

Qualification Specification

QNUK Level 3 Award for Deliverers of Physical
Intervention Training for Close Protection
Operatives (RQF)
610/0392/X

Contents

1. Introduction	2
2. Contact Us.....	2
3. Version Number	2
4. Qualification Objective	3
5. Sector Support and Industry Recognition.....	3
6. Geographical Coverage of this Qualification	3
7. Benefit for Learners	3
8. Progression	3
9. Recognition of Prior Learning (RPL)	3
10. Qualification Information	4
11. Qualification Structure.....	4
12. Learner Entry Requirements.....	4
12.1. Learner Age.....	4
12.2. Qualifications.....	4
12.3. English Language	5
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.....	7
14.1. Trainer/Assessors delivering training qualifications leading to licence-linked qualifications.....	7
14.2. Assessor Qualifications.....	8
14.3. Internal Quality Assurer.....	8
15. Assessment Requirements	9
15.1. Multiple-Choice Question Papers (MCQ)	9
15.2. Question and Answer session (Q&A)	9
15.3. Portfolio of evidence	9
16. External Marking.....	9
17. Resits.....	9
18. Reasonable Adjustments	10
19. Results.....	10
Appendix 1: Units	11
Types of Evidence	11
Appendix 2: Command Verbs	20
Appendix 3: RPL Considerations.....	20

Appendix 4: Specimen Assessment Material21

1. Introduction

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

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

2. Contact Us

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

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3. Version Number

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

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4. Qualification Objective

This qualification has been developed by QNUK to enable trainers who hold the necessary teaching, conflict management and assessing qualifications alongside the occupational experience and competence to be able to deliver the Level 2 physical intervention training to learners as a component part of their learning towards the QNUK Level 3 Certificate for Close Protection Operatives in the Private Security Industry. Trainer approval to deliver this is subject to:

1. Holding the Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives (RQF) qualification (this qualification), and,
2. An annual licence to deliver a prescribed programme (or model) issued from one of the SIA endorsed physical intervention models
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937613/sia-physical-intervention-trainers.PDF

5. Sector Support and Industry Recognition

The physical intervention skills unit has been developed and is part of the shared assets between the SIA and their endorsed Awarding Organisations.

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 qualification supports a role in the workplace for trainers in the private security industry who wish to obtain eligibility to deliver physical intervention unit within the SIA licence linked Level 3 Close Protection qualification.

8. Progression

Learners could progress to the:

QNUK Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (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 learners who hold Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (RQF) qualification, which is one of the requirements for delivering physical intervention training within the Door Supervision qualification. This RPL may be used as evidence to support the ***Delivering Physical Intervention Training*** unit within this qualification, however learners will

be expected to provide proof of CPD maintaining proficiency of these skills since gaining their initial L3 DPI qualification. Training providers for this qualification are also expected to check learner's proficiency in delivering physical intervention training is still in line with the requirements of this unit prior to claiming the RPL on behalf of the learner. For additional guidance, please refer to Appendix 3

10. Qualification Information

Qualification Number (QN)	610/0392/X
Learning Aim	
Total Qualification Time (TQT)	51 hours
Guided Learning Hours (GLH)	47 hours
Credit value	5
Level	3
Validity	Lifetime
Assessment	Invigilated MCQ paper (MCQ), Portfolio of evidence (P)
Achieving the qualification	Learners must achieve the 2 mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	GLH	TUT	Credit
Mandatory units					
T/650/1238	Application of physical intervention skills for close protection operatives in the private security industry	2	20	20	2
A/618/7025	Delivering Physical Intervention Training	3	27	31	3

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

Learners must be aged 18 and over.

12.2. Qualifications

Learners must hold

- A recognised teaching qualification as identified in section 14.1.
- A recognised level 3 deliverers of conflict management training qualification
- Action Counters Terrorism (ACT) eLearning certificates no more than 12 months old from the first date of commencing the course leading towards this qualification.
 - ACT Awareness
 - ACT Security
 - (Both Required)
- A recognised first aid at work qualification (3 day) or higher with no less than 6 months validity from the first date of commencing the course leading towards this qualification.

- From 30th September 2022 learners must hold a recognised Assessor qualification as identified in section 14.2

12.3. English Language

Learners for all SIA (directly or indirectly) linked or associated qualifications are required to provide evidence of proficiency in English language at Level 1 or above.

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.

13. Delivery

This qualification is delivered in a face-to-face setting over a 5 day period.

The units must be delivered in the following order

1. Application of physical intervention skills for close protection operatives in the private security industry
2. Delivering Physical Intervention Training

This is to ensure that the learners receive exemplar training in the course their potential learners will receive, then the ability to develop their own knowledge, skills and proficiency in the subject matter throughout the teaching unit.

Ratio of trainers to learners (1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills). This is not a requirement for the delivery and assessment of the knowledge skills

A minimum of 3 participants are required for each course, in order to deliver the practical skills for physical intervention effectively.

The total unit time (TUT) for the Application of physical intervention skills for close protection operatives in the private security industry unit is 20 hours, this is aligned to end users. QNUK strongly recommended that approved physical intervention models delivering this qualification increase this time for trainee trainers to ensure they receive a robust and comprehensive education and development in the skills they are going to be delivering to end users, therefore it is anticipated that the delivery time for this qualification is increased selectively to provide reassurance that all learners are able to demonstrate and coach the physical skills at a level over and above conscious competency.

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).
- The assessment room for MCQ examinations must meet QNUK SIA Examination and Invigilation Policy requirements.
- The centre must ensure that a qualified and nominated first aider is present (preferably the trainer)

13.2. Equipment Requirements

The centre must provide appropriate equipment to support classroom, knowledge-based learning and assessment (flipcharts, pens, projector, clock etc) alongside an appropriately risk assessed space to practice the physical techniques.

Training centres must have the listed first aid related items below available throughout the physical skills delivery and assessment:

- a BS 8599-1:2019 approved first aid kit
- ice packs
- access to water and a telephone.

13.3. Blended Learning

Distance learning is not recommended for this qualification; however, centres may wish to provide additional distance learning in the form of books or centre devised resources in advance of learners undertaking this qualification to support the learning in the classroom. Centres may opt to deliver the knowledge part (only) of this qualification via a virtual learning environment, meaning direct contact between the learner and trainer via an online meeting system (E.g., Teams, Zoom, Skype etc), the centre must ensure they have notified Qualifications Network EQA department in advance for approval of this mechanism.

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 training qualifications leading to licence-linked qualifications

Approved trainers/assessors seeking to deliver Physical Intervention trainer qualifications, must be either:

- i. Registered as a trainer under an SIA approved Close Protection Physical Intervention model which is approved by Qualifications Network as a centre, or
- ii. Hold a letter of approval from an SIA approved Close Protection Physical Intervention model which confirms that they will recognise and award successful learners with an annual agreement to deliver their Level 2 programme to end users.

Trainers 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
- The National Counter Terrorism Security Office (NaCTSO) / SIA endorsed Action Counters Terrorism (ACT) programme eCertificates for:
 - a. ACT Awareness
 - b. ACT Security

Both ACT certificates must be no longer than 12 months from date of completion, any certificates past this period must be renewed.

- Two years front-line operational experience in the last five years. This experience MUST be relevant to close protection. This operational experience can be achieved from full/part-time/weekend employment and achieved in blocks of employment if it meets the threshold above. This experience should have been gained in the UK, although some overseas experience in close protection may also be relevant. Awarding organisations (AOs) will judge this on individual merit.
 - A record of a minimum of 40 hours CPD activity each year, with evidence to be made available for external audit. Suitable CPD activities include:
 - i. attendance at relevant training events, conferences and seminars
 - ii. continuing work experience in the sector
 - iii. increasing professional knowledge through self-study or other means.
 - A suitable Level 3 qualification in conflict management training.
 - A Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives
-

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.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Quality Assurer 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.

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.

Application of Physical Intervention Skills for Close Protection Operatives 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 for Close Protection Operatives in the Private Security Industry

Learning outcome 8 'Know how to apply physical intervention skills in a justifiable, ethical, and professional manner' is assessed by verbal Q&A with the Assessor immediately following demonstrating a technique. Each learner must be asked the identified questions on no less than two occasions from randomly chosen techniques by the assessor

8.1 Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation

Language of assessment	English
Duration	5 minutes
Pass mark	100% (2 / 2)
Grading	Pass / Fail

15.3. Portfolio of evidence

Externally set and internally marked learner portfolios, which include products of work and observational assessments

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

Types of Evidence

MCQ = Multiple Choice Question

WP = Work Product

Obs = Observational Assessment

WQ = Written Question

VQ = Verbal Question

Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

Unit Summary

This unit covers both the knowledge and the practical skills required to use physical intervention when working as a Close Protection Operative in the private security industry. It introduces best practice including restrictive and non-restrictive interventions, the implications of their use, the hazards of using physical interventions and how to reduce the risk of harm being caused. This unit also provides an opportunity to develop non-aggressive physical intervention skills to protect yourself, others and non-restrictive and restrictive skills that you can employ during day-to-day operations in a close protection operation within a UK environment, along with some recovery options for unforeseen circumstances.

1. The learner will: Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations		
Assessment Guidance The learner must		Types of Evidence
1.1	Identify situations where the principal's personal safety is likely to be compromised	MCQ
1.2	Recognise situations that do not compromise safety but are likely to cause embarrassment or delays to the principal's schedule	MCQ
1.3	Explain the importance of using agreed 'intervention words' and 'non-verbal cues' between the principal and team	MCQ
1.4	Explain the implications of ineffective communication in high-risk situations	MCQ

2. The learner will: Know how to respond to a change in operational conditions from Standard Operating Procedures to Emergency Operational Procedures		
Assessment Guidance The learner must		Types of Evidence
2.1	Describe how to trigger a change of operational conditions	MCQ
2.2	Explain the considerations when responding to heightened threat, risk, or incidents	MCQ

3. The learner will: Know the responsibilities of the close protection team when there is an immediate physical threat to the principal		
Assessment Guidance The learner must		Types of Evidence
3.1	Identify the priorities for each role in the immediate close protection team when a physical threat is realised	MCQ

4. The learner will: Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal		
Assessment Guidance The learner must		Types of Evidence
4.1	Identify the purpose of narrowing the concentric layers of protection for a principal	MCQ
4.2	Explain the considerations of the PES team members within a protective formation	MCQ
4.3	Explain the considerations of the PPO within a protective formation	MCQ

5. The learner will: Understand the implications of common and criminal law when using force on another person		
Assessment Guidance The learner must		Types of Evidence
5.1	Describe the requirements of common law to justify the use of force towards another person	MCQ
5.2	Explain the requirements of criminal law to justify the use of force towards another person	MCQ
5.3	State the importance of only using physical intervention skills as a last resort	MCQ

6. The learner will: Know the positive alternatives to using physical intervention skills in a close protection environment		
Assessment Guidance The learner must		Types of Evidence
6.1	Identify alternative methods of protecting a principal from assault which do not involve physical contact with others	MCQ

7. The learner will: Understand associated threats as a result of an attempted assault or unwarranted attention towards a principal		
Assessment Guidance The learner must		Types of Evidence
7.1	Identify secondary potential threats to the principal and team	MCQ

8. The learner will: Know how to apply physical intervention skills in a justifiable, ethical, and professional manner		
Assessment Guidance The learner must		Types of Evidence
8.1	Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation.	VQ

9. The learner will: Be able to use non-pain compliant soft skills to prevent harm to a principal		
Assessment Guidance The learner must		Types of Evidence
9.1	Demonstrate soft skills to redirect others	Obs
9.2	Demonstrate soft skills to restrict a subject's movements	Obs

9.3	Demonstrate non pain compliant skills to redirect others	Obs
9.4	Demonstrate non pain compliant skills to restrict a subject's movements	Obs

10. The learner will: Be able to use defensive non-pain compliant skills to protect self from assault		
Assessment Guidance The learner must		Types of Evidence
10.1	Demonstrate skills to evade and protect self from blows	Obs
10.2	Demonstrate skills to protect self from choke holds and strangulation	Obs
10.3	Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm	Obs
10.4	Demonstrate methods of disengagement of yourself from grabs and holds	Obs

11. The learner will: Be able to use non-pain complaint methods of protecting the inner cordon		
Assessment Guidance The learner must		Types of Evidence
11.1	Demonstrate methods of preventing subject from penetrating inner cordon	Obs
11.2	Demonstrate methods of applying a restrictive hold	Obs
11.3	Demonstrate method of removing a person	Obs
11.4	Demonstrate a two-person method of removing a person	Obs

12. The learner will: Be able to protect the principal from assault		
Assessment Guidance The learner must		Types of Evidence
12.1	Demonstrate a method of disengaging the principal from unwelcome embraces and holds	Obs
12.2	Demonstrate a method of protecting the principal from blows	Obs

13. The learner will: Be able to communicate effectively to encourage de escalation		
Assessment Guidance The learner must		Types of Evidence
13.1	Demonstrate effective communication with the subject throughout a physical intervention	Obs

What needs to be learnt?	
1.1	<ul style="list-style-type: none"> • Obsessive behaviour from a person they are interacting with (professional or public) • Anomalous behaviour identified with individuals within close proximity to principal. • Potential hostile surveillance and communication identified to be focused on principal • Chaos events (baseline behaviours rapidly changing into fast paced and erratic movements/behaviours) • Identification of a weapon (made, adapted, or intended perceptions, • Identification of a suspicious package • A known/identified threat becoming activated
1.2	<ul style="list-style-type: none"> • Offensive or inappropriate behaviour or conversation from an individual engaging with the principal • Nonresponsive to principal's attempts to close a conversation • Nonreciprocal holds or embraces from individuals engaging with the principal • Unplanned high-pressure media (paparazzi) questioning/photographs (situation and context dependant) • Blocking/disruption of planned routes (foot or vehicle)
1.3	<p>Intervention words – A word or phrase used by either the principal or CPO to trigger a pre-planned action or response to a situation</p> <p>Importance</p> <ul style="list-style-type: none"> • Enables a covert method of communicating without alerting others that an action has been triggered. • Supports the ability to perform a successful task • Empowers the principal to control their environment with a close protection resource • Provides the ability to communicate in situations which typically deny communications with others (mid conversation with a third party, covert tasks)
2.1	<ul style="list-style-type: none"> • Intervention words • Overtly • Covertly • Radio • Team Leader (TL) activation
2.2	<ul style="list-style-type: none"> • Second in Command (2IC) change of responsibilities • PES and SAP change of responsibilities • Increased readiness of Driver/s and vehicles • Increased readiness of Medics • Preparation of support resources • Change of environment (safe rooms) • Extraction of Principal • Contraction of protective layers/circles • Diversion of SAP • Calling in SAP to support (if required) • Removal of others (except principal) from within protective layers • Possible contact with 3rd parties (emergency services, other CP teams) • Communication with wider CP team (control room, RST)
3.1	<ul style="list-style-type: none"> • PES – Contraction of protective layers/circle, removal of persons from within the layers, neutralising immediate threat, separating threat from principal, clearing extraction route, creating time for PPO to operate • SAP – Reconnaissance and readiness of extraction location or transport, advance or abort commands, potential support to PES and PPO

4.1	<ul style="list-style-type: none"> • To increase the overall body protection of the principal • To reduce response times to the source of the threat • Create a safe area around the principal • To shield the principal and PPO from attacks • Creates a psychological barrier for the potential assailant which may cause them to abort
4.2	<ul style="list-style-type: none"> • To divert or proportionately remove or reduce hostile parties and prevent them achieving close proximity to the principal and PPO • To proportionately and legally remove/restrain hostile parties away from principal and PPO to buy the PPO time to shield, evacuate (or both) the principal. To dynamically assess the situation for additional threats • To assist with the evacuation of the principal or restore normality (whichever appropriate). To assist with the possible detention of an individual's so long as the CP team resilience is not compromised
4.3	<ul style="list-style-type: none"> • To assess the threat and capability of PES to defend the outer layer of protection • To shield the principal and remove the principal from the threat as part of the evacuation process • To make informed decisions based on information received from PES, own or other team members. Restoration of normality • Assessing the situation, neutralising threats who have entered personal space of the principal
5.1	<ul style="list-style-type: none"> • Honestly held belief • Imminent danger • Force reasonable in the circumstances • To avert the danger (no more than is required)
5.2	<ul style="list-style-type: none"> • Reasonable • Proportionate • Necessary • Plan • Accountable
5.3	<ul style="list-style-type: none"> • Negative media (professional and social) • Damage to reputation (Principal and CP team) • Risk of harm to all parties • Accountable to a court of law • Excessive force may result in criminal conviction, loss of licence and fines
6.1	<ul style="list-style-type: none"> • Narrowing the concentric layers of protection to create a psychological deterrent • Effective conflict management communication • Distraction techniques • Early recognition of escalating risk and removal of principal • Effective screening of individuals allowed into proximity of principal where possible • threat avoidance • Effective eye contact with threat • Assertive communication • Ask the threat to desist (low level threat e.g., Prolonged handshake or clinging to principal)
7.1	<ul style="list-style-type: none"> • Additional hostile individuals • Dry run (to analyse CP team responses) • Chaos trigger to separate and weaken CP team • Distraction technique • Extraction location may be compromised • Negative publicity stunt • Loss of CP team members (injury or incapacitation)

8.1	<p>Context</p> <ul style="list-style-type: none"> Reasonable, proportionate, necessary, imminent <p>Boundaries</p> <ul style="list-style-type: none"> Minimum duration required Minimum force required Avert the danger Escalate and deescalate in proportion to threat <p>Medical</p> <ul style="list-style-type: none"> Potential injuries to operative and individual <p>Ethical</p> <ul style="list-style-type: none"> Consideration if the individual may be in mental crisis and require post incident support Consideration if the intervention can be delayed or deferred to another person to apply Third party (public) view of the intervention - visually aggressive (client & professional reputation)
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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	20	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

Unit 2 Delivering Physical Intervention Training

Unit Summary

This unit develops the learner's knowledge and skills within the subject matter of physical intervention in the private security industry, enabling them to achieve a high level of proficiency accompanied with the teaching skills to be able to break down complex movements into simple stages. Health & Safety and assessment evidence are also strong components of this unit.

1. The learner will: Be able to assess the training environment to reduce risks in preparation for physical intervention training.		
Assessment Guidance The learner must		Types of Evidence
1.1	Risk assess a training environment where physical skills will be taught.	WP
1.2	Identify and record ways of reducing risk in the training environment.	WP
1.3	Identify personal factors that may increase risk for the participants.	WQ
1.4	Conduct a safety briefing.	Obs
1.5	Ensure participants are physically prepared to take part in physical intervention skills training.	Obs

2. The learner will: Be able to safely and effectively manage the learning environment for physical intervention skills.		
Assessment Guidance The learner must		Types of Evidence
2.1	Explain factors critical to the effectiveness and safety of delivering physical intervention skills.	WQ
2.2	Explain the potential consequences of deviating from an approved physical intervention programme.	WQ
2.3	Manage learner behaviour to ensure a safe and effective learning environment.	Obs
2.4	Identify and manage barriers to learning.	WQ

3. The learner will: Be able to deliver instruction in physical intervention skills.		
Assessment Guidance The learner must		Types of Evidence
3.1	Organise and position learners so that they can learn effectively from instruction.	Obs
3.2	Explain the purpose and potential use of the skill about to be taught.	Obs
3.3	Provide an accurate and safe demonstration of the skill being taught.	Obs
3.4	Break down a skill into component parts for learners.	Obs
3.5	Supervise safe practice of skills.	Obs
3.6	Provide learners with coaching points and feedback.	Obs
3.7	Adapt teaching to facilitate problem solving and application of skill to the workplace.	Obs

4. The learner will: Be able to assess physical intervention skills.		
Assessment Guidance The learner must		Types of Evidence
4.1	Demonstrate knowledge of the agreed standards in the assessment of Physical Intervention skills.	Obs
4.2	Assess learners against agreed standards.	Obs
4.3	Complete accurately required assessment documentation.	WP

What needs to be learnt?	
1.1	Production of a venue risk assessment of the purposes of physical intervention training and assessment (including stairs)
1.2	Upon identification of reasonably likely hazards within the training environment, identify risk mitigation strategies and record these within the risk assessment (1.1)
1.3	Medical conditions, physical impairments, cognitive impairments, psychological factors
1.4	Ensuring all learners have seen (read) the safety briefing requirements and verbally informed all learners. Ensuring all have fully understood and accepted the terms, conditions and requirements of the briefing including the 'Stop' command.
1.5	Verbal discussion or the physical requirements of the training session, issuing of medical declarations, signature, and confirmation of the understanding of the requirements and risks, 1:1 private discussions with learners who have concerns and GP referral / removal from session if risk of harm is evident. Physical warm up sessions, cool down sessions, and monitoring of learner wellbeing at all times. Key stabilizing muscle areas to include are muscles, tendons/ligaments, neck, spine, hips, knees, and ankles.
2.1	Safe environment, screening of learner's health, efficient warm-up/cool down, behaviour, effective monitoring, clear safety briefing and rules, adherence to safety and rules, self-monitoring, colleague monitoring, behaviour, prohibition of 'martial art' or pain compliant techniques, trainer's ability to monitor all learners practicing at all times.
2.2	Learners failing to meet the assessment criteria (fail), increased risk of harm to all learners and trainer, learners adopting techniques which are not risk assessed or recognised by the Security Industry Authority, increased risk of harm to the public, legal consequences, professional consequences.
2.3	Effective monitoring of learner behaviour, inline with safety briefing, appropriate, warnings, exclusions, and removal from the training environment as appropriate.
2.4	Learner abilities, learning requirements, reasonable adjustments, peer pressure, ego, mastery of self-defence techniques (ability/inability to avoid their use in the learning environment)
3.1	Arc, line, ensuring all can see and hear, demonstrating from various angles so all learners can view technique from all appropriate viewpoints.
3.2	Contextualising an appropriate circumstance where the technique may be appropriate which relates to learner work environment. Including legal, medical, professional, and ethical considerations.
3.3	Accurate and precise demonstration of the technique, first in real time, second in slow time, variation of viewpoints for learners, confirmation of understanding and repetition if required
3.4	Break down the full technique into small component parts to allow learners to understand each requirement for successful application

3.5	Allow learners to practice the technique, maintain safety and observations of all learners at all times, control the amount of force being used by learners, gradual build-up of intensity as learner abilities increase, % of force increments inline with PI model safety of practice requirements.
3.6	Provide coaching points on 1:1 and group basis, correction of errors, explanation of risks, corrective instruction, further demonstrations if required, encouragement and engagement of Q&A with learners.
3.7	Adapt teaching to provide coaching on problem solving adjustments in response to learner questions or introduced by trainer,
4.1	Conscious competence cycle, unprompted, safely applied, duty of care throughout, effective communication, de-escalation at earliest opportunity
4.2	Completing observation of learner performing technique, ensuring all assessment points are met as identified by the PI model, providing feedback to the learner. Use of video recording equipment, learners introduce themselves, date and technique prior to demonstration.
4.3	Accurate completion of the assessment paperwork, all required fields are completed, signatures, names and dates are included.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	High volume of Level 3 command verbs
Skills	3	Strong	Even balance of action command verbs with underpinning knowledge
Overall	3	Strong	Whole unit is within the domain range expected at level 3.

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	27	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 training sector.	
Directed study			
Independent study			
Work-based learning	N/A		
Non invigilated assessment	N/A		
TUT:	31	Credit:	3

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.	
Conduct	Carry out
Demonstrate	Apply skills in a practical situation, Show an understanding of the topic
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
Organise	Arrange in an effective and correct order
Recognise	Recall and identify relevant information relating to a subject
State	Give brief information about the topic

(this list is not exhaustive)

Appendix 3: RPL Considerations

When a learner is claiming RPL for the Level 3 unit within this qualification (Delivering Physical Intervention Training) from an existing Level 3 Delivery of physical intervention skills for the private security industry qualification, the centre is required to perform the following due diligence prior to accepting the claim to accompany the submission of learner results from the Level 2 unit.

- i. Authenticity of the presented qualification
- ii. Currency of learn skills – the learner must:
 - a. Have maintained continual professional development (CPD) in relation to the delivery of physical skills, this may be either evidence of delivering PI to door supervisors on a regular basis and/or documented developmental/refresher activities.
 - b. Demonstrate a minimum of one micro-teach session to the approving assessor to provide assurance skills remain aligned to those contained within the unit from which RPL is being claimed.

All RPL claims presented by the centre to Qualification Network must be supported by a copy of the original certificate containing the unit being claimed and centre's due-diligence feedback to support the authenticity and currency of the claim.

Appendix 4: Specimen Assessment Material

1 When an individual applies physical intervention, they should always attempt which type of skills?

- A** Martial arts
- B** Non-Pain compliant
- C** Pain compliant
- D** Aggressive

2 In which of the following situations is a subject at greatest risk of positional asphyxia?

- A** Standing restricted
- B** Relaxed restricted
- C** Supine restricted
- D** Prone restricted

3 Who is responsible for justifying the amount of force used in a physical intervention

- A** The person applying
 - B** The subject
 - C** The SIA
 - D** The employer
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