Identify area where fire is, isolate other areas 	MCQ
4.7	<p>State the importance of understanding fire control panels</p> <ul style="list-style-type: none"> • 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 according to the notifications • To take necessary precautions as signalled by the systems 	MCQ
4.8	<p>State the importance of understanding fire evacuation procedures</p> <ul style="list-style-type: none"> • To keep self and others safe • To save time in an emergency • To assist emergency services • To confirm evacuation 	MCQ
4.9	<p>Identify the role and responsibilities of a Fire Marshal</p> <ul style="list-style-type: none"> • Daily duties to check: <ul style="list-style-type: none"> ▪ 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 ▪ any malfunction of the weekly fire alarm test is reported • In event of emergency: <ul style="list-style-type: none"> ▪ 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 	MCQ

5. The learner will: Understand emergencies and the importance of emergency procedures		
Assessment Guidance The learner must:		Types of Evidence
5.1	<p>Identify responses to different types of emergencies</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ 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 	MCQ
5.2	<p>State how to make emergency calls</p> <ul style="list-style-type: none"> • 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 	MCQ
5.3	<p>Identify actions to be taken in the event of personal injury</p> <ul style="list-style-type: none"> • 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) 	MCQ
5.4	<p>Identify factors which may indicate individuals could be vulnerable and at risk of harm</p> <ul style="list-style-type: none"> • Individuals: adults, young people and children who the Private Security Operative may come into contact with while 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 	MCQ
5.5	<p>State actions to take when individuals have been identified as vulnerable and at risk of harm</p> <ul style="list-style-type: none"> • Seeking help of Street Pastors, Street Marshals 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 Ambulance • Calling the Police 	MCQ

5.6	<p>Identify how to report indicators of child sexual exploitation</p> <ul style="list-style-type: none"> • Indicators of child sexual exploitation: <ul style="list-style-type: none"> ▪ children and young people in the company of older people or antisocial 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: <ul style="list-style-type: none"> ▪ contact the Police or call Crimestoppers ▪ report as soon as possible 	MCQ
5.7	<p>Identify behaviours that could indicate suspicious or terrorist activity</p> <ul style="list-style-type: none"> • 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 	MCQ
5.8	<p>Identify actions to be taken in the event of a security threat</p> <ul style="list-style-type: none"> • 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 	MCQ
5.9	<p>State the importance of a business continuity plan</p> <ul style="list-style-type: none"> • 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 	MCQ

6. The learner will: Understand the importance of communication skills and customer care		
Assessment Guidance The learner must:		Types of Evidence
6.1	<p>State the basic elements of communication</p> <ul style="list-style-type: none"> • Communication process: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback 	MCQ
6.2	<p>Identify the different types of communication</p> <ul style="list-style-type: none"> • 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 	MCQ

6.3	<p>State the importance of communication in delivering customer care</p> <ul style="list-style-type: none"> • 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 	MCQ
6.4	<p>Identify different types of customers and how their needs can vary</p> <ul style="list-style-type: none"> • 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 	MCQ
6.5	<p>State the principles of customer care</p> <ul style="list-style-type: none"> • 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 	MCQ
6.6	<p>Identify best practice in relation to telephone communications</p> <ul style="list-style-type: none"> • 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 	MCQ
6.7	<p>Identify best practice in relation to radio communications</p> <ul style="list-style-type: none"> • 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 	MCQ
6.8	<p>Recognise the call signs of the NATO phonetic alphabet</p> <ul style="list-style-type: none"> • Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated 	MCQ

Information for tutors

This unit is known as the 'common unit' as it forms the foundation (or introduction) to the basic knowledge required for the Private Security sector. The 'common unit' applies to the following learner groups: Security Guards, Door Supervisors, CCTV Operators and Vehicle Immobilisers. Due to its introductory nature it is logical that this unit is delivered before any of the specialist units accompanying each relevant qualification.

Regardless of which learner group is being delivered to all elements of the indicative content must be covered to provide learners with a fair and realistic chance of successfully attempting the examination for this unit; however, contextualisation to assist understanding is recommended to support learners within specific groups.

Learners should be provided with the SIA Standards of Behaviour of Door Supervisors (see Appendix 4) and understand the importance of adopting these standards

Whilst learners will not be tested on the names and dates of specific laws or regulations, it is important that they acquire a robust understanding of their meaning and purpose in relation to their role as a Door Supervisor in line with the indicative content. Tutors must ensure they (personally) hold a reasonable understanding of the following, as it is foreseeable that learners will seek information above and beyond the scope of the indicative content provisioned for this unit:

- Health and Safety at Work 1974
- Control of Substances Hazardous to Health 2002
- Manual Handling Operations Regulations 1992
- Workplace (Health, Safety and Welfare) Regulations 1992
- Control of Noise at Work Regulations 2005
- Reporting of Injuries, Diseases and Dangerous Occurrences 1995
- Management of Health and Safety at Work Regulations 1999

Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ). The examination lasts for a maximum of 60 minutes and has 40 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Books

Mark Barber – *Working in the private security industry coursebook* (Qualifications Network Limited 2020)

Websites

Health and Safety Executive - information about Health and Safety legislation	www.hse.gov.uk/index.htm
HSE guide to Manual Handling	www.hse.gov.uk/pubns/indg143.pdf
The Security Industry Authority – Industry Regulator	www.sia.homeoffice.gov.uk/
Skills for Security – standards setting body for the security sector	www.skillsforsecurity.org.uk

Unit 2 Working as a Door Supervisor within the Private Security Industry (A/618/5372)

Unit Summary

The learner will develop the knowledge, understanding and skills attributable to a Door Supervisor. This includes a working knowledge of key legislations covering licensing, use of force, arrest and drugs along with knowledge of how to manage a venue safely from the perspective of a Door Supervisor working within a wider team.

1. The learner will: Understand the role and objectives of a Door Supervisor		
Assessment Guidance The learner must:		Types of Evidence
1.1	State the role of a Door Supervisor <ul style="list-style-type: none"> Ensure customers and other members of staff on the 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 	MCQ
1.2	State the objectives of a Door Supervisor <ul style="list-style-type: none"> Work under the direction of the Designated Premises Manager Ensure the venue's admission policy is adhered to Control entry Prevent crime Maintain order 	MCQ
1.3	State the importance of an admissions policy <ul style="list-style-type: none"> 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 	MCQ

2. The learner will: Understand Civil and Criminal Law relevant to a Door Supervisor		
Assessment Guidance The learner must:		Types of Evidence
2.1	State the law relating to the use of force <ul style="list-style-type: none"> Use of force must be reasonable, necessary, fully justified, proportionate, properly reported and recorded Force may only be used: as self-defence; to make a lawful arrest and prevent a crime; to eject a trespasser from private premises; to prevent a breach of the peace Door Supervisors can be prosecuted if they use unnecessary or excessive force 	MCQ
2.2	Identify different types of crimes against the person as defined by law <ul style="list-style-type: none"> Murder/manslaughter Grievous bodily harm with intent Grievous bodily harm Actual bodily harm Common assault Rape Sexual assault 	MCQ

2.3	Identify common crimes against property that a Door Supervisor may come across <ul style="list-style-type: none"> • Arson • Criminal Damage • Threats to Damage • Robbery • Burglary • Theft 	MCQ
2.4	State the definition of an ‘offensive weapon’ <ul style="list-style-type: none"> • Definition: any object made, or adapted for use, to cause injury to the person, or intended by the person having it with them for such use 	MCQ

3. The learner will: Understand searching relevant to a Door Supervisor		
Assessment Guidance The learner must:		Types of Evidence
3.1	State the differences between general, random, and specific searches <ul style="list-style-type: none"> • General: when every customer is searched • Random: when a random selection of customers are searched • Specific: when specific individuals at the venue are searched for specific reasons 	MCQ
3.2	Identify a Door Supervisor’s right to search <ul style="list-style-type: none"> • 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 	MCQ
3.3	Recognise possible hazards when conducting a search <ul style="list-style-type: none"> • Drugs • Needles • Weapons • Violence • Malicious allegations 	MCQ
3.4	State the precautions to take when carrying out a search <ul style="list-style-type: none"> • Use appropriate personal protective equipment (PPE) (needle proof gloves) • Use of a dedicated search area • Conduct search in pairs, in view of CCTV, a witness • Use self-search techniques (customer empties own pockets, removes coat, empties any bags) 	MCQ
3.5	State how to search people and their property <ul style="list-style-type: none"> • Obtain permission of person being searched prior to the search • Follow search policy • Same-sex searching • Use of 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 	MCQ
3.6	Identify reasons for carrying out a premises search <ul style="list-style-type: none"> • Pre-entry check to ensure safety on opening • Identifying potential hazards • Search for drugs and/or weapons • Search for suspicious packages 	MCQ

3.7	Identify actions to take in the event of a search refusal <ul style="list-style-type: none"> • Explain conditions of entry • Explain reasons for search • Deny entry 	MCQ
3.8	Identify search documentation that a Door Supervisor is required to complete <ul style="list-style-type: none"> • Search log, search report, incident log, pocketbook 	MCQ
3.9	Identify actions to take if a prohibited or restricted item is found during a search <ul style="list-style-type: none"> • Follow venue's policy • Non-illegal items against entrance policy: follow venue policy (return item and refuse entry; inform supervisor, hold item securely, record and return on exit) • Illegal items: seize item, call police if appropriate, handing-over both person and item to police; record the find in line with venue policy 	MCQ
3.10	Identify additional considerations to take when searching individuals <ul style="list-style-type: none"> • Cultural/religious consideration when searching individuals • Considerations when searching people with a disability • Considerations when searching minors 	MCQ

4. The learner will: Understand powers of arrest relevant to a Door Supervisor		
Assessment Guidance The learner must:		Types of Evidence
4.1	Identify offences for which a Door Supervisor can make an arrest <ul style="list-style-type: none"> • Door Supervisors have only the same powers of arrest as every citizen • Arrestable offences and Breach of the Peace • Arrestable offences may be tried at the Sheriff Court or High Court depending on the seriousness of the offence • Powers of arrest under common law • Offences include: <ul style="list-style-type: none"> ▪ Murder/Homicide ▪ Culpable Homicide ▪ Aggravated Assault ▪ Assault ▪ Rape ▪ Sexual Assault ▪ Firearms offences ▪ Robbery ▪ Housebreaking ▪ Theft ▪ Drugs offences ▪ Fraud ▪ Vandalism and malicious mischief 	MCQ
4.2	Identify the limitations to a Door Supervisor's powers of arrest <ul style="list-style-type: none"> • Must be within powers of arrest • Indictable offence must be either being committed or have been committed • Arrest can only be made to prevent the person from: <ul style="list-style-type: none"> (a) causing injury to himself or another (b) suffering injury himself (c) causing loss of or damage to property (d) making off before the Police can assume responsibility for him/her 	MCQ
4.3	State why an arrest should only be made as a last resort <ul style="list-style-type: none"> • Human rights issues (e.g. serious matter to take away a person's liberty), risk of false arrest, risk of prosecution, personal safety could be compromised 	MCQ

4.4	State arrest procedures to be followed by a Door Supervisor <ul style="list-style-type: none"> Conduct the arrest as discreetly as possible; identify self, inform person that they are under arrest and give reason; show firmness of intent, use of reasonable force only if necessary to prevent escape of individual under arrest or to prevent assault against door supervisor or others, detain the person safely, treat fairly, avoid use of aggression 	MCQ
4.5	Identify procedures to take following an arrest <ul style="list-style-type: none"> Ensure welfare of person arrested and own safety; separate if more than one person; inform Police; detention and supervision until Police arrive; preservation of evidence; incident report; assist Police with a statement if required; attend court at a later date if required 	MCQ

5. The learner will: Understand drug misuse issues and procedures relevant to the role of a Door Supervisor		
Assessment Guidance The learner must:		Types of Evidence
5.1	Identify key areas of drug misuse legislation <ul style="list-style-type: none"> Misuse of Drugs Act 1971 (possession of drugs; intent to supply; supply; manufacture; use of premises) Classification of drugs (A, B, C) 	MCQ
5.2	Recognise the indicators of drug misuse <ul style="list-style-type: none"> Physical symptoms: dilated pupils, sniffing, watering eyes, running nose Behavioural signs: excessive giggling, non-stop talking, moving, sleepy, gagging, inexplicable fear, tearfulness, aggressiveness Physical evidence of drug use: torn-up card, papers, folded card/foil, empty sweet wrappers, syringes, spoons, traces of powder on face, surfaces 	MCQ
5.3	Identify common types of illegal drugs <ul style="list-style-type: none"> Common illegal drugs: <ul style="list-style-type: none"> 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 	MCQ
5.4	Recognise signs of drug dealing <ul style="list-style-type: none"> 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 	MCQ
5.5	State the procedure for dealing with individuals found to be in possession of drugs <ul style="list-style-type: none"> Seize drugs if safe to do so Secure the drugs Follow local policy with regards to refusal, ejection, calling the Police Inform Supervisor, Manager and/or Licence holder Record incident in line with local policy 	MCQ

5.6	<p>State the procedure for handling seized drugs</p> <ul style="list-style-type: none"> • Think safety first (including use of safety gloves) • Avoid contact with any contaminated materials • Follow local policy • Ensure drugs are put somewhere secure • Ensure seizure is recorded correctly • Inform Supervisor, Manager and/or Licence holder • Call the Police 	MCQ
5.7	<p>State how to dispose of drug-related litter and contaminated waste</p> <ul style="list-style-type: none"> • Drug-related litter: syringes, swabs, foils, spoons, plastic bottles, cans, blood-soiled tissues • Use Personal Protective Equipment (i.e. safety gloves, needle-proof gloves) • Use tongs, dustpan and brush to move • Use sharps boxes/empty bottles for needles (report to local authority; collection scheme), dispose of blood-stained tissues down the toilet, treat any other fabrics as contaminated waste 	MCQ

<p>6. The learner will: Understand incident recording and crime scene preservation relevant to the role of a Door Supervisor</p>		
<p>Assessment Guidance The learner must:</p>		<p>Types of Evidence</p>
6.1	<p>Identify different types of evidence</p> <ul style="list-style-type: none"> • Direct, circumstantial, hearsay, documentary, real, oral (testimony), forensic 	MCQ
6.2	<p>State how to preserve evidence after an incident</p> <ul style="list-style-type: none"> • 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 	MCQ
6.3	<p>Identify records to complete when an incident has occurred</p> <ul style="list-style-type: none"> • Incident log (reports/books) • Accident reports/books • Personal notebooks • Search registers • Police witness statements 	MCQ
6.4	<p>Identify the reasons for recording incidents</p> <ul style="list-style-type: none"> • Permanent written record • Potential use as evidence • To assist outside agencies or court cases • To help justify actions taken • To help prevent malicious allegations or civil actions 	MCQ

6.5	Identify the types of incidents which need to be recorded <ul style="list-style-type: none"> • Ejections • Arrests • Use of force • Accidents • Drugs/weapons/property seizures • Serious crimes • Visits by officials, authorities • Disputes or complaints • Suspicious behaviour • Any other emergencies 	MCQ
6.6	Identify incidents when a Door Supervisor should call the Police <ul style="list-style-type: none"> • Arrests • Serious crimes • Serious public order • Other serious incidents outside of the venue • Finding suspicious package/device • Finding/seizing illegal drugs 	MCQ
6.7	Identify the requirements for completing incident records <ul style="list-style-type: none"> • 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 (how to make an entry, corrections, information to record) • Records need to show when and where it happened, what happened, how it happened, what was seen and heard, what was done, what the result was, details of any witnesses, evidence or description, whether Police were called 	MCQ

7. The learner will: Understand Licensing Law and social responsibility relevant to the role of a Door Supervisor

Assessment Guidance The learner must:		Types of Evidence
7.1	Identify the Licensing objectives <ul style="list-style-type: none"> • Under current legislation (UK Licensing Act of 2003), the objectives are: <ul style="list-style-type: none"> ▪ Prevent crime and disorder ▪ Public safety ▪ Prevention of public nuisance ▪ Protection of children from harm 	MCQ
7.2	State the rights and duties of licensees and Door Supervisors as their representatives <ul style="list-style-type: none"> • Licensee: ensure premises comply with Licensing objectives and all other relevant legislation; decides on admission policy and other house rules, withdraw consent to be on the premises • Door Supervisors: act on behalf of Licence holder (to refuse entry, to withdraw consent to be on premises, to eject), prevent breaches of law 	MCQ
7.3	State the law in relation to refusing entry and ejecting customers <ul style="list-style-type: none"> • Any person can be refused entry to licensed premises by the Licence holder and any member of their staff who is authorised by the Licence holder or the Premises Manager • Refusal to leave the premises when asked constitutes trespass, lawful ejection using reasonable force permissible 	MCQ

7.4	<p>Identify Police powers regarding licensed premises</p> <ul style="list-style-type: none"> • Right of entry to licensed premises at any time to investigate licensable activities or licensing offences • Power to search at any time (drugs offences, breach of the peace) • Reasonable force may be used • Power to close venue for reasons of disorder and public safety or noise 	MCQ
7.5	<p>State the law regarding children and young persons on licensed premises</p> <ul style="list-style-type: none"> • 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 	MCQ
7.6	<p>Identify acceptable forms of proof of age</p> <ul style="list-style-type: none"> • Passport, photo-card driving licence, proof-of-age scheme cards, Challenge 25 (Validate UK, Young Scot and Citizen Card) or any card bearing the PASS logo 	MCQ
7.7	<p>State conduct that is unlawful under licensing, gaming and licensing of sex establishments legislation</p> <ul style="list-style-type: none"> • Allowing anyone under 18 years to enter the premises • Drunkenness and disorderly conduct • Serving someone who is drunk • Serving alcohol to someone under the legal age • Permitting a young person to use a Category C gaming machine • Unlawful soliciting on licensed premises • Controlling prostitutes on licensed premises • Running a sex establishment without a licence • Contravention of other licence terms, conditions and/or restrictions 	MCQ
7.8	<p>State the powers of entry of authorised persons</p> <ul style="list-style-type: none"> • Authorised persons: Licensing Authorities' agent, Fire Safety Inspector, Fire Service, Environmental Health Officer, HM Revenue and Customs, Local Authority agent • Right of entry: <ul style="list-style-type: none"> ▪ at any reasonable time ▪ to investigate licensable activities ▪ if offences are suspected ▪ issue closure orders ▪ to revoke licences 	MCQ

8. The learner will: Understand emergency procedures which should be followed by a Door Supervisor		
Assessment Guidance The learner must:		Types of Evidence
8.1	<p>State the importance of knowing the venue's evacuation procedures</p> <ul style="list-style-type: none"> • Procedures for different types of evacuations (emergencies: fires, bomb threats, floods, fights, serious crimes) <ul style="list-style-type: none"> ▪ where entrances and all fire exits are ▪ how people react in emergencies ▪ role of the Door Supervisor in specific emergencies • Importance: to help keep people safe; to ensure orderly and timely evacuation of premises; to help defuse panic 	MCQ

8.2	State the role of a Door Supervisor when dealing with threats of terrorism <ul style="list-style-type: none"> Maintain vigilance to identify suspicious behaviour and vehicles Carry out search procedures Make regular patrols Implement evacuation procedures where required 	MCQ
8.3	Identify sources of information on terrorism awareness <ul style="list-style-type: none"> National threat levels Local information (Police intelligence), licensing forums Home Office and Security Services websites National and local anti-terrorism initiatives 	MCQ
8.4	Identify appropriate responses to situations requiring First Aid <ul style="list-style-type: none"> 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 	MCQ

9. The learner will: Understand how a Door Supervisor can help to keep vulnerable people safe		
Assessment Guidance The learner must:		Types of Evidence
9.1	Recognise the risks to vulnerable people being ejected from, or refused entry to a venue <ul style="list-style-type: none"> Factors that make people vulnerable: <ul style="list-style-type: none"> being under the influence of drink or drugs being alone being too young to look after themselves Risks: <ul style="list-style-type: none"> receiving unwanted attention being assaulted domestic violence becoming the target of a sexual predator of self-harm 	MCQ
9.2	Identify actions that can be taken by a Door Supervisor to protect vulnerable people <ul style="list-style-type: none"> Call friend or relative to assist them Call a licensed taxi to take them home Ask Street Pastors or Street Marshals to assist Call the Police Use a 'safe haven' 	MCQ
9.3	Recognise behaviours that could indicate potential sexual predators <ul style="list-style-type: none"> Behaviours often include: <ul style="list-style-type: none"> a lone male seen pestering a customer or member of staff heavily intoxicated female leaving with a male regular attendee often leaving with different intoxicated females finding a date-rape-type drug on a person during a search 	MCQ

10. The learner will: Understand queue management and venue capacity responsibilities relevant to a Door Supervisor		
Assessment Guidance The learner must:		Types of Evidence
10.1	Recognise the benefits of queue control <ul style="list-style-type: none"> • Assessment of attitude and behaviour of customers • Helps to enforce admissions policy • Improves safety (prevents collisions, prevents arguments/fights, reduces crime) • Reduces potential for excessive queue lines • Provides good customer service (increases efficiency, reduces customer waiting time, enhances customer experience) 	MCQ
10.2	Indicate why communication is important throughout the queuing process <ul style="list-style-type: none"> • Manages customer expectations • Enables a positive reaction to unexpected situation • Helps reduce potential conflict • Provides good customer service • Builds positive relationships 	MCQ
10.3	Identify why managing venue capacity is important <ul style="list-style-type: none"> • To comply with Health and Safety legislation, fire-safety regulations, licensing laws • To manage entry and egress from premises • To avoid risk of overcrowding • Ensures customer safety and enjoyment • To allow safe evacuation in case of an emergency 	MCQ

Information for tutors

This is primarily a knowledge-based unit; however, it is a mandatory requirement that all learners participate and are coached in person search, property search and technology assisted search (the former being an SIA requirement, the latter two a QNUK requirement). There is an opportunity for training providers to use the practical search sessions for searching to include the scenario-based training requirements of the Conflict Management unit, building on learners' knowledge, skills and behaviours.

Use of force is covered within Learning Outcome 2; knowledge of the legislation should also include Ethics (although not covered within the assessment criteria). Contextualisation and robust use of all learning styles is recommended to ensure a good depth of understanding from all learners as this will be required in line with decision making when undertaking the Physical Intervention Skills within the Private Security Industry unit.

Learning Outcome 5 covers many aspects of drugs and the legislation surrounding them; it is recommended that trainers keep their knowledge updated regularly on this subject as additional drugs become used by the general public along with their 'street names' varying on a regular and regional basis. Further information is provided in the recommended resources section.

Learners should be provided with the SIA Standards of Behaviour of Door Supervisors (see Appendix 4) and understand the importance of adopting these standards.

Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ). The examination lasts for a maximum of 75 minutes and has 45 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator	www.sia.homeoffice.gov.uk/
Skills for Security – standards setting body for the security sector	www.skillsforsecurity.org.uk
Get Smart About Drugs – US Government information site	https://www.getsmartaboutdrugs.gov/drugs
Drug Penalties – UK Government information site (classifications and associated penalties)	https://www.gov.uk/penalties-drug-possession-dealing

Unit 3 Conflict Management within the Private Security Industry (F/618/5373)

Unit Summary

This unit is part of the SIA Licence to Practice qualifications for Door Supervisors, Security Officers and Close Protection Operatives. It includes the principles to support conflict management; however, it should be considered that prevention of conflict in the first instance is preferred. Not all conflict management techniques will work in all situations therefore personal safety must be considered at all times. It is a mandatory requirement that learners complete this unit before attempting the Physical Intervention Skills within the Private Security Industry unit associated with this qualification.

1. The learner will: Understand the principles of conflict management appropriate to their role		
Assessment Guidance The learner must:		Types of Evidence
1.1	<p>State the importance of positive and constructive communication to avoid conflict</p> <ul style="list-style-type: none"> • Constructive communication: be positive, listen, appropriate to the situation, calm, clear and polite • Importance: good communication skills are vital to defuse and avoid conflict; to maintain a secure environment, to avoid risks to staff and customers 	MCQ
1.2	<p>State the importance of employer policies, guidance and procedures relating to workplace violence</p> <ul style="list-style-type: none"> • Meeting Health and Safety at Work legislation • Sets an expectation for both staff and customers as to what behaviour is and is not acceptable • Staff will be aware of their responsibilities in regard to workplace violence • Staff will be aware of the procedures to follow in the event of a violent situation • Sets out reporting procedures • Helps reduce risk of litigation and harm to self and others 	MCQ
1.3	<p>Identify factors that can trigger an angry response in others</p> <ul style="list-style-type: none"> • Common triggers: feeling embarrassed, insulted, threatened, fear of loss of face, being ignored, being patronised, peer pressure, fear of not being taken seriously • Alcohol, drugs, and medical conditions may increase the chances of triggering an angry response 	MCQ
1.4	<p>Identify factors that can inhibit an angry response in others</p> <ul style="list-style-type: none"> • Inhibiting factors: self-control, fear of confrontation and/or retaliation • Personal values • Potential social or legal consequences 	MCQ
1.5	<p>Identify human responses to emotional and threatening situations</p> <ul style="list-style-type: none"> • Threatening situations: freeze, flight, fight, fright, faint response (fear, anger, aggression, shock) • Emotional situations: upset, anger, frustration • Positive responses: distraction, deflection, empathy, staying calm • Negative responses: avoidance, distancing, rumination, worrying 	MCQ

2. The learner will: Understand how to recognise, assess and reduce risk in conflict situations		
Assessment Guidance The learner must:		Types of Evidence
2.1	<p>State how managing customer expectations can reduce the risk of conflict</p> <ul style="list-style-type: none"> • Managing expectations: understand customer expectations, show understanding and care about their concerns, explain how help can be given and when, offer alternative options, explain procedures • Reducing the risk of conflict: customers' frustrations/anger are acknowledged, clear communication of actions being taken and next steps, demonstrating care and consideration of customer concerns, giving an explanation of decision-making process and involving the customer in decision making, timescales and outcome; customer concerns are addressed, customer feels more valued 	MCQ
2.2	<p>Identify the stages of escalation in conflict situations</p> <ul style="list-style-type: none"> • The attitude–behaviour cycle; how threat levels can escalate in a confrontation (frustration, anger, aggression, violence); how own actions can lead to escalation in a situation (an unsympathetic or rude response) 	MCQ
2.3	<p>State how the application of dynamic risk assessment can reduce the risk of conflict</p> <ul style="list-style-type: none"> • 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 	MCQ
2.4	<p>State the importance of positioning and exit routes</p> <ul style="list-style-type: none"> • To maintain personal space, maintain a non-aggressive stance; avoids blocking; avoids being hemmed in; reduces the likelihood of feeling intimidated; reduces likelihood of a fight • To ensure an exit route visible to all parties; exit strategy for getting out of a situation; discussing approaches; aggressors have an exit route; ensure you have an exit route available 	MCQ

3. The learner will: Understand how to communicate in emotive situations to de-escalate conflict		
Assessment Guidance The learner must:		Types of Evidence
3.1	<p>State how to use non-verbal communication in emotive situations</p> <ul style="list-style-type: none"> • Use of non-verbal communication: body language (stance, positioning, personal space, movements, hand gestures, eye contact); voice (pitch, inflection, volume) 	MCQ
3.2	<p>State how to overcome communication barriers</p> <ul style="list-style-type: none"> • Communication barriers: physical barriers; psychological barriers • How to overcome communication barriers: <ul style="list-style-type: none"> ▪ Physical barriers: speak clearly, adopt non-aggressive stance, use of gestures and signs, maintain space, move to quieter/lighter space ▪ Psychological barriers: active listening, empathising, speaking clearly, make sure actions are non-threatening, explain what actions are being taken, move to a quieter/lighter space 	MCQ
3.3	<p>Identify the differences between assertiveness and aggression</p> <ul style="list-style-type: none"> • Aggressive behaviour: threatening tone and positioning, gestures and words intended to hurt or intimidate • Assertive behaviour: firm but fair, calm, appearing confident, normal positioning and body language, polite, managing expectations and finding common ground 	MCQ

3.4	Identify ways of defusing emotive conflict situations <ul style="list-style-type: none"> • Empathy • Building rapport • Win-win • Positive communication • Active listening • Providing assistance e.g. calling a taxi, including management into discussions 	MCQ
3.5	Identify approaches to take when addressing unacceptable behaviour <ul style="list-style-type: none"> • Non-aggressive body language, empathy, being positive and assertive, actively listening, verbal warning • Follow appropriate organisational policies and procedures (refuse, admittance, ask to leave, call Police if necessary, ejection) 	MCQ
3.6	State how to work with colleagues to de-escalate conflict situations <ul style="list-style-type: none"> • Positioning of staff members in a confrontation (work in close proximity to colleagues to provide assistance) • Be ready to step back and hand over to a colleague before switching back where appropriate • Be ready to support colleagues who are dealing with anger or potential conflict • Look beyond the outward signs of anger and upset to identify what the underlying issues are • Use of dynamic risk assessment 	MCQ

4. The learner will: Understand how to develop and use problem solving strategies for resolving conflict		
Assessment Guidance The learner must:		Types of Evidence
4.1	State the importance of viewing the situation from the customer's perspective <ul style="list-style-type: none"> • Establish needs/wants, anticipate customer reaction • Provides explanation for the conflict; shows understanding, enables empathy, builds rapport with the customer; customer feels valued • Helps to defuse conflict situations 	MCQ
4.2	Identify strategies for solving problems <ul style="list-style-type: none"> • Managing customer expectations • Building rapport • Find a mutual understanding • Empathy • Explanation of reasons 	MCQ
4.3	Identify win-win approaches to conflict situations <ul style="list-style-type: none"> • Based on problem solving, negotiation, maintaining a relationship, working together, focusing on interests not positions, generating options which offer gains to all parties • Both sides come out of encounter accepting the result 	MCQ

5. The learner will: Understand good practice to follow after conflict situations		
Assessment Guidance The learner must:		Types of Evidence
5.1	State the importance of accessing help and support following an incident <ul style="list-style-type: none"> • Sources of support: colleagues, management and counsellors • Support, reassurance, dealing with shock • Reduces the chances of long-term problems (depression, anxiety, fear, post-traumatic stress) 	MCQ

5.2	<p>State the importance of reflecting on and learning from conflict situations</p> <ul style="list-style-type: none"> Recognise and acknowledge trends Recognise poor practice Make improvements to both personal and organisational practice Sharing good practice Increasing safety for staff and customers Reducing potential conflict situations 	MCQ
5.3	<p>State the benefits of sharing good practice</p> <ul style="list-style-type: none"> Helps prevent reoccurrence of the same problem Improved procedures for conflict situations Develop common response to situations Supports development of individuals; improves working relationships; improves future performance To improve the customer experience 	MCQ
5.4	<p>State why Security Operatives should contribute solutions to recurring problems</p> <ul style="list-style-type: none"> To increase safety for staff and customers Identify procedures or methods to deal with situations effectively 	MCQ

Information for tutors

This unit must be delivered before the Physical Intervention Skills within the Private Security Industry unit.

As conflict management is applicable to all of the previous units, training providers may wish to integrate this unit within the first two units to support learning outcomes. However, the contact time, GLH and TQT must still be able to meet the required quantities.

Scenario based training is required for this unit in relation to:

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

The below scenarios must be covered during the delivery of the Working as a Door Supervisor within the Private Security Industry unit:

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

It is recommended that (i) is used to support the learning within the search training module (Unit 2, Learning Outcome 3) and ii, iii, iv are aligned to the above three bullet pointed scenarios.

Particular attention when planning the scenario and role play sessions should be taken to plan and meet the required learning from outcomes within this unit by active participation from the learners and constructive analysis of events post scenario (identifying what went well, what did not go well and why relating to the indicative content).

Scenarios should also include issues relating to equality, diversity and discrimination.

Learners should be provided with the SIA Standards of Behaviour of Door Supervisors (see Appendix 4) and understand the importance of adopting these standards.

Assessment

The assessment for this unit is externally set and marked by QNUK via a Multiple-Choice Question paper (MCQ). The examination lasts for a maximum of 30 minutes and has 20 questions within. The examination must be conducted accordance to the QNUK SIA Licenced Linked Assessment Procedures document available via the QNUK Portal.

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector www.skillsforsecurity.org.uk

Unit 4 Physical Intervention Skills within the Private Security Industry (J/618/5374)

Unit Summary

It is likely that an individual working in the capacity of a Door Supervisor will encounter situations that will require a degree of physical intervention. Not all interventions relate to violent situations, there are many situations when a Door Supervisor will be required to support, prompt or guide a customer. However, violence is a risk which is covered within this unit to provide some underpinning knowledge and skills to increase the learner's situational awareness in these situations.

This unit draws from the knowledge gained from the previous units, therefore may not be delivered until units 1-3 have been completed.

1. The learner will: Understand physical interventions and the implications of their use		
Assessment Guidance The learner must:		Types of Evidence
1.1	<p>Identify the differences between defensive physical skills and physical interventions</p> <ul style="list-style-type: none"> • 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 	SAQ
1.2	<p>Identify the differences between non-restrictive and restrictive interventions</p> <ul style="list-style-type: none"> • Non-restrictive interventions: allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to (including prompting and guiding an individual to assist them walking) • Restrictive interventions: the use of force to limit the movement and freedom of an individual; bodily contact; mechanical devices or changes to the person's environment <ul style="list-style-type: none"> ▪ Highly Restrictive: limit severely the movement and freedom of an individual ▪ Low Level Restrictive: limit or contain the movement and freedom of an individual who is less resistant with low levels of force 	SAQ
1.3	<p>Identify positive alternatives to physical intervention</p> <ul style="list-style-type: none"> • Primary Controls <ul style="list-style-type: none"> ▪ following employer safety and security policy, procedures and working practices; guidance on physical intervention ▪ 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 <ul style="list-style-type: none"> ▪ positive and effective interpersonal communication ▪ knowledge and skills of conflict management in reducing the need for physical intervention 	SAQ
1.4	<p>State the importance of only using physical intervention skills as a last resort</p> <ul style="list-style-type: none"> • Physical intervention can: <ul style="list-style-type: none"> ▪ increase risk 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 ▪ lead to becoming a target of violence • Situations of 'last resort' include when: <ul style="list-style-type: none"> ▪ other options have failed or are likely to fail ▪ it is not possible or appropriate to withdraw 	SAQ

<p>1.5</p>	<p>State legal implications relating to the use of physical intervention</p> <ul style="list-style-type: none"> • Can only use minimum level of force for least amount of time • Justification as a legal defence must be appropriate for the circumstances, i.e. only to prevent injury or in self-defence; to be justifiable in court • Duty of care considerations concerning use of physical intervention • Can lead to Civil Law action for damages 	<p>SAQ</p>
<p>1.6</p>	<p>State the professional implications relating to the use of physical intervention</p> <ul style="list-style-type: none"> • Importance of familiarising oneself with legislation, professional guidance, and standards relevant to area of employment • Nullifying insurance • Loss of licence • Job loss 	<p>SAQ</p>

2. The learner will: Understand how to reduce the risk of harm when physical intervention skills are used

<p>Assessment Guidance The learner must:</p>		<p>Types of Evidence</p>
<p>2.1</p>	<p>State the importance of dynamic risk assessment in situations where physical intervention skills are used</p> <ul style="list-style-type: none"> • Dynamic risk assessment: the continuous assessment of risk in a rapidly changing and often unforeseen environment • Used to: <ul style="list-style-type: none"> ▪ 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 	<p>SAQ</p>
<p>2.2</p>	<p>Identify the risk factors involved with the use of physical intervention</p> <ul style="list-style-type: none"> • Potential Medical Consequences - serious harm or death can result from: <ul style="list-style-type: none"> ▪ strikes, kicks, pushes and punches ▪ an individual falling or being forced to the 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 the risk of death through positional asphyxia ▪ any forceful restraint that leads to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present • Stress and emotional trauma: <ul style="list-style-type: none"> ▪ recognise the potential stress and emotional trauma individuals can suffer in situations where physical methods and restraints are used ▪ considering the difficulty for individuals who have prior experience of abuse and trauma ▪ ensuring staff respect the dignity of individuals they are managing, however challenging they may find them • Nature of the restraint can increase risk (method of restraint, position held, duration of restraint) <ul style="list-style-type: none"> ▪ Situational factors that increase risk (setting and location constraints and risks, environmental hazards, staff numbers, availability of help, access to medical 	<p>SAQ</p>

	<p>attention, threats presented by others, options available, increased risk of falls with one on one restrictive holds)</p> <ul style="list-style-type: none"> ▪ Individual factors that can increase risk (age, size and weight, physical health, mental health, alcohol, drug abuse, physical exhaustion, recent ingestion of food, medical conditions/predispositions, history of violence) • 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	<p>State the specific risks of dealing with physical intervention incidents on the ground</p> <ul style="list-style-type: none"> • Potential restraint related deaths occur where an individual is held forcefully face down on the ground • Potential restraint related deaths occur when an individual has been held forcefully face up on the ground • Potential restraint related deaths occur when an individual has been held forcefully on the ground with security staff on their chest, neck or head • 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, glass or debris on the ground) • Vulnerable to assault from others 	SAQ
2.4	<p>Identify the importance of dealing with physical intervention incidents on the ground appropriately</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Due to increased risks with ground restraints:</p> <ul style="list-style-type: none"> • 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. 	SAQ
2.5	<p>Identify ways of reducing the risk of harm during physical interventions</p> <ul style="list-style-type: none"> • 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 	SAQ

	<ul style="list-style-type: none"> • Communication - the importance of on-going 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	<p>State how to support colleagues during physical intervention</p> <ul style="list-style-type: none"> • 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 	SAQ
2.7	<p>State how to manage and monitor a person’s safety during physical intervention</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ effort with breathing ▪ blocked airway and/or vomiting ▪ passivity or reduced consciousness ▪ individual being non responsive ▪ signs of head or spinal injury ▪ facial swelling ▪ evidence of alcohol or drug overdose ▪ blueness around lips, face or nails (signs of asphyxia) ▪ individual held complaining of difficulty breathing ▪ high body temperature, profuse sweating/hot skin ▪ exhaustion ▪ confusion, disorientation and incoherence ▪ hallucinations, delusions, mania, paranoia ▪ bizarre behaviour ▪ extreme fear ▪ high resistance and abnormal strength • Listen to concerns of others present • Ensure a staff member is continuously monitoring well being • Act promptly on concerns 	SAQ
2.8	<p>State responsibilities during physical interventions</p> <ul style="list-style-type: none"> • 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 	SAQ

	<ul style="list-style-type: none"> Staff should challenge unnecessary and excessive use of force by colleagues 	
2.9	<p>State responsibilities immediately following physical interventions</p> <ul style="list-style-type: none"> 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 	SAQ
2.10	<p>State the actions to take in a medical emergency</p> <ul style="list-style-type: none"> Follow emergency procedures and training which can include: <ul style="list-style-type: none"> immediately ceasing the restraint (if restraint was being applied) find a trained First Aider if not trained 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 	SAQ
2.11	<p>Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis</p> <ul style="list-style-type: none"> Acute Behavioural Disturbance or excited delirium: a combination of physical and psychological <ul style="list-style-type: none"> Signs: high temperature, bizarre behaviour, sustained mental and physical exhaustion; metabolic acidosis Psychosis: which can result from underlying mental illness and/or be drug induced <ul style="list-style-type: none"> 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 	SAQ
2.12	<p>State the specific risks associated with Positional Asphyxia</p> <p>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.</p> <p>Restraint related deaths involving Positional Asphyxia have also occurred in other restraint positions including:</p> <ul style="list-style-type: none"> 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 	SAQ

	<p>Key risk factors include:</p> <ul style="list-style-type: none"> • 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	<p>State the specific risks associated with prolonged physical interventions</p> <ul style="list-style-type: none"> • The longer the duration of the restraint the greater the exposure to risk and to complications • Escalation of conflict • Injuries associated with the intervention 	SAQ
2.14	<p>State the importance of keeping physical intervention knowledge and skills current:</p> <ul style="list-style-type: none"> • Changes in legislation and guidance • To keep knowledge current and up to date • Proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks 	SAQ

3. The learner will: Be able to use non-aggressive physical skills to protect yourself and others		
Assessment Guidance The learner must:		Types of Evidence
3.1	<p>Demonstrate non-aggressive stance and positioning skills</p> <ul style="list-style-type: none"> • How to position self in a way that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, nonthreatening non-verbal communication 	Obs
3.2	<p>Demonstrate non-aggressive skills used to evade and protect against blows</p> <ul style="list-style-type: none"> • How use of limbs and movement can protect against an assault while using non-aggressive stance/positioning skills 	Obs
3.3	<p>Demonstrate non-aggressive methods of disengagement from grabs and holds</p> <ul style="list-style-type: none"> • How to use a method of disengaging from grabs/holds to the wrist • How to use a method of disengaging from grabs/holds to clothing 	Obs
3.4	<p>Demonstrate non-aggressive methods to stop one person assaulting another</p> <ul style="list-style-type: none"> • How to use a one-person physical method to stop one person assaulting another 	Obs
3.5	<p>Demonstrate non-aggressive team methods to separate persons fighting</p> <ul style="list-style-type: none"> • How to use a two-person physical method to separate people who are fighting 	Obs
3.6	<p>Communicate professionally with the subject of physical intervention while protecting yourself and others</p> <ul style="list-style-type: none"> • How to communicate with the subject of physical intervention in a way that helps calm the individual • Give instructions and check well being 	Obs

3.7	<p>Demonstrate continuous communication to de-escalate a situation</p> <ul style="list-style-type: none"> • Use positive verbal and non-verbal communications to: <ul style="list-style-type: none"> ▪ 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 	Obs
3.8	<p>Demonstrate how to protect against risk immediately following disengagement</p> <ul style="list-style-type: none"> • Reduce risks of assault to staff and bystanders during and immediately after de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> ▪ 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 	Obs

4. The learner will: Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills

Assessment Guidance The learner must:		Types of Evidence
4.1	<p>Demonstrate the use of a method for physically prompting a person</p> <ul style="list-style-type: none"> • How to use a non-restrictive prompt when verbal and non-verbal persuasion have not achieved, or are not likely to achieve, the legitimate objective 	Obs
4.2	<p>Demonstrate the use of a non-restrictive method of escorting a person</p> <ul style="list-style-type: none"> • How to use a non-restrictive use of force to escort a subject where prompting is not sufficient 	Obs
4.3	<p>Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort</p> <ul style="list-style-type: none"> • Low level intervention option for use to hold and escort • How to use a one-person low-level restrictive standing hold that can be used as an escort 	Obs
4.4	<p>Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort</p> <ul style="list-style-type: none"> • A more restrictive hold and escort skill involving a minimum of two persons • How to use a two-person restrictive standing hold as an escort 	Obs
4.5	<p>Demonstrate how to deescalate and disengage during physical intervention ensuring safety for all parties</p> <ul style="list-style-type: none"> • Demonstrate controlled reduction of use of force to the point where staff can safely disengage • How to use appropriate positioning to observe potential threats to colleagues and customers and to help contain the situation 	Obs
4.6	<p>Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques</p> <ul style="list-style-type: none"> • Helping to calm the individual, give instructions and check well being • How to reduce force in a controlled way up to the point where staff can safely disengage 	Obs
4.7	<p>Demonstrate how to escort an individual on stairways</p> <ul style="list-style-type: none"> • when they are intoxicated or ill and require assistance • when they are non-compliant and need to be moved 	Obs

5. The learner will: Understand good practice to follow after physical interventions		
Assessment Guidance The learner must:		Types of Evidence
5.1	<p>State the importance of accessing help and support following an incident</p> <ul style="list-style-type: none"> To recognise potential of physical and psychological harm following an incident where force has been used To access appropriate support 	SAQ
5.2	<p>State the importance of reflecting on and learning from previous physical intervention situations</p> <ul style="list-style-type: none"> Learning from experiences can be shared with colleagues and employers, so that situations needing physical intervention can be reduced, or managed more safely To prevent it happening again To improve procedures To develop a common response to incidents To identify training needs 	SAQ
5.3	<p>State the importance of fully reporting on the use of force</p> <ul style="list-style-type: none"> To aid in the description of subject(s) behaviour To relay other 'impact factors' To record staff responses including description of physical interventions and level of force used To aid in description of any injuries sustained To ensure First Aid and medical support is provided To record details of admission to hospital To support those involved To decide on follow up action required To recognise potential for physical and psychological harm following an incident where force has been used So that those affected can access appropriate support To record witness details 	SAQ

Information for tutors

This unit consolidates the knowledge the learner has acquired from the first three units and may not be delivered until the learning for these has been completed.

Assessment

The assessment pack for this unit is divided into two sections:

- i. Theory (Learning Outcomes 1, 2 & 5)
- ii. Practical (Learning Outcomes 3 & 4)

The theory element is a series of short answer questions to examine the learner's knowledge in relation to the use of Physical Intervention. This is externally set, internally marked and externally moderated, meaning the Tutor/Assessor is required to mark this work to provide provisional results. The assessment must be conducted in a classroom environment under observation of the Tutor/Assessor and not allocated for 'homework'. Facilitated group discussions are permissible when analysing the questions prior to the learner completing the questions, however, the work submitted must be the learners own work and may not be dictated (or copied) from another learner or the Tutor/Assessor.

All learners are required to achieve 100% pass marks in both sections (theory and practical), meaning they are required to successfully meet every assessment criteria. In instances when the Tutor/Assessor deems that a learner has not answered all of the questions within the theory section correctly, they may provide additional tuition and clarification to allow the learner to resubmit their revised answers prior to the end of the course.

It is preferable that learners achieve the maximum amount of time possible practicing their practical skills, therefore it is recommended that the Tutor/Assessor marking of the theory section of the unit takes place outside of contact hours to avoid lost practical time.

Tutor/Assessor are reminded that the practical skills demonstrated by the learner must be at a minimum level of conscious competence i.e. the learner has to think how to apply the skills and techniques but can do so without prompt or instruction. Ideally sufficient time is allowed within the course to allow for most learners to reach a stage of mastery i.e. are able to accurately apply the skills and techniques naturally without the hesitations associated with conscious competence. Any learner who requires verbal or physical prompts to perform a technique at the assessment stage will not be judged to be at the level of proficiency required to meet the assessment criteria.

Video recording of the assessments for this (and the previous three units) is a requirement of QNUK, additional consideration in respect to safe placing of the recording equipment and the positioning of the Trainer/Assessor and learners needs to be observed to ensure the effectiveness of the recorded data.

Venue Requirements

Risk assessments must be carried out prior to use of each of the training areas to be used for the practical sessions, these will require updating should any changes to the environment be noted between days 1 & 2. All risk assessment documentation is to be kept with the records for the course.

- A minimum of 2m² of clear training space per learner
- Minimum number of learners = 4
- Maximum number of learners = 12 per approved trainer
- Access to stairs (minimum 3 steps)

Equipment Requirements

- Access to First Aid kit
- Access to qualified First Aider
- Access to clean drinking water
- Access to a telephone in an emergency

Learners should be provided with the SIA Standards of Behaviour of Door Supervisors (see Appendix 4) and understand the importance of adopting these standards

Recommended Resources

Websites

The Security Industry Authority – Industry Regulator

www.sia.homeoffice.gov.uk/

Skills for Security – standards setting body for the security sector

www.skillsforsecurity.org.uk

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Communicate	Convey, receive or exchange spoken or written information
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic
Identify	Provide brief information about a subject, specific process or activity
Indicate	Point out or direct attention to
Recognise	Acknowledge the validity, know from before
State	Give the main points in brief

Appendix 3: Specimen Assessment Material

1. Which **one** of the below occurrences should raise the most immediate concern regarding potential terrorist activity towards your site?

- A An employee changing their car every month
- B Someone forgetting their ID
- C Someone asking questions about your shift change over
- D An internal fire door being left open

2. Which **one** of the following is known as a licensing objective?

- A Prevention of drugs and violence
- B Protection from health and safety
- C Promotion of sensible drinking
- D Prevention of public nuisance

3. What additional powers of arrest does an SIA Door Supervisor licence provide to the holder?

- A Arrests can be made so long as the duty register is signed
- B None, the SIA licence does not provide additional powers of arrest
- C An SIA licence may be used to allow arrests to be made so long as it is visible
- D The licence holder may make arrests on behalf of the police authority

Appendix 4: SIA Standards of Behaviour for Door Supervisors

Personal Appearance
<p>A Door Supervisor should at all times:</p> <ul style="list-style-type: none"> • Wear clothing which is smart, presentable, easily identifies the individual as a Door Supervisor, and is in accordance with the employer’s guidelines • Wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side
Professional Attitude and Skills
<p>A Door Supervisor should:</p> <ul style="list-style-type: none"> • Greet visitors to the licensed premises in a friendly and courteous manner • Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the Door Supervisors’ responsibility • Carry out his/her duties in a professional and courteous manner with due regard and consideration to others • Behave with personal integrity and understanding • Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues • Be fit for work and remain alert at all times • Develop knowledge of local services and amenities appropriately
General Conduct
<p>In carrying out his/her duty, a Door Supervisor should:</p> <ul style="list-style-type: none"> • Never solicit or accept any bribe or other consideration from any person • Not drink alcohol or be under the influence of alcohol or drugs • Not display preferential treatment towards individuals • Never abuse his/her position of authority • Never carry any item which is or could be considered to be threatening • Report all incidents to the management • Co-operate fully with members of the Police and partners, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run
Organisation/Company Values and Standards
<p>A Door Supervisor should:</p> <ul style="list-style-type: none"> • Adhere to the employing organisation/company standards • Be perceptive of the employing organisation/company culture and values • Contribute to the goals and objectives of the employing organisation/company