

Qualification Specification

QNUK Level 2 Award for Door Supervisors in the Private Security Industry (RQF) 603/7302/7

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 (RPL)	2
10. Qualification Information	3
11. Qualification Structure.....	3
12. Learner Entry Requirements.....	3
12.1. Learner Age.....	3
12.2. English Language	3
12.3. First Aid.....	4
13. Delivery	5
13.1. Venue Requirements	6
13.2. Equipment Requirements.....	6
13.3. Blended Learning.....	6
13.4. Trainer to Learner Ratio	6
13.5. Recommended Resources	6
14. Centre Personnel Requirements.....	6
14.1. Trainer/Assessors delivering licence-linked qualifications.....	6
14.2. Assessor Qualifications.....	7
14.3. Internal Quality Assurer.....	8
15. Assessment Requirements	8
15.1. Multiple-Choice Question Papers (MCQ)	8
15.2. Question and Answer session (Q&A).....	9
15.3. Practical Observations (Obs)	9
Principles of Working in the Private Security Industry.....	9
Externally set, internally assessed activity based on the completion of an evidential statement	9
Principles of Using Equipment Relevant to Working as a Door Supervisor in the Private Security Industry.....	9
16. External Marking.....	10
17. Resits.....	10
18. Reasonable Adjustments	10

QNUK Level 2 Award for Door Supervisors in the Private Security Industry (RQF)



19. Results.....	10
Appendix 1: Units	11
Appendix 2: Command Verbs	52
Appendix 3: Specimen Assessment Material	53
Appendix 4: Unit Delivery – Virtual Learning Environments (VLE).....	54

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.

Head Office:

Qualifications Network
First Floor Offices
86A Lancaster Road
Enfield
Middlesex
EN2 0BX

Email: centres@qnuk.org

Tel: 020 3795 0559

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.

Document owner	SJD Director
Date last updated	17/02/2021
Next review	17/02/2024
Status	Final
Version	1
Document control number	QS L2DPSPI v1

4. Qualification Objective

This qualification has been developed by the Security Industry Authority (SIA) in collaboration with all endorsed Awarding Organisations and various expert working groups. Learners who are successful in achieving this qualification will become eligible to apply for an SIA licence to practice within the private security industry in the United Kingdom, supporting a role in the workplace.

5. Sector Support and Industry Recognition

This qualification is directly supported and developed by the Security Industry Authority and their endorsed Awarding Organisations (QNUK, Pearson, NOCN, Laser, SFJ, Highfield Qualifications and BIAB).

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, Scotland and Northern Ireland.

The legal systems of Scotland and Northern Ireland differ from that of England and Wales. Differences in the legal systems are reflected in the delivery of relevant sections of the qualifications. Employers, however, may not know which version of the qualification an employee may have taken, so the SIA advises that operatives and their employers remain responsible for being familiar with the laws and legal system relating to the area in which they will be working.

7. Benefit for Learners

This is an SIA licence linked qualification, meaning that successful learners will be notified to the SIA which provides a necessary requirement towards obtaining a licence to perform the role of a Door Supervisor in the private security industry.

8. Progression

Learners could progress to the:

QNUK Level 3 Award in Understanding Security Management (RQF)

QNUK Level 3 Award in Security Management (RQF)

QNUK Level 3 Award in Retail Loss Prevention (RQF)

9. Recognition of Prior Learning (RPL)

RPL may be used for the following units if they have been achieved by the learner after 1st April 2021:

- Principles of Working in the Private Security Industry
- Application of Conflict Management in the Private Security Industry

10. Qualification Information

Qualification Number (QN)	603/7302/7
Learning Aim	
Total Qualification Time (TQT)	61
Guided Learning Hours (GLH)	44
Credit value	6
Level	2
Validity	Lifetime, subject to SIA 'Top Up' requirements for relicensing
Assessment	Invigilated multiple choice papers (MCQ), practical observations (Obs)
Achieving the qualification	Learners must achieve the 4 mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	GLH	TUT	Credit
Mandatory units					
H/618/6791	Principles of Working in the Private Security Industry	2	17	17	2
T/618/6794	Principles of Working as a Door Supervisor in the Private Security Industry	2	11	14	1
K/618/6792	Application of Conflict Management in the Private Security Industry	2	11	13	1
M/618/6793	Application of Physical Intervention Skills in the Private Security Industry	2	13	17	2

The learning outcomes for the 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. Learner Entry Requirements

12.1. Learner Age

Only those aged 18 or over may hold an SIA licence, therefore this qualification is restricted to those aged 18 or over.

12.2. English Language

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

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

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

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

12.3. First Aid

From 1 April 2021 (and 1 October 2021 for top up) learners taking their Door Supervision or Security Officer training for the first time, including 'Top up' training, will need to show that they hold a current and valid First Aid or Emergency First Aid certificate* that meets the requirements of the Health and Safety (First Aid) Regulations 1981. It is an SIA requirement that training centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.

Learners should, as a minimum, have achieved an Emergency First Aid at Work qualification covering the following outcomes.

- Understand the role of the first aider, including reference to:
 - The importance of preventing cross-infection
 - The need for recording incidents and actions
 - Use of available equipment
- Assess the situation and circumstances in order to act safely, promptly and effectively in an emergency
- Administer first aid to a casualty who is unconscious (including seizure)
- Administer cardiopulmonary resuscitation and use of an automated external defibrillator
- Administer first aid to a casualty who is choking
- Administer first aid to a casualty who is wounded and bleeding
- Administer first aid to a casualty who is suffering from shock
- Provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).

Learners should present their First Aid or Emergency First Aid certificate* to their training provider before they start training. This certificate* must be valid for at least 12 months from the course start date.

It is the centre's responsibility to check the learner's First Aid certificate and maintain relevant records of how a learner meets this requirement.

*Training centres are permitted to deliver suitable First Aid qualifications together with security qualifications as part of a training package. All First Aid training must be completed and passed prior to the commencement of the security training.

13. Delivery

This qualification is delivered in a face-to-face setting over a 6 or 7 day period (excluding any first aid training)

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry <i>Note: minimum of 6 days only where self-study can be evidenced. No self-study means a minimum of 52 hours over 7 days</i>	Principles of Working in the Private Security Industry	17	9	8	17
	Principles of Working as a Door Supervisor in the Private Security Industry	11	11	not permitted	14
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	13
	Application of Physical Intervention Skills in the Private Security Industry	13	13	not permitted	17
	Total	52 (min 7 days)	44 (min 6 days)	8	61

SIA delivery hours for licence-linked qualifications

Qualification Title	Minimum delivery hours if self-study is <u>not</u> used	Minimum number of days	Minimum delivery hours if self-study is <u>used</u>	Minimum number of days
Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry	30 hours	4 days	22 hours	3 days
Level 2 Award for Security Officers in the Private Security Industry	38 hours	5 days	30 hours	4 days
Level 2 Award for Vehicle Immobilisation in the Private Security Industry	37 hours	5 days	29 hours	4 days
Level 2 Award for Door Supervisors in the Private Security Industry	52 hours	7 days	44 hours	6 days
Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the Private Security Industry	27 hours	4 days	24 hours	3 days
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	140 hours	12 days	139.5 hours	12 days

13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

Learners should have sufficient space to demonstrate the require practical scenarios (minimum of 2m² per learner for the physical intervention unit). The assessment room for MCQ examinations must meet QNUK SIA Examination and Invigilation Policy requirements.

13.2. Equipment Requirements

The centre must provide appropriate equipment to support classroom, knowledge-based learning and assessment (flipcharts, pens, projector, clock etc). Additional equipment to support search and practical training sessions such as hand held metal detectors, radios and props are also required as standard QNUK requirements for security qualifications.

13.3. Blended Learning

Distance learning (blended approach) may be used for elements of this qualification, please see Appendix 4 for clarification provided by the SIA.

13.4. Trainer to Learner Ratio

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

13.5. Recommended Resources

- Security Industry Authority website
<https://www.gov.uk/government/organisations/security-industry-authority>
- ACT (Action Counters Terrorism) Awareness e-learning:
<https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

14. Centre Personnel Requirements

14.1. Trainer/Assessors delivering licence-linked qualifications

Approved trainers/assessors seeking to deliver licence-linked qualifications must have successfully completed a range of formal qualifications. These are detailed below.

Trainer Requirements

All trainers must have achieved as a minimum both of the following:

- Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:
 - Level 4 Award in Education and Training (QCF/RQF)
 - Certificate in Education
 - Post Graduate Certificate in Education
 - SVQ/NVQ Levels 3 and 4 in Learning and Development
 - Scottish Training Qualification for Further Education (TQFE)

- PTLLS, CTLLS or DTLLS
- Master's in Education
- A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter terrorism programme such as the ACT (Action Counters Terrorism) Awareness training which must be completed annually.

Additional criteria for approved Trainers and Assessors wishing to deliver Application of Physical Intervention Skills in the Private Security Industry unit

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

- A suitable teaching/training qualification.
- A suitable Level 3 qualification in conflict management training.
- A Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF); and
- A current certificate (updated annually) from an approved Level 3 programme provider which details that the trainer is authorised to deliver the skills in the approved Level 2 physical intervention programme. It is the responsibility of the trainer to submit this to the training provider/centre for the awarding organisations to check the authenticity of these on an annual basis.

14.2. Assessor Qualifications

Assessors to hold any of the following qualifications:

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

Or the following unit from an Assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or the following units from a Teaching qualification:

- Understanding Assessment in Education and Training unit from a Level 3 Award in Education and Training.
- Understand the Principles and Practices of Assessment from a 12 credit Preparing to Teach in the Lifelong Learning Sector.
- Principles of Assessment in Lifelong Learning from a 12 credit Preparing to Teach in the Lifelong Learning Sector.
- Understanding the Principles and Practices of Assessment from a Level 3 Certificate/Level 4 Diploma in Learning and Development.
- Assess Occupational Competence in the Work Environment from a Level 3 Certificate/Level 4 Diploma in Learning and Development.

- Assess Vocational Skills, Knowledge and Understanding Level 3 Certificate/Level 4 Diploma in Learning and Development.

It is expected that, in most cases, the trainer and the assessor will be the same person. If assessors do not hold any of these qualifications/units at the launch of these qualifications, they will have until 30th September 2022 to achieve them.

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.

14.3. Internal Quality Assurer

Internal Quality Assurer (IQA) to hold any of the following qualifications:

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

Or the following unit from an IQA qualification:

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

If IQAs do not hold any of these units at the launch of these qualifications, they will have until 30th September 2022 to achieve one.

15. Assessment Requirements

Learners are assessed for this qualification through:

15.1. Multiple-Choice Question Papers (MCQ)

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.

Principles of Working in the Private Security Industry

Language of assessment	English
Duration	110 minutes
Pass mark	70% (51 / 72)
Grading	Pass / Fail

Principles of Working as a Door Supervisor in the Private Security Industry

Language of assessment	English
Duration	75 minutes
Pass mark	70% (35 / 50)
Grading	Pass / Fail

Application of Conflict Management in the Private Security Industry

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

Application of Physical Intervention Skills in the Private Security Industry

Language of assessment	English
Duration	45 minutes
Pass mark	80% (24 / 30)
Grading	Pass / Fail

15.2. Question and Answer session (Q&A)

Application of Physical Intervention Skills in the Private Security Industry

The following '*critical knowledge areas*' are to form part of a recorded discussion to ensure learners know their importance.

- 2.1 Identify the risk factors involved with the use of physical intervention
- 2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis
- 2.3 State the specific risks associated with positional asphyxia
- 2.4 State the specific risks associated with prolonged physical interventions
- 3.2 Identify how to deal with physical interventions on the ground appropriately
- 3.5 State how to manage and monitor a person's safety during physical intervention

Language of assessment	English
Duration	5 minutes
Pass mark	100% (6 / 6)
Grading	Pass / Fail

15.3. Practical Observations (Obs)

Principles of Working in the Private Security Industry

Externally set, internally assessed activity based on the completion of an evidential statement

Principles Working as a Door Supervisor in the Private Security Industry

Externally set, internally assessed observations of searching and using communication devices with observation sheet

Application of Conflict Management in the Private Security Industry

Externally set, internally assessed of one practical scenario with observation sheet per learner

Application of Physical Intervention Skills in the Private Security Industry**

Externally set, internally assessed observation of each learner performing every technique with observation sheet.

** The trainer will only pass a learner when all techniques have been demonstrated successfully. Each learner should introduce themselves, state the date and the techniques they are demonstrating.

Example MCQ questions are included at Appendix 3, page 53.

16. External Marking

All MCQ assessments are externally set and externally marked. Practical assessments are externally set, internally marked and externally verified.

17. Resits

Learners who require to resit any failed unit/s MCQ may do so for one further attempt without incurring cost to the centre or learner, however it is the centre's responsibility to ensure the learner has a realistic chance of success and provide additional coaching and learning support where required. Any resit examination must be taken within 3 weeks of the centre receiving the result, outside of 3 weeks the learner will require to attend the full learning for that unit prior to attempting the examination.

18. Reasonable Adjustments

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

19. 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 Principles of Working in the Private Security Industry

Unit Summary

This unit provides the learner with basic knowledge which supports development into specialist units. Establishing the roles, responsibilities and general legislation which is applicable to all individuals operating within the licenced private security sectors is the key objective of this important unit.

1. The learner will: Know the main characteristics and purposes of the Private Security Industry		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify the key purposes of the private security industry	MCQ
1.2	State the aims and functions of the Security Industry Authority (SIA)	MCQ
1.3	Recognise the required standards of behaviour of a security operative	MCQ
1.4	Identify the benefits of community safety initiatives	MCQ
1.5	Recognise how assignment instructions support the Security Operative role	MCQ
1.6	Recognise how each security operative role may use CCTV	MCQ
1.7	Identify the limitations of CCTV within the security operative role	MCQ
1.8	State the purpose of the Approved Contractor Scheme	MCQ

2. The learner will: Understand legislation as it applies to a security operative		
Assessment Guidance The learner must		Types of Evidence
2.1	Identify the differences between Civil and Criminal Law	MCQ
2.2	State the main aims of the Private Security Industry Act 2001	MCQ
2.3	Identify key legislation relating to promoting equality and diversity in the workplace	MCQ
2.4	Identify licensable roles under the Private Security Act	MCQ
2.5	Identify how data protection regulation impacts on the security operative	MCQ

3. The learner will: Understand arrest procedures relevant to security operatives		
Assessment Guidance The learner must		Types of Evidence
3.1	State the meaning of arrest	MCQ
3.2	Identify offences for which a security operative can make an arrest	MCQ
3.3	Identify the limitations to a security operative's powers of arrest.	MCQ
3.4	State procedures to follow when making an arrest	MCQ
3.5	State why an arrest should only be made as a last resort	MCQ
3.6	State procedures following an arrest	MCQ

3.7	State what is meant by 'reasonable' and 'necessary' force	MCQ
-----	---	-----

4. The learner will: Understand the importance of safe working practices		
Assessment Guidance The learner must		Types of Evidence
4.1	Identify responsibilities under the Health and Safety at Work etc. Act	MCQ
4.2	Identify the risks of lone working within the private security industry	MCQ
4.3	Identify typical workplace hazards and risks	MCQ
4.4	State how to minimise risk to personal safety at work	MCQ
4.5	Identify safety signs and signals	MCQ
4.6	State procedures to be followed for recording and reporting accidents and health and safety incidents	MCQ
4.7	Identify ways to keep personal information safe	MCQ

5. The learner will: Understand fire procedures in the workplace		
Assessment Guidance The learner must		Types of Evidence
5.1	Identify the elements that must be present for fire to exist	MCQ
5.2	State the actions to be taken upon discovering a fire	MCQ
5.3	Identify basic fire safety controls	MCQ
5.4	Identify classifications of fire	MCQ
5.5	Identify the different types of fire-fighting equipment	MCQ
5.6	Identify the role of a fire marshal in the event of an emergency	MCQ

6. The learner will: Understand emergencies and the importance of emergency procedures		
Assessment Guidance The learner must		Types of Evidence
6.1	Identify the key emergency terms	MCQ
6.2	Identify different types of emergencies within the workplace	MCQ
6.3	Recognise how people react when emergencies occur	MCQ
6.4	Identify actions to be taken in an emergency situation	MCQ
6.5	Identify the role of the security operative in relation to first aid incidents	MCQ
6.6	Recognise evacuation principles	MCQ

7. The learner will: Understand how to communicate effectively as a security operative		
Assessment Guidance The learner must		Types of Evidence
7.1	Identify the different types of communication	MCQ

7.2	State the importance of effective communication	MCQ
7.3	Identify the benefits of teamwork in the private security industry	MCQ
7.4	State the principles of customer service	MCQ
7.5	Recognise diverse customer needs and expectations	MCQ

8. The learner will: Understand record keeping relevant to the role of the security operative		
Assessment Guidance The learner must		Types of Evidence
8.1	State the importance of accurate record keeping	MCQ
8.2	Identify the types of records that may need to be completed	MCQ
8.3	Identify what information to include in records	MCQ
8.4	Demonstrate the accurate completion of an evidential statement (Section 9 Statement)	Obs
8.5	State the process of attending court to give evidence	MCQ

9. The learner will: Understand terror threats and the role of the security operative in the event of a threat		
Assessment Guidance The learner must		Types of Evidence
9.1	Identify the different threat levels	MCQ
9.2	Recognise the common terror attack methods	MCQ
9.3	Recognise the actions to take in the event of a terror threat	MCQ
9.4	Identify the procedures for dealing with suspicious items	MCQ
9.5	Identify behaviours that could indicate suspicious activity	MCQ
9.6	Identify how to respond to suspicious behaviour	MCQ

10. The learner will: Understand how to keep vulnerable people safe		
Assessment Guidance The learner must		Types of Evidence
10.1	Recognise duty of care with regard to vulnerable people	MCQ
10.2	Identify factors that could make someone vulnerable	MCQ
10.3	Identify actions that the security operative should take towards vulnerable individuals	MCQ
10.4	Identify behaviours that may be exhibited by sexual predators	MCQ
10.5	Identify indicators of abuse	MCQ
10.6	State how to deal with allegations of sexual assault	MCQ
10.7	State how to deal with anti-social behaviour	MCQ

11. The learner will: Understand good practice for post incident management		
Assessment Guidance The learner must		Types of Evidence
11.1	Identify sources of post incident support available	MCQ
11.2	State why accessing support following an incident is important	MCQ
11.3	State the benefits of reflecting on incident	MCQ
11.4	Identify why it is important for security operatives to contribute to improving practice	MCQ

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> Prevent and detect crime and unauthorised activities Prevent and reduce loss, waste and damage Monitor and respond to safety risks Provide personnel and appropriate protection systems for people, property and premises Raise standards in the industry
1.2	<ul style="list-style-type: none"> Protect the public and regulate the security industry through licensing Raise standards (through the Approved Contractor Scheme) Monitor the activities and effectiveness of those working in the industry Set and approve standards of conduct, training and supervision within the industry Keep under review the private security industry and the operation of the legislative framework
1.3	<ul style="list-style-type: none"> Main qualities required for security industry operatives: reliability and integrity; politeness; professional attitude and appropriate personal appearance; being prepared to take responsibility Skills: communication skills; observational skills; problem solving; ability to handle sensitive situations; team-working skills Adherence to SIA Standards; adherence to organisation/company values and standards
1.4	<ul style="list-style-type: none"> Examples of community safety initiatives: police liaison officers, police community links, initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards Aim: to reduce the opportunity for crime to take place Activities: include improving physical security of vulnerable targets, improving the environment, removing the means to commit crime; improving the visibility in an area e.g. lighting; controlling access to areas so unauthorised people cannot gain access to commit crime; initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards Benefits: include better partnership working, cooperating with Local Authority and police, liaison with other venues, reduction of risk of crime to own employer or other employers, promotion of safer communities
1.5	<ul style="list-style-type: none"> Describes the security operative's roles and duties for specific location Outlines actions to take in an emergency including obtaining contact numbers Part of a contract between client/customer and the security company
1.6	<ul style="list-style-type: none"> Benefits of using CCTV e.g. <ul style="list-style-type: none"> Prevents crime Cuts down on incidents Reduces costs by not having to employ additional staff

	<ul style="list-style-type: none"> ○ Can provide clear evidence for investigations ○ Can provide evidence which can be used in a court of law ● Understand the legal implications of using CCTV e.g. <ul style="list-style-type: none"> ○ Must be registered ○ Must have a named person who is responsible and accountable for its use ○ Must display signs to inform people that CCTV is in operation ○ Must not record in private spaces such as toilets ● Must comply with current data protection legislation e.g. <ul style="list-style-type: none"> ○ when storing data including any recordings ○ restricting access to certain staff ○ by using recordings appropriately
1.7	<ul style="list-style-type: none"> ● Privacy issues and concerns ● Vulnerable to damage and vandalism ● Misuse ● Cannot prevent crime ● Cost ● Familiarity with scope of cover ● Technology vulnerabilities
1.8	<ul style="list-style-type: none"> ● Raise performance standards ● Assist the SIA to develop new opportunities ● Increased customer confidence
2.1	<p>Main features of Civil law:</p> <ul style="list-style-type: none"> ● Purpose to right a wrong ● Individual brings the cases ● Remedy by compensation for loss or damage ● Standard of proof on balance of probabilities <p>Examples of civil offences:</p> <ul style="list-style-type: none"> ● Libel ● Slander (defamation in Scotland) ● Breach of contract ● Employment Law ● Family and matrimonial disputes ● Property disputes ● Personal injury cases ● Trespass <p>Main features of Criminal Law:</p> <ul style="list-style-type: none"> ● Purpose to deter and punish ● State brings the cases ● Remedy is fines/imprisonment ● Standard of proof is beyond reasonable doubt <p>Examples of Criminal offences:</p> <ul style="list-style-type: none"> ● Driving under the influence ● Assault ● Murder ● Rape ● Child abuse ● Theft ● Domestic abuse ● Arson (wilful fire raising in Scotland) ● Kidnapping or holding someone against their will

2.2	<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 • Established the SIA (Security Industry Authority) • Established licensing
2.3	<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
2.4	<p>Licensable roles</p> <p>Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit (CVIT), key holding</p>
2.5	<p>Have an understanding of current data protection regulation</p> <p>Include the general principles</p> <ul style="list-style-type: none"> • The use of body worn cameras and restrictions e.g. <ul style="list-style-type: none"> ○ Images must be stored to comply with GDPR and can only be viewed by authorised personnel • Recording and documenting in notebooks
3.1	<ul style="list-style-type: none"> • Arrest is to take away someone’s liberty • There is no legal definition for citizen’s arrest • Police and non-police arrest • Arrest with a warrant • Arrest without a warrant
3.2	<ul style="list-style-type: none"> • Security operatives have no special powers of arrest, only the same powers of arrest as every other citizen. • Arrestable offences, indictable offences and Breach of the Peace • Indictable offences are usually tried at the Crown Court (Arrestable offences are usually tried at Sheriff Court/High Court in Scotland) • Powers of arrest under the common law • Offences include: <ul style="list-style-type: none"> ○ Murder/Homicide (Culpable Homicide in Scotland) ○ Aggravated Assault (Serious Assault in Scotland) ○ Assault ○ Rape ○ Sexual Assault ○ Firearms offences ○ Robbery ○ Burglary (Housebreaking in Scotland) ○ Theft ○ Drugs offences ○ Fraud ○ Criminal damage (Malicious mischief in Scotland)
3.3	<ul style="list-style-type: none"> • Must be within powers of citizen’s arrest • Section 24a of the Police and Criminal Evidence Act 1984 • Indictable offence must be either being committed or have already been committed

	<ul style="list-style-type: none"> • 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 a constable can assume responsibility for him
3.4	<ul style="list-style-type: none"> • Inform person that they are under arrest, provide the reason for arrest, and that the police will be called • Detain the person and ensure their safety • Use witnesses wherever possible • Only use reasonable and necessary force to prevent: <ul style="list-style-type: none"> ○ escape of individual under arrest or assault against security operatives or others
3.5	<ul style="list-style-type: none"> • Taking someone's liberty is a serious matter • Can only arrest for indictable offences (Arrestable offences in Scotland) • False arrest can lead to civil or criminal prosecution of the security operative making the arrest • Personal safety of the security operative can be at risk
3.6	<ul style="list-style-type: none"> • The arrested person is now the security operatives responsibility • Ensure own safety • Ensure the person's safety • Ensure any evidence is preserved and not disposed of • Hand person over to police, explaining reason for arrest • Inform police of any extra evidence of offence (witnesses, CCTV, property) • Record arrest in line with local policy • Assist police with a statement if required • Attend court at a later date if required • Identify how to work with the Police in relation to arrest procedures
3.7	<ul style="list-style-type: none"> • Reasonable force is the amount of force that can be used to protect yourself or your property from attack. It can be used to prevent crime or when detaining someone through a citizen's arrest. It can also be classed as "legal force" • Necessary force is an opinion of the level of force that was carried out in any situation
4.1	<p>Responsibilities of employees and the self-employed:</p> <ul style="list-style-type: none"> • 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 instruction, processes and procedures put in place by their employer <p>Responsibilities of employers:</p> <ul style="list-style-type: none"> • To maintain the safety of employees and anyone who visits the premises • To provide safe access and egress • 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 • To comply with legislation: consequences of failure to comply e.g. prosecution, business closure
4.2	<ul style="list-style-type: none"> • Being isolated and having to rely on technology for back up • Being vulnerable: <ul style="list-style-type: none"> ○ Injury / ill-health ○ Violence ○ Lack of support ○ Lack of communication ○ Lack of welfare facilities for rest

<p>4.3</p>	<p>Definition of 'hazard':</p> <ul style="list-style-type: none"> • potential source of harm or adverse health effect on a person or persons <p>Typical workplace hazards:</p> <ul style="list-style-type: none"> • accidents due to poor lighting, uneven surfaces, steps, etc. • risk of infection from body fluids • risk of dealing with aggressive or violent behaviour • Injuries from poor manual handling • Misuse/abuse of machinery • Sharp objects (needles and knives) • Diseases • Hazardous chemicals • Noise pollution • Moving vehicles • Obstructions • Poor lighting • Fire/floods and other emergencies <p>Definition of 'risks':</p> <ul style="list-style-type: none"> • likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard <p>Identify risks:</p> <ul style="list-style-type: none"> • Level of Risk (High, Medium or Low impact) • Assess the risk of the hazard by identifying who may be harmed and how, what controls are already in place, what additional controls are needed to control the risk, who is required to do this and when is it required to be completed by.
<p>4.4</p>	<ul style="list-style-type: none"> • Risk assessment: developing awareness of risks and how to minimise them • Following health and safety and organisational procedures in relation to health and safety • Use of protective equipment, personal alarms and mobile phones • Importance of following safe routines and being systematic • Identify methods for safe manual handling <ul style="list-style-type: none"> ○ 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 • Follow health and safety and organisational procedures in relation to global (or critical) incidents
<p>4.5</p>	<ul style="list-style-type: none"> • Different categories of sign: e.g. prohibition, warning, mandatory, safe condition, fire-fighting, hazard/chemical warning plates
<p>4.6</p>	<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', online, telephone, by post • Remember to include who, what, when, how and where
<p>4.7</p>	<ul style="list-style-type: none"> • When handling any personal information or data (either their own or someone else's) Security Operatives must: <ul style="list-style-type: none"> ○ Comply with current data protection legislation ○ Follow organisational procedures ○ Follow assignment instructions ○ Maintain confidentiality of information • Security Operatives should:

	<ul style="list-style-type: none"> ○ Use personal social media responsibly including managing privacy settings ○ Not wear anything identifiable outside the workplace ○ keep personal vigilance e.g. not completing surveys ○ Not discuss work issues outside the workplace ○ Not discuss work information with colleagues
5.1	<ul style="list-style-type: none"> ● Components of fire: the fire triangle (oxygen, fuel, heat - chemical chain reaction)
5.2	<ul style="list-style-type: none"> ● Follow organisation's policies and procedures ● Sound the alarm and inform emergency services ● FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt to put out a fire if it puts you in danger. ● Identify area where fire is, isolate other areas ● Control panel: Important to ensure full understanding of extent of area of incident, to pass on correct message to emergency services e.g. with regard to materials, chemical stored in affected area
5.3	<ul style="list-style-type: none"> ● Be observant and vigilant ● Control of fuel and ignition sources e.g. bins and waste disposal ● Safe storage of flammables ● Inspection and maintenance of electrical equipment ● Avoidance of overloading electrical points ● Follow staff training ● Adhere to fire plan
5.4	<ul style="list-style-type: none"> ● A – Ordinary combustible: includes paper, wood, textiles, rubber ● B – Flammable liquids e.g. petrol, paint, solvents ● C – Flammable gas e.g. butane, propane ● D – Metal fires e.g. powdered and metal shavings, alkali-based metals ● Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel). ● F – Hot cooking oils
5.5	<p>Extinguishers:</p> <ul style="list-style-type: none"> ● Water for use with paper, wood ● General Foam for use with paper, wood; specialist foam for use with industrial alcohol ● CO² Gas for use with electrical fires (primary); flammable liquids (secondary) <p>Wet Chemical, for cooking oil fires</p> <p>Powder for use with most fires including liquid and electrical fires</p> <p>Other equipment:</p> <ul style="list-style-type: none"> ● fire blankets, fire hose, sprinkler system
5.6	<ul style="list-style-type: none"> ● Sound 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 officer in charge
6.1	<p>Emergency is:</p> <ul style="list-style-type: none"> ● a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action <p>Emergencies can include incidents, occurrences, accidents. Examples are listed below.</p> <ul style="list-style-type: none"> ● Incident/Occurrence – this could include a fight, power cut or drug overdose, etc. ● Emergency – this could include health emergencies such as epileptic seizure, anaphylactic shock, heart attack, etc. ● Accident – this could include someone falling down steps, someone slipping on a wet floor, etc.

6.2	<p>Types of emergency:</p> <ul style="list-style-type: none"> power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat, fire, terror threat
6.3	<p>Types of reactions:</p> <ul style="list-style-type: none"> Public/human responses – fight or flight Panic, freeze Crowd control, danger of crushing
6.4	<p>Security operative responses to emergencies:</p> <ul style="list-style-type: none"> follow correct procedures depending on emergency ensure safety of self and others report to appropriate authorities act quickly, be authoritative, remain calm, encourage others to remain calm follow procedures for making emergency calls follow escalation procedures if required document clearly what happened and your response review and evaluate incident Identify how a graduated response can be applied to incidents
6.5	<p>List actions to be taken when first aid is required</p> <ul style="list-style-type: none"> If necessary, contact designated first aider or the emergency services Know the limits of your own ability and authority to deal with personal injury Record the injury in the accident book Keep people safe, including onlookers Provide privacy whenever possible
6.6	<ul style="list-style-type: none"> Evacuation – this is a controlled process of emptying an area or premises of people. Evacuation can be to an adjoining area within a building or outside depending on the severity of the incident. Examples for evacuation could be flood, fire or terror threat. Invacuation – this is a controlled process of getting people into safe premises due to an incident which could cause harm to people who were outside. For example, if a person with a firearm started to shoot people in the street you would encourage everyone into the building and lock the doors for safety. Basic principles are to keep people safe and to follow the organisation’s policies and procedures. Importance of knowing venue specific requirements
7.1	<ul style="list-style-type: none"> Non-verbal communication: gesture, stance, eye contact, facial expression, Verbal communication: speaking, listening, reading, pitch, tone of voice Written communication: pictures, signs, script, text messages
7.2	<ul style="list-style-type: none"> To ensure that the message being sent is received and understood by the recipient Features of effective communication include choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding Promotes effective teamwork Promotes a professional establishment and service Prevents misinterpretation which could lead to aggressive behaviour Prevents misunderstanding which could lead to mistakes Importance of effective communication: to ensure organisational effectiveness and effective team working, to provide effective service to customers

	<ul style="list-style-type: none"> • NATO phonetic alphabet: call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated • Uses of phonetic alphabet enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings
7.3	<ul style="list-style-type: none"> • Promotes safety • Provides a professional and safe service and establishment • Supports colleagues • Promotes efficiency
7.4	<ul style="list-style-type: none"> • Establishing rapport, acknowledging the customer, communicating information effectively, showing respect, listening to the customer and trying to meet their expectations • Dealing with problems: acknowledge the customer, establish the customer's needs, put yourself in the customer's position, accept responsibility, involve the customer in the solution, see it through
7.5	<ul style="list-style-type: none"> • Types of customer: internal and external, direct and indirect • Customer needs/expectations: e.g. information, assistance, directions • Customers with particular needs: e.g. physical difficulties, learning difficulties, sensory impairment, English as second language, under influence of drugs and/or alcohol
8.1	<ul style="list-style-type: none"> • To comply with the law • To provide a clear audit trail of the incident or accident • To prevent you from having to rely on your memory
8.2	<ul style="list-style-type: none"> • Incident records • Accident records • Searches and checks • Logbooks • Pocket notebooks • Search / visitor / key registers • Duty sheets • accident reports • Lost/found property registers • Message books • Handover reports • Other site-specific reports
8.3	<ul style="list-style-type: none"> • Who – the report is for / it was written by • What – happened / action was taken / was the result • When – Day/date/time • How – did it happen • Where – place of incident • Details of any other witnesses/people/injuries or property
8.4	<p>Statement to be completed as part of the training and internally assessed with a sign off sheet submitted to AO to say completed.</p> <ul style="list-style-type: none"> • The implications of failing to complete the section 9 statement or using the required documents. • PACE (Police and Criminal Evidence Act 1984) • Incidents requiring physical intervention/use of force, must be • Fully reported – including: • Description of subject/s behaviour • Other 'impact factors' • Staff responses including description of physical

	<ul style="list-style-type: none"> • Interventions and level of force used • Description of any injuries sustained • First aid and/or medical support provided • Details of admission to hospital • Support to those involved and follow up action required
8.5	<ul style="list-style-type: none"> • Follow organisation's policies and procedures • Follow any legal advice from representative • Be punctual and prepared
9.1	<ul style="list-style-type: none"> • The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have. • LOW means an attack is highly unlikely • MODERATE means an attack is possible, but not likely • SUBSTANTIAL means an attack is likely • SEVERE means an attack is highly likely • CRITICAL means an attack is highly likely in the near future • Have an understanding of how UK threat level may impact the response level for the location in which you are working.
9.2	<ul style="list-style-type: none"> • Awareness of attack planning phases. • Most current terrorist attack methodologies: <ul style="list-style-type: none"> • Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc. • Explosive device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED). Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED) • VAAW (Vehicle As A Weapon) also known as vehicle ramming • Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks. • Cyber attacks • Insider threat
9.3	<ul style="list-style-type: none"> • Understand the role security operatives have to play during a terror attack. • Understand what Run, Hide, Tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place • Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority. • Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe. • Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options. <ul style="list-style-type: none"> ○ In both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities. • Report incidents requiring immediate response from the police on 999 • Know what information emergency response require: <ul style="list-style-type: none"> ○ What you have seen and what has happened. ○ Who you saw, what they looked like, what they were wearing. ○ Where did the situation happen and where you are. ○ When did it happen. • Awareness of emergency services response time

	<ul style="list-style-type: none"> • Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline. • Know who the public sector counter-terrorism experts are and how to access their information; <ul style="list-style-type: none"> ○ Centre for the protection of national infrastructure (CPNI) ○ National Counter Terrorism Security Office (NaCTSO) • Awareness of current initiatives: <ul style="list-style-type: none"> ○ Run, hide, tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place. ○ ACT - Action Counter Terrorism ○ SCaN - See, Check and notify
<p>9.4</p>	<p>Hot Principles:</p> <ul style="list-style-type: none"> • Hidden • Obviously suspicious • Typical <p>Four Cs: Confirm, Clear, Communicate and Control</p> <p>Safety distance, including:</p> <ul style="list-style-type: none"> • distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m) • how to visually represent safety distance (e.g. football field) • difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 m
<p>9.5</p>	<ul style="list-style-type: none"> • Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime. • Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act. • Understand examples of what this might look like, including: <ul style="list-style-type: none"> ○ Individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities ○ Individuals avoiding security staff. ○ Individuals carrying out activities inconsistent with the nature of the building or area. ○ Individuals 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 • Understands actions that can deter or disrupt hostile reconnaissance, including: <ul style="list-style-type: none"> ○ Ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals ○ Maintaining organised search procedures ○ Ensuring emergency exits are secured when not in use to prevent unauthorised entry
<p>9.6</p>	<ul style="list-style-type: none"> • Use your customer service skills to disrupt potential hostile reconnaissance. • Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance. • Know where to report suspicious behaviour including: <ul style="list-style-type: none"> ○ Internal procedure for site ○ Confidential (Anti-Terrorist) Hotline: 0800 789 321

	<ul style="list-style-type: none"> ○ British Transport police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40 ○ Non-emergency: 101 ○ ACT online reporting ○ Life threatening emergency or requiring immediate response: 999
10.1	<ul style="list-style-type: none"> ● Duty of care is: “a moral or legal obligation to ensure the safety or well-being of others” ● People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone
10.2	<ul style="list-style-type: none"> ● Vulnerable: 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, mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill, Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person’s movements, senses or activities that is invisible to the onlooker). ● Indicators of child sexual exploitation: 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
10.3	<ul style="list-style-type: none"> ● Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people ● Offer to call a relative or friend to give assistance ● Offer to call a licensed taxi to take the vulnerable person home ● Using ‘safe havens’ or other local initiatives run by organisations such as St John’s Ambulance ● Be aware of current safety initiatives e.g. Ask Angela campaign ● Reporting indicators of child sexual exploitation: <ul style="list-style-type: none"> ○ Contact the police or call Crimestoppers ○ Report as soon as possible
10.4	<ul style="list-style-type: none"> ● Close monitoring of vulnerable people ● Buying drinks or gifts for vulnerable people ● Suspicious behaviour around certain times and venues ● Inappropriate use of technology e.g. upskirting with phones
10.5	<ul style="list-style-type: none"> ● Restricting freedom of individuals ● Unexplained bruising ● Lack of confidence and insecurity ● Change in circumstances e.g. cleanliness, appearance
10.6	<ul style="list-style-type: none"> ● Follow organisation’s policies and procedures ● Notify police ● Safeguard victim ● Separate victim from assailant ● Record and document all information
10.7	<ul style="list-style-type: none"> ● Follow your organisation’s policies and procedures ● Speak to the person ● Explain the situation and the risks of the anti-social behaviour ● Explain the consequences if the anti-social behaviour continues ● Remain calm ● Ensure that your colleagues know about the situation and that you have back-up if needed ● Vigilance. ● High-profile patrols. ● Early intervention.

	<ul style="list-style-type: none"> • Positive non-aggressive communication. • Prompt reporting of incidents. • Accurate recording of incidents. • Liaison with police and other appropriate agencies.
11.1	<ul style="list-style-type: none"> • Sources of support through colleagues, management and counsellors • Publications, internet • Help lines (e.g. Samaritans) • Other support e.g. Citizen's advice/ Trade Unions
11.2	<ul style="list-style-type: none"> • Reducing the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress • Helps you to reflect on the incident and evaluate your actions
11.3	<ul style="list-style-type: none"> • Areas for improvement can be identified • Preventing reoccurrence of the same problem • Organisations can use data for licensing hearings • Recognising trends • Recognising poor practice • Recognising good practice • Sharing good practice • Making improvements • Improving procedures for incident management • Identifying common response to situations
11.4	<ul style="list-style-type: none"> • Promotes professional service • Increases safety for staff • Promotes teamwork • Increases safety for customers • Identifies procedures or methods to deal with situations effectively

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Very Strong	High volume of Level 2 command verbs
Skills	2	Weak	A single entry for a practical task
Overall	2	Strong	Whole unit is within the cognitive domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit		
	Hours	Comments
Guided learning	17	8 hours of this can be directed study
Directed study	Optional 8	
Independent study	N/A	

Work-based learning	N/A		
Non invigilated assessment	N/A		
TUT:	17	Credit:	2

Unit 2 Principles of Working as a Door Supervisor in the Private Security Industry

Unit Summary

This specialist unit provides the learner with in depth knowledge of the role of a Door Supervisor along with the legislation and requirements of maintaining the key principles of protecting both a licenced premises and the patrons within.

1. The learner will: Understand crimes relevant to door supervision		
Assessment Guidance The learner must		Types of Evidence
1.1	Recognise the types of crimes against a person that a door supervisor may come across	MCQ
1.2	Recognise common crimes against property and premises that a door supervisor may come across	MCQ
1.3	Identify an offensive weapon	MCQ

2. The learner will: Know how to conduct effective search procedures		
Assessment Guidance The learner must		Types of Evidence
2.1	State the different type of searches carried out by a door supervisor	MCQ
2.2	Identify a door supervisor's right to search	MCQ
2.3	Identify the different types of searching equipment	MCQ
2.4	Recognise possible hazards when conducting a search	MCQ
2.5	State the precautions to take when carrying out a search	MCQ
2.6	State the actions to take if an incident or an accident occurs	MCQ
2.7	Demonstrate how to search people and their personal possessions	Obs
2.8	Identify the reasons for carrying out a premises search	MCQ
2.9	Recognise actions to take in the event of a search refusal	MCQ
2.10	Identify reasons for completing search documentation	MCQ
2.11	Identify actions to take if a prohibited or restricted item is found during a search	MCQ

3. The learner will: Understand drug-misuse legislation, issues and procedures relevant to the role of a door supervisor.		
Assessment Guidance The learner must		Types of Evidence
3.1	Identify relevant aspects of drug-misuse legislation	MCQ
3.2	Identify common types of illegal drugs	MCQ
3.3	Recognise the signs and symptoms of drug use	MCQ

3.4	Identify the signs that may indicate drug dealing	MCQ
3.5	State the procedure for dealing with individuals found to be in possession of drugs	MCQ
3.6	State the procedures for handling and storing seized drugs	MCQ
3.7	State how to dispose of drug related litter and contaminated waste	MCQ

4. The learner will: Understand preservation of evidence relevant to the role of a door supervisor		
Assessment Guidance The learner must		Types of Evidence
4.1	State reasons for recording and preserving crime scenes	MCQ
4.2	State actions to take to preserve evidence after an incident	MCQ
4.3	Identify circumstances when a door supervisor should call the police	MCQ
4.4	Identify how different types of evidence can be obtained at a crime scene	MCQ

5. The learner will: Understand licensing law relevant to the role of a door supervisor		
Assessment Guidance The learner must		Types of Evidence
5.1	Identify the licensing objectives	MCQ
5.2	State the law in relation to refusing entry and ejecting customers	MCQ
5.3	Identify police powers regarding licensed premises	MCQ
5.4	State the rights and duties of licensees and door supervisors as their representatives	MCQ
5.5	State the role of the designated premises supervisor (DPS) / premises manager (PM)	MCQ
5.6	State the law regarding children and young persons on licensed premises	MCQ
5.7	State conduct that is unlawful under licensing, gaming and sexual offences legislation	MCQ
5.8	Identify acceptable forms of proof of age	MCQ

6. The learner will: Understand queue management and venue capacity responsibilities relevant to a door supervisor		
Assessment Guidance The learner must		Types of Evidence
6.1	State the responsibilities of a door supervisor when controlling queues	MCQ
6.2	Recognise the benefits of queue control	MCQ

6.3	Identify the importance of following dispersal procedures	MCQ
6.4	State why communication is important throughout the queuing process	MCQ
6.5	State the responsibilities of a door supervisor in relation to crowd capacity regulations	MCQ
6.6	Identify how and when to monitor a queue for potential safety issues	MCQ
6.7	State the factors to consider when ejecting or refusing entry to a person who may be vulnerable	MCQ

7. The learner will: Know how to use equipment relevant to a door supervisor		
Assessment Guidance The learner must		Types of Evidence
7.1	Recognise equipment used to manage venue capacity	MCQ
7.2	Recognise the different types of personal protective equipment relevant to the role of a door supervisor	MCQ
7.3	State the purpose of using body-worn cameras (BWC)	MCQ
7.4	Identify how to communicate effectively using relevant equipment	MCQ
7.5	Demonstrate effective use of communication devices	Obs

What needs to be learnt? (Scottish indicative content in blue font)	
1.1	<ul style="list-style-type: none"> • Murder/manslaughter • Grievous bodily harm with intent / Assault • Grievous bodily harm / Aggravated assault • Actual bodily harm • Common assault • Rape • Sexual assault
1.2	<ul style="list-style-type: none"> • Arson • Criminal Damage / Vandalism • Threats to Damage / Malicious mischief • Robbery • Burglary / Housebreaking • Theft • Fraud
1.3	<ul style="list-style-type: none"> • Any article made or adapted for use to cause injury to the person, or intended by the person having it with him for such use • Vehicle • Knives • Glass • Baseball bats

2.1	<ul style="list-style-type: none"> • General <ul style="list-style-type: none"> ○ When everyone is searched • Random <ul style="list-style-type: none"> ○ When a random selection of people are searched (i.e. Search every fourth person) • Specific <ul style="list-style-type: none"> ○ When specific individuals are searched for specific reasons • Premises
2.2	<ul style="list-style-type: none"> • Only with the permission from the person prior to the search • As a part of the admissions policy • As a condition of entry
2.3	<ul style="list-style-type: none"> • Search wand • Metal detector • AMD Archway Metal Detectors
2.4	<ul style="list-style-type: none"> • Drugs • Needles / sharp objects • Weapons • Violence • Infectious Diseases • Uncooperative clients
2.5	<ul style="list-style-type: none"> • Use of a dedicated search area • Carry out searching in pairs if possible • Carry out searching in view of CCTV if possible • Use of personal protective equipment (PPE), e.g. Safety gloves • Use self-search techniques • Follow same sex searching policy (inc. Searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance) https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf • Infectious diseases • Use of personal protective equipment (PPE) • Use self-search techniques
2.6	<ul style="list-style-type: none"> • Contact emergency services • Follow venue policy / assignment instructions
2.7	<ul style="list-style-type: none"> • Use of signage to indicate that searching could take place • Explain the search policy • Obtain permission of person being searched prior to the search • Follow venue policy / assignment instructions • Same-sex searching <ul style="list-style-type: none"> ○ Follow same sex searching policy (inc. Searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance) https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf • Use appropriate PPE • Use self-searching techniques (where appropriate) • Search with a witness or in view of CCTV • Consideration must be given to protected characteristics <ul style="list-style-type: none"> ○ Age ○ Disability ○ Gender reassignment ○ Marriage and civil partnership ○ Pregnancy and maternity ○ Race

	<ul style="list-style-type: none"> ○ Religion or belief ○ Sex/gender ● Considerations for searching children and young people: <ul style="list-style-type: none"> ○ Never ask to remove clothing, other than outer garments like coats, gloves, jumpers ○ Should be conducted in the presence of another individual, ideally parent, guardian or other responsible adult ○ Should be spoken to in an appropriate manner whilst informing them of what's happening and why ○ Consent should be obtained from the child and understanding confirmed ○ Searches should be conducted by a person of the same sex as the child or young person
2.8	<ul style="list-style-type: none"> ● Pre-entry check to ensure the safety of the premises on opening ● Identifying potential hazards ● Search for drugs, weapons, suspicious packages ● Closing check to ensure no patrons are left in toilets, VIP area or areas where it is easy to stow away ● Lock down with duty manager to ensure all doors are secure etc.
2.9	<ul style="list-style-type: none"> ● Politely explain reasons for search <ul style="list-style-type: none"> ○ Condition of entry ○ Admissions policy ● If customers do not give consent for a search, then they should be denied entry ● Follow venue policy / assignment instructions ● Record details in search register / other report
2.10	<ul style="list-style-type: none"> ● Protection against allegations of misconduct ● Protect person who is being searched ● To capture time, date, people present and reason for search ● For evidential purposes
2.11	<ul style="list-style-type: none"> ● Follow venue policy / assignment instructions ● If the item is against entrance policy but is not illegal - follow venue policy / assignment instructions. This could be to consider holding / looking after the item before entry is granted and then returning on exit ● Consider seizing / securing item (where appropriate), refusing entry, recording find and informing police ● Consider seizing the item, arresting the customer, calling the police (where appropriate), handing-over both person and item to the police ● Record the find in line with venue policy / assignment instructions and record details of the find ● Inform control room / senior management ● Use drugs amnesty boxes if available
3.1	<ul style="list-style-type: none"> ● Misuse of Drugs Act 1971 ● Possession of drugs ● Possession of controlled drugs with intent to supply ● Supplying controlled drugs ● Manufacturing controlled drugs ● Allowing the premises to be used to take controlled drugs ● Class A, B and C drugs
3.2	<ul style="list-style-type: none"> ● Class A: crack cocaine, cocaine, ecstasy (MDMA), LSD, heroin, crystal methamphetamine (crystal meth), psilocybin (magic mushroom), methadone ● Class B: amphetamines, barbiturates, cannabis, ketamine, codeine, ritalin ● Class C: GHB, rohypnol, anabolic steroids and other tranquilisers

	<ul style="list-style-type: none"> • Other drugs restricted under the Medicines Act
3.3	<ul style="list-style-type: none"> • Uncoordinated behaviour • Repetitive movement • Dilated pupils • Anxiety • Bloodshot or watering eyes • Excessive sweating • Feeling drowsy • Unconsciousness
3.4	<ul style="list-style-type: none"> • Suspicious behaviour • Frequent trips to the toilet • 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
3.5	<ul style="list-style-type: none"> • Follow venue policy/assignment instructions with regards to refusal, ejection or arrest • Seize any drugs if it is safe to do so • Secure the drugs if it is safe to do so • Inform a supervisor, manager and/or licence holder • Record incident in line with venue policy/assignment instruction
3.6	<ul style="list-style-type: none"> • Think safety first (including use of safety gloves) • Follow venue policy / assignment instructions • Ensure drugs placed somewhere securely • Ensure seizure is recorded correctly • Inform police where necessary
3.7	<ul style="list-style-type: none"> • Use personal protective equipment (i.e. safety gloves) • Use sharps boxes or bottles for needles • Dispose of blood-stained tissues down the toilet or place in contaminated waste bags
4.1	<ul style="list-style-type: none"> • Permanent written record of the event • For evidential purposes • To assist in identifying offenders • To assist outside agencies or court cases • To justify actions taken • To prevent malicious allegations or civil actions
4.2	<ul style="list-style-type: none"> • Contact the emergency services • Cordon off the area • Contain potential evidence • Control the area • Call for support and inform management • Restrict access • Show police any potential evidence • Record actions
4.3	<ul style="list-style-type: none"> • Following an arrest • To report a serious crime • To report serious public order offences • To report other serious incidents inside or outside of the venue

4.4	<ul style="list-style-type: none"> • Direct / factual <ul style="list-style-type: none"> ○ Evidence that directly proves a fact • Circumstantial <ul style="list-style-type: none"> ○ Evidence that supports a presumption of guilt • Hearsay <ul style="list-style-type: none"> ○ Something heard from another person • Documentary <ul style="list-style-type: none"> ○ Handwritten, typed or printed documents ○ Notebooks ○ Logs ○ Reports ○ Footage from CCTV /body-worn cameras (BWC) / mobile phone ○ Computer records • Real <ul style="list-style-type: none"> ○ Produced as an exhibit • Oral <ul style="list-style-type: none"> ○ Spoken evidence given by witnesses ○ Forensic ○ Scientific evidence, i.e. DNA from blood, hair, body fluids ○ Fingerprints ○ Disposed of articles
5.1	<ul style="list-style-type: none"> • Listed in the Licensing Act 2003 Licensing (Scotland) Act 2005 <ul style="list-style-type: none"> ○ Prevent crime and disorder ○ Securing Public safety ○ Preventing public nuisance ○ Protection of children and young persons from harm ○ Protecting and improving public health
5.2	<ul style="list-style-type: none"> • Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives • Anyone refusing to leave the premises when asked becomes a trespasser, and can be lawfully ejected from the premises using only such force as is reasonable and necessary
5.3	<ul style="list-style-type: none"> • Have right of entry / inspection • Have right to search premises • Have powers of closure
5.4	<ul style="list-style-type: none"> • Licence holder is responsible for ensuring that the premises complies with licensing objectives and all other relevant legislation • Licence holder decides on admission policy and other house rules • Door supervisors, acting on behalf of licence holders should promote those policies • Door supervisors and the licence holder should know the differences between personal and premises licences and how to obtain them
5.5	<ul style="list-style-type: none"> • Must only have one DPS / PM for that premises • A DPS / PM has day-to-day ultimate responsibility for the running of the premises • Must be named in the operating schedule (which is completed when applying for a premises licence) • Point of contact for police and local government
5.6	<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

	<ul style="list-style-type: none"> • Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol
5.7	<ul style="list-style-type: none"> • Allowing drunkenness on licensed premises • Serving someone who is drunk • Serving alcohol to someone under the legal age • Unlawful gaming • Contravening the Policing and Crime Act 2009 • Contravention of licence terms, conditions and/or restrictions as described by local authorities • Running establishments without a licence granted by the local authority • Soliciting on licensed premises
5.8	<ul style="list-style-type: none"> • Follow venue policy / assignment instructions • Passports • Photo-card driving licences • Proof-of-age scheme cards • Local Challenge 21 and Challenge 25 schemes
6.1	<ul style="list-style-type: none"> • Access the most up-to-date guidance from gov.uk • Venue management e.g. queues, rules that impact socialising, venue access, PPE • To have a professional appearance and attitude • To ensure that only appropriate people can enter • To ensure that only the appropriate numbers of customers can enter • To ensure safe entry for customers
6.2	<ul style="list-style-type: none"> • Decreases the potential for conflict outside of the venue • Demonstrates good customer service • Allows assessment of attitude and behaviour of different customers • Allows enforcement of admissions policy • Improves customer safety • Ensures customer enjoyment
6.3	<ul style="list-style-type: none"> • Ensures safe exit of customers • Prevents disorder • Shows good customer service • Assists outside agencies • Help compliance with licensing objectives
6.4	<ul style="list-style-type: none"> • Manages customer expectations • Decreases potential conflict • Provides good customer service • Allows assessment of the customers attitude and sobriety • Builds positive relationships with customers who may then return to the venue
6.5	<ul style="list-style-type: none"> • Monitor the queue at all times • Use of devices to count customers in and out of the premises • Halt entry once capacity is reached • Ensures compliance with: <ul style="list-style-type: none"> ○ Health and safety legislation ○ Fire safety regulations ○ Venues licence ○ Licensing objectives
6.6	<ul style="list-style-type: none"> • Monitor at all times • Monitor for attitude and welfare issues • Maintain observations throughout the queue • Use of barriers, lines or signs to ensure safe entry

6.7	<ul style="list-style-type: none"> • People being ejected are more vulnerable to specific crimes or attacks which are more common in the night-time economy. • Sobriety • Drug use • Age • Mental capacity • Attitude • Crimes and licensing offences
7.1	<ul style="list-style-type: none"> • Clickers • Other counters • Radio calling colleagues and asking for number updates on venue capacity (multiple entrances) • Use of CCTV
7.2	<ul style="list-style-type: none"> • Wearables <ul style="list-style-type: none"> ○ Waterproof clothing ○ High-visibility clothing ○ Headwear ○ Stab vests ○ Gloves (needle/slash resistant) ○ Rubber gloves and face shields ○ Ear defender ○ Eye protection ○ Safety boots • Equipment <ul style="list-style-type: none"> ○ Metal detectors ○ Body worn cameras ○ Radios, mobile phones ○ Personal alarms ○ Torches ○ Equipment as it applies to the incident e.g. to help control infections ○ Breathalysers
7.3	<ul style="list-style-type: none"> • Securing evidence against an offender • Deterring crimes • Self-protection • Curbing behaviour (DS or customer) • Identifying offenders
7.4	<ul style="list-style-type: none"> • Equipment <ul style="list-style-type: none"> ○ Radio's and earpieces ○ Mobile phones ○ Internal telephone systems • Communication occurring between: <ul style="list-style-type: none"> ○ Internal and external colleagues ○ Professionals i.e. Within the premises or ○ Police/external agencies • Methods used to communicate clearly and accurately over a radio network: <ul style="list-style-type: none"> ○ 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
7.5	<ul style="list-style-type: none"> • Accurate, brief and clear • Use of call-signs, pro-words, local code words

	<ul style="list-style-type: none"> • Use of the NATO phonetic alphabet • Correct pronunciation of numbers • Professional local radio etiquette • Equipment used <ul style="list-style-type: none"> ○ Radios ○ Mobile phone ○ Internal telephone systems ○ Internal tannoy systems / use of the DJ • Ensure radio equipment is tested and fully charged prior to use
--	---

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Very Strong	High volume of Level 2 command verbs
Skills	2	Medium	Two entries for a practical tasks
Overall	2	Strong	Whole unit is within the domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	11		
Directed study	N/A		
Independent study	N/A		
Work-based learning	N/A		
Non invigilated assessment	N/A		
TUT:	14	Credit:	2

Unit 3 Application of Conflict Management in the Private Security Industry

Unit Summary

Managing conflict effectively brings immediate benefits to both the learner to avoid situations leading to violence and to the employer by establishing a professional brand image. Early recognition of the signs of escalation can provide excellent customer service and support a safer working environment.

1. The learner will: Understand the principles of conflict management appropriate to the role		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify situations that can lead to conflict	MCQ
1.2	State how positive and constructive communication can be used to manage conflict	MCQ
1.3	Recognise why it is important to be familiar with policies and procedures relating to workplace violence	MCQ
1.4	Identify the stages of escalation in conflict situations	MCQ
1.5	Recognise the stages of the attitude and behaviour cycle	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	Recognise the potential risk posed in a conflict situation	MCQ
2.2	Identify factors that can trigger or inhibit a range of responses in self and others	MCQ
2.3	Identify a range of responses to conflict situations	MCQ
2.4	Recognise the stages in de-escalating conflict	MCQ
2.5	State the importance of positioning and exit routes	MCQ

3. The learner will: Understand the use of problem-solving techniques when resolving conflict		
Assessment Guidance The learner must		Types of Evidence
3.1	Recognise how to use empathy to resolve conflict	MCQ
3.2	Identify the benefits of using problem solving techniques	MCQ
3.3	Recognise how win-win approaches work to resolve conflict situations	MCQ

4. The learner will: Be able to communicate to de-escalate conflict		
Assessment Guidance The learner must		Types of Evidence
4.1	Recognise verbal and non-verbal communication techniques	Obs
4.2	Explain how to deal with communication barriers in conflict situations	Obs
4.3	Identify different behaviour types	Obs
4.4	Demonstrate approaches to take when addressing unacceptable behaviour	Obs

4.5	Demonstrate ways to de-escalate conflict situations	Obs
4.6	Demonstrate working with colleagues to de-escalate conflict situations	Obs

What needs to be learnt?	
1.1	<p>Common situations leading to conflict</p> <ul style="list-style-type: none"> • Misunderstandings • Poor communication • Lack of planning • Unrealistic/ unfair expectations • Attitudes • Frustration and stress • Substance and alcohol use
1.2	<ul style="list-style-type: none"> • Importance of positive and constructive communication • Being positive, professional, calm, clear and polite • Using effective communication skills (vital to defuse and avoid conflict)
1.3	<ul style="list-style-type: none"> • Employer policies, guidance and procedures relating to workplace violence • Meeting Health and Safety at Work legislation • Setting an expectation for both staff and customers as to what behaviour is and is not acceptable • Making staff aware of their responsibilities in regard to workplace violence • Ensuring staff are aware of the procedures to follow in the event of a violent situation • Detailed reporting procedures • Helps reduce risk of litigation and harm to self and others
1.4	<p>Stages of conflict escalation</p> <ul style="list-style-type: none"> • Frustration leads to • Anger leads to • Aggression leads to • Violence
1.5	<p>Attitude and behaviour cycle</p> <ul style="list-style-type: none"> • Importance of adopting an appropriate initial response to conflict situations • Link between attitude and behaviour • Positive attitude constructs positive behaviour • Negative attitude constructs negative behaviour • Effective behaviour and communication influencing attitude and behaviour of others
2.1	<p>Risks in potential conflict situations</p> <ul style="list-style-type: none"> • Identifying potential risk to self and others (staff, customers, bystanders) • Dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately) • Possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and assessing potential threats, adapting conflict response to situation) • Minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques
2.2	<p>Factors</p> <ul style="list-style-type: none"> • Actions • Behaviours (self and others)

	<ul style="list-style-type: none"> • Situations • Emotions <p>Triggers</p> <ul style="list-style-type: none"> • Perceptions • Conflicting goals • Different personal values • Misunderstandings • Poor communication <p>Inhibitors</p> <ul style="list-style-type: none"> • Self-control • Personal values • Fear of retaliation • Social or legal consequences • Body worn cameras and any other technology
2.3	<p>Range of responses</p> <ul style="list-style-type: none"> • Feeling insulted • Feeling threatened • Anger • Loss of face • Being ignored • Peer pressure • Feeling patronised • The feeling of not being taken seriously • Alcohol, drugs and medical conditions • Angry response • Fight or flight response <ul style="list-style-type: none"> ○ Fear ○ Adrenaline ○ Shock • Fear of being “blocked in”
2.4	<p>Stages in de-escalating conflict</p> <ul style="list-style-type: none"> • Assess emotional state • Identify trigger factors • Reassure to reduce anxiety • Speak calmly and actively listen • Empathise and check understanding • Problem solving - resolve the issue • Explain what, when, how • Keep informed
2.5	<p>Positioning and exit routes</p> <ul style="list-style-type: none"> • Maintaining personal space • Demonstrating non-aggressive stance • Ensuring an escape route is visible for all parties • Awareness of exit routes
3.1	<p>Empathy</p> <ul style="list-style-type: none"> • Ability to share someone else's feelings or experiences • Imagining being in that person's situation <p>Customer perspective/ resolving conflict</p> <ul style="list-style-type: none"> • What the customer thinks and feels; sees; says; does • Customer pain (fears, frustrations, obstacles)

	<ul style="list-style-type: none"> • Potential gain (goals, wants, needs) • Understanding the customer's point of view
3.2	<p>Problem solving techniques</p> <ul style="list-style-type: none"> • Identify issues • Understand everyone's interests • Identify possible solutions/options • Evaluate options • Select option or options • Document agreement(s) • Agree on contingencies, monitoring, and evaluation <p>Benefits</p> <ul style="list-style-type: none"> • Managing customer expectations • Building rapport • Building trust • Finding mutual understanding • Demonstrating empathy • Explaining reasons
3.3	<p>Win-win situation</p> <ul style="list-style-type: none"> • Outcome where everyone is satisfied <p>Win-win approaches</p> <ul style="list-style-type: none"> • Active listening • Empathy • Problem solving • Negotiation
4.1	<p>Range of communication techniques</p> <p>Verbal communication</p> <ul style="list-style-type: none"> • Speaking – pitch, tone, clarity, language • Listening <p>Non-verbal communication</p> <ul style="list-style-type: none"> • Stance • Body language • Eye contact • Gestures • Signalling non-aggression through non-verbal communication • Personal space awareness
4.2	<p>Barriers</p> <ul style="list-style-type: none"> • Heat, pain, fear, noise, shock, language, mental illness, Culture, fear of authority, attitude, belief substance and/or alcohol use <p>Overcoming communication barriers</p> <ul style="list-style-type: none"> • Speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space, make sure you are non-threatening, explain what you are doing
4.3	<p>Aggressive behaviour</p> <ul style="list-style-type: none"> • Threatening tone • Threatening positioning • Angry gestures • Angry words • Concerns of violence • Staring/ uncomfortable eye contact

	<p>Assertive behaviour</p> <ul style="list-style-type: none"> • Firm but fair • Calm • Normal positioning • Relaxed body language • Polite/rational speech • Listening • Acknowledging <p>Passive behaviour</p> <ul style="list-style-type: none"> • Hesitant, apologetic speech patterns • Overly seeking approval • Always agreeing with others • Broken speech pattern • Self-deprecation or self-criticism • Overly quiet speech • Discomfort in groups • Lack of eye contact
4.4	<p>Approaches</p> <ul style="list-style-type: none"> • Non-aggressive body language • Empathy • Be positive and assertive • Actively listen • Problem solving • Follow appropriate organisational policies and procedures
4.5	<p>Conflict de-escalation</p> <ul style="list-style-type: none"> • Manging communication barriers • Using positive communication • Active listening • Non-verbal communication • Verbal communication • Non-aggressive • Empathy • Building rapport/trust • Problem solving • Providing assistance e.g. calling a taxi • Including management in discussions
4.6	<ul style="list-style-type: none"> • Positioning • Switching to or from a colleague

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	High volume of Level 2 command verbs
Skills	2	Strong	3 entries for practical tasks
Overall	2		Whole unit is within the domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit		
	Hours	Comments
Guided learning	11	
Directed study	2	
Independent study	N/A	
Work-based learning	N/A	
Non invigilated assessment	N/A	
TUT:	13	Credit: 1

Unit 4 Application of Physical Intervention Skills in the Private Security Industry

Unit Summary

This unit covers both the knowledge and the practical skills required to use physical intervention when working in the private security industry. It provides an introduction to best practice including restrictive and non-restrictive interventions, and the implications of their use, the hazards of using physical interventions and how to reduce the risk of harm being caused, and the actions that must be taken after an incident. This unit also provides an opportunity to develop non-aggressive physical intervention skills to protect yourself and others and non-restrictive and restrictive skills that you can employ when standing, holding or escorting individuals.

1. The learner will: Understand physical interventions and the implications of their use		
Assessment Guidance The learner must		Types of Evidence
1.1	State the legal implications of using physical intervention	MCQ
1.2	State the professional implications of using physical intervention	MCQ
1.3	Identify positive alternatives to physical intervention	MCQ
1.4	Identify the differences between defensive physical skills and physical interventions	MCQ

2. The learner will: Understand the risks associated with using physical intervention		
Assessment Guidance The learner must		Types of Evidence
2.1	Identify the risk factors involved with the use of physical intervention	MCQ Q&A
2.2	Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	MCQ Q&A
2.3	State the specific risks associated with positional asphyxia	MCQ Q&A
2.4	State the specific risks associated with prolonged physical interventions	MCQ Q&A

3. The learner will: Understand how to reduce the risks associated with physical intervention		
Assessment Guidance The learner must		Types of Evidence
3.1	State the specific risks of dealing with physical intervention incidents on the ground	MCQ
3.2	Identify how to deal with physical interventions on the ground appropriately	MCQ Q&A
3.3	Identify ways of reducing the risk of harm during physical interventions	MCQ
3.4	State the benefits of dynamic risk assessment in situations where physical intervention is used	MCQ
3.5	State how to manage and monitor a person's safety during physical intervention	MCQ Q&A
3.6	State the responsibilities of all involved during a physical intervention	MCQ
3.7	State the responsibilities immediately following a physical intervention	MCQ

3.8	State why it is important to maintain physical intervention knowledge and skills	MCQ
-----	--	-----

4. The learner will: Be able to use physical skills to protect yourself and others		
Assessment Guidance The learner must		Types of Evidence
4.1	Demonstrate stance and positioning skills	Obs
4.2	Demonstrate skills used to evade and protect against blows	Obs
4.3	Demonstrate methods of disengagement from grabs and holds	Obs
4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	Obs
4.5	Communicate professionally throughout the physical intervention	Obs

5. The learner will: Be able to use non-pain compliant standing, holding and escorting techniques.		
Assessment Guidance The learner must		Types of Evidence
5.1	Demonstrate how to physically prompt a person	Obs
5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	Obs
5.3	Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual	Obs
5.4	Demonstrate transitions between disengagement techniques and escorting techniques	Obs
5.5	Demonstrate how to escort an individual on stairways	Obs
5.6	Demonstrate how to disengage safely	Obs
5.7	Demonstrate how to manage risk immediately following disengagement	Obs

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> • Legal authority to use force under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland) • Relevant legislation relating to licensing and criminal law. • Duty of care – considerations concerning use of physical intervention. • Principle of non-pain compliance and application. • Last resort
1.2	<ul style="list-style-type: none"> • Sector-specific legislation • Professional guidance and standards relevant to area of employment (and how standards may vary according to context – e.g. In health and social care, prisons, etc. – but also be based on common principles) • Ethical implications • Financial implications • Last resort

<p>1.3</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, use of safety and security equipment and technology (e.g. Radio for summoning assistance, CCTV, access control) ○ Positive and proactive 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.
<p>1.4</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.
<p>2.1</p>	<ul style="list-style-type: none"> • Nature of the restraint: <ul style="list-style-type: none"> ○ Method of restraint (risk of falls with restrictive holds) ○ Position held ○ Duration of restraint • Situational factors: <ul style="list-style-type: none"> ○ Setting and location constraints and risks (open and confined spaces) ○ Environmental hazards ○ Staff numbers ○ Availability of help ○ Access to medical attention ○ Threats presented by others ○ Options available. • Individual factors: <ul style="list-style-type: none"> ○ Age ○ Size ○ Weight ○ Physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs) ○ Mental health (history of violence, prior experience of abuse and trauma) • Vulnerable groups <ul style="list-style-type: none"> ○ Children and young people ○ Older adults ○ Individuals with mental health issues. <p>(staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention.)</p>
<p>2.2</p>	<ul style="list-style-type: none"> • <i>Acute behavioural disturbance</i> is a term used to cover a combination of physical and psychological factors including: <ul style="list-style-type: none"> ○ High temperature ○ Bizarre behaviour ○ Sustained mental and physical exhaustion and metabolic acidosis. • <i>Psychosis</i> can result from underlying mental illness and/or be drug induced. Signs include: <ul style="list-style-type: none"> ○ Hallucinations ○ Paranoia

	<ul style="list-style-type: none"> ○ Extreme fear as part of delusional beliefs. <p>Acute behavioural disturbance and psychosis can result in sudden death – so both should be treated as a medical emergency. Use de-escalation (verbal and non-verbal communication, distraction and calming techniques) as appropriate to the situation.</p>
<p>2.3</p>	<p>Positional (or restraint) asphyxia occurs mostly on ground restraints where a person is held forcefully face down or face up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation.</p> <p>Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:</p> <ul style="list-style-type: none"> • On the ground or any other surface (e.g. On a bed) face up or face down, using methods that compromise breathing and circulation • In a seated position (e.g. Being bent forward when seated) using methods that compromise breathing and circulation • In a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/object. <p>Key risk factors include:</p> <ul style="list-style-type: none"> • <i>Method of restraint:</i> 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 • <i>Position:</i> forceful holds in certain positions increase risks of positional asphyxia – these include: <ul style="list-style-type: none"> ○ Face up or face down restraint on the ground or other surface such as a bed ○ Seated or standing positions where breathing and/or circulation are compromised e.g. By being bent forward. • <i>Duration:</i> the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death.
<p>2.4</p>	<p>The longer the duration of forceful restraint, the greater the exposure to risk and to complications.</p>
<p>3.1</p>	<p>Specific risks:</p> <ul style="list-style-type: none"> • Restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints) • Impact with floor and/or objects (during forceful takedowns or falls to the ground) • Injury from glass or debris on the ground • Vulnerable to assault from others.
<p>3.2</p>	<p>Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible.</p> <p>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:</p> <ul style="list-style-type: none"> • Try to get the individual up, or to a comfortable seated or recovery position as quickly as possible • In the meantime: <ul style="list-style-type: none"> ○ Monitor the individual to ensure they can breathe without difficulty

	<ul style="list-style-type: none"> ○ Where there is more than one member of the security team involved, designate a ‘team leader’ to take charge of the team and take responsibility for the safety of the individual ○ The team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity ○ If not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject’s head to fulfil this function ○ De-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency <p>If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training.</p>
<p>3.3</p>	<p>Risk of harm to all parties.</p> <p><i>Types of harm:</i></p> <ul style="list-style-type: none"> ● Serious injury or death can result from: <ul style="list-style-type: none"> ○ Strikes and kicks ○ An individual falling or being forced to ground ○ Interventions involving the neck, spine or vital organs ○ Restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia ○ Any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present ● Stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma. <p>Staff must respect the dignity of individuals they are managing, however challenging they may find them.</p> <p><i>Reducing the risk of harm:</i></p> <ul style="list-style-type: none"> ● Choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective) ● Avoid high-risk positions including ground restraints ● Avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation ● Maintain ongoing communication between staff and between staff and the subject during and following restraint ● Monitor the wellbeing of the subject for adverse reactions ● Work as a team and designate a team leader ● Follow established procedures (take care not to deviate) ● De-escalate at the earliest opportunity to reduce exposure to risk ● Immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions.
<p>3.4</p>	<p><i>Dynamic risk assessment</i> – used to:</p> <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

	<ul style="list-style-type: none"> • Inform decision to de-escalate use of force and/or withdraw.
3.5	<p><i>Monitor and manage the subject:</i></p> <ul style="list-style-type: none"> • Observe fully the risk factors (situational and individual) • Ensure that nothing impedes the subject’s ability to breathe or their circulation - checking airway – breathing – circulation (abc) <p><i>Actions to Take:</i></p> <ul style="list-style-type: none"> • If the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the <i>recovery position</i>. • <i>Commencing CPR/defibrillator</i> should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths – they still need CPR at this point) • If the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress • Act on ‘red flags’: • Effort with/difficulty in breathing • Blocked airway and/or vomiting • Passivity or reduced consciousness • Non-responsiveness • Signs of head or spinal injury • Facial swelling • Evidence of alcohol or drug overdose • Blueness around lips, face or nails (signs of asphyxia) • High body temperature (profuse sweating/hot skin) • Exhaustion • Confusion, disorientation and incoherence • Hallucinations, delusions, mania, paranoia • Bizarre behaviour • Extreme fear • High resistance and abnormal strength • Employ de-escalation (calming and/or distraction) techniques • If a medical emergency is suspected – release immediately and call first aider/emergency services • Provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration.
3.6	<p>All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention.</p> <p><i>Responsibilities include:</i></p> <ul style="list-style-type: none"> • Duty of care to the subject at all times (during and after restraint) • Duty of care to colleagues • Respecting the dignity of the subject • Providing appropriate care for any person who appears to be injured or at risk • Challenging unnecessary and excessive use of force by colleagues.

	<p><i>Supporting colleagues:</i></p> <ul style="list-style-type: none"> • Switch roles within the team where appropriate • Monitor staff safety • Monitor the subject and if you have any concerns for their wellbeing inform colleagues • Contain the immediate area and manage bystanders • Monitor the situation and communicate with others e.g. Staff from other agencies.
3.7	<p><i>Responsibilities include:</i></p> <ul style="list-style-type: none"> • Duty of care to the subject at all times (during and after restraint) • Duty of care to colleagues (support services) • Providing appropriate care for any person who appears to be injured or at risk • Briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event • Preserving evidence and securing witnesses testimony • All staff involved must complete a full report individually accounting for their actions
3.8	<p>Maintaining knowledge and skills is important because:</p> <ul style="list-style-type: none"> • Legislation and best practice guidance can change • Proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to cpd)
4.1	<p>Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication. Verbal communication in line with conflict management training to assist the exit or intervention should also be used.</p>
4.2	<p>With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault. Verbal Communication in line with conflict management training should be used.</p>
4.3	<p>A small number of skills relevant to the security role that address the most common types of assault.</p>
4.4	<p>At least two methods that can be adapted to different scenarios. Including an individual and a team method</p>
4.5	<p>Helping to calm the individual, give instructions and check well-being. Use positive verbal and non-verbal communications to:</p> <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.
5.1	<p>Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. Candidates should continue to apply customer service skills even if the person they are escorting is not responding.</p>
5.2	<p>Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort. One- <i>and</i> two-person holds (in motion, not just static) to be assessed.</p>
5.3	<p>Risks of dealing with a resistant person in different contexts</p>

	<p>Show one- and multiple-person restraining and escorting techniques in the approved programme. Remind learners of the dangers of prolonged restraint.</p>
5.4	Moving from disengagement or defence/blocks into a restraint/escorting move.
5.5	<p>Escorting an individual on a stairway may be required, either because they are:</p> <ul style="list-style-type: none"> • Intoxicated or ill and require assistance <i>or</i> • Non-compliant and need to be moved. <p>Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are resistant or if you reasonably foresee that they might become resistant during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort.</p> <p>A dynamic risk assessment should be carried out and door supervisors should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs.</p> <p>Demonstrate escorting an individual on a stairway made up of a minimum of three stairs.</p>
5.6	<ul style="list-style-type: none"> • Controlled physical de-escalation i.e. Transition to less restrictive holds and complete release* • Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding • Safe positioning during de-escalation and disengagement <p>*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.</p>
5.7	<p>Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:</p> <ul style="list-style-type: none"> • Create space • Positive communication with colleagues and other people present • Safe handover to others, e.g. The police or ambulance personnel, with a briefing including. <ul style="list-style-type: none"> ○ Risk behaviours presented by the person (to themselves and/or others) ○ Method of restraint and its duration ○ Any concerns you have for their wellbeing.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	High volume of Level 2 command verbs
Skills	2	Strong	Even balance of action command verbs with underpinning knowledge
Overall	2	Strong	Whole unit is within the domain range expected at level 2. Very little stretch, challenge or reflection deviating from Level 2

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	13	This is based on the average learner taking this qualification who will have a knowledge of the subject matter both via previous learning and experience working in the security sector.	
Directed study			
Independent study			
Work-based learning	N/A		
Non invigilated assessment	N/A		
TUT:	17	Credit:	2

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.	
Describe	Write or speak about the topic or activity giving detailed information
Identify	Provide brief information about a subject, specific process or activity
List	State or make a list of words, items, statements or comments
Recognise	Recall and identify relevant information relating to a subject
State	Give brief information about the topic

(this list is not exhaustive)

Appendix 3: Specimen Assessment Material

1 A handheld 'clicker' is used to monitor

- A** Any metallic objects on a person
- B** The hours worked per shift
- C** The number of people in a venue
- D** How much force is used in an intervention

2 When a vehicle is used to contain an improvised explosive device, it is known as a

- A** VBIED
- B** PBIED
- C** ABIED
- D** MBIED

3 One of the government counter terrorism initiatives is known as

- A** Assess, Challenge, Report
- B** Assess, Cordon, Report
- C** Run, Hide, Fight
- D** Run, Hide, Tell

Appendix 4: Unit Delivery – Virtual Learning Environments (VLE)

The tables below explain which content can be delivered through virtual classroom and which cannot.

Virtual classroom: online platform which enables synchronous learning (live) and interactive delivery of training. This learning environment means that the tutors and learners can communicate (sound and visual) and interact with each other in an online group setting. Also called remote delivery training and online classroom.

Self-study: studying a subject during your own time specially curated material without the assistance of a tutor.

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
Principles of Working in the Private Security Industry	*LO1 Know the main characteristics and purposes of the Private Security Industry	All ACs	
	*LO2 Understand legislation as it applies to a security operative	All ACs	
	LO3 Understand arrest procedures relevant to security operatives	All ACs	
	*LO4 Understand the importance of safe working practices	All ACs	
	*LO5 Understand fire procedures in the workplace	All ACs	
	LO6 Understand emergencies and the importance of emergency procedures	All ACs	
	LO7 Understand how to communicate effectively as a security operative	All ACs	
	LO8 Understand record keeping relevant to the role of the security operative	All other ACs	8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement)
	LO9 Understand terror threats and the role of the security operative in the event of a threat	All ACs	
	LO10 Understand how to keep vulnerable people safe	All ACs	
	*LO11 Understand good practice for post incident management	All ACs	

* Designates content that can also be taught through self-study

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
Principles of Working as a Door Supervisor in the Private Security Industry	LO1 Understand crimes relevant to door supervision	All ACs	
	LO2 Know how to conduct effective search procedures	All other ACs	2.7 Demonstrate how to search people and their personal possessions
	LO3 Understand drug-misuse legislation, issues and procedures relevant to the role of a door supervisor.	All ACs	
	LO4 Understand preservation of evidence relevant to the role of a door supervisor	All ACs	
	LO5 Understand licensing law relevant to the role of a door supervisor	All ACs	
	LO6 Understand queue management and venue capacity responsibilities relevant to a door supervisor	All ACs	
	LO7 Know how to use equipment relevant to a door supervisor	All other ACs	7.5 Demonstrate effective use of communication devices

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
Application of Conflict Management	LO1 Understand the principles of conflict management appropriate to the role	All ACs	
	LO2 Understand how to recognise, assess and reduce risk in conflict situations	All ACs	
	LO3 Understand the use of problem solving techniques when resolving conflict	All ACs	

in the Private Security Industry	LO4 Be able to communicate to deescalate conflict	All other ACs	<p>4.4 Demonstrate approaches to take when addressing unacceptable behaviour</p> <p>4.5 Demonstrate ways to deescalate conflict situations</p> <p>4.6 Demonstrate working with colleagues to de-escalate conflict situations</p>
---	---	---------------	--

		Virtual Delivery Acceptable	
Unit	Learning Outcome	Yes	No
Application of Physical Intervention Skills in the Private Security Industry	LO1 Understand the legal and professional implications of using physical interventions	All ACs	
	LO2 Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
	LO3 Understand how to reduce the risk associated with physical intervention	All other ACs	3.2 Identify how to deal with physical interventions on the ground appropriately 3.5 State how to manage and monitor a person's safety during physical intervention
	LO4 Personal safety awareness and techniques		All ACs
	LO5 Escorting techniques		All ACs