



**Award for Working as a Door Supervisor within the
Private Security Industry (Scotland)**

GK5G 46

Indicative Content

May 2015

Version 01

History of changes

Version	Description of change	Date

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Unit Title: Working within the Private Security Industry

Unit code: H8XJ 04

Date and version: April 2015, Version 001

Outcome	Assessment Criteria	Indicative Content	Comment
1 Know the main characteristics of the Private Security Industry	1.1 Identify the key purposes of the private security industry	<ul style="list-style-type: none">◆ Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs)◆ Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents)◆ Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies)◆ Provide personnel and appropriate protection systems for people, property and premises	

Outcome	Assessment Criteria	Indicative Content	Comment
	1.2 State the functions of the Security Industry Authority (SIA)	<ul style="list-style-type: none"> ◆ Protect the public and regulate the security industry (licensing, industry regulations) ◆ Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses) ◆ Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation) ◆ Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes) ◆ Keep under review the private security industry and the operation of the legislative framework 	
	1.3 Identify standards of behaviour required of a security operative	<ul style="list-style-type: none"> ◆ Personal appearance (smart presentable attire, meet employer guidelines, carry SIA licence while on duty) ◆ Professional attitudes and skills (act without discrimination, professionalism, courtesy, personal integrity and understanding, moderate language, alertness, fitness for work) 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<ul style="list-style-type: none"> ◆ General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines) ◆ Organisation/Company Values and Standards (adhere to employer standards, procedures and policies; awareness of employer culture and values) 	
	1.4 Identify different sectors within the private security industry	<ul style="list-style-type: none"> ◆ <i>Licensed sectors in manned guarding:</i> vehicle mobilisation; security guarding; door supervision; CCTV; close protection; cash and valuables in transit, keyholding ◆ <i>Other sectors:</i> private investigation; events security (stewarding); electronic security and fire security systems; dog handling 	
	1.5 Identify the benefits of linking with crime reduction initiatives	<ul style="list-style-type: none"> ◆ <i>Crime reduction initiatives:</i> National PubWatch, local PubWatch initiatives; Crimestopper; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with Local Authority and police 	

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		<ul style="list-style-type: none"> ◆ <i>Benefits</i>: reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer 	
<p>2 Understand legislation as it applies to the individual in carrying out a licensable activity</p>	<p>2.1 Identify the differences between Civil and Criminal Law</p>	<ul style="list-style-type: none"> ◆ <i>Main features of Civil Law</i>: purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities ◆ Types of offences: trespass, breach of contract ◆ <i>Main features of Criminal Law</i>: purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt ◆ Types of offences: common assault, actual bodily harm, grievous bodily harm, violence; undertaking licensable activities without an SIA licence; permitting drug related activities to take place on licensed premises (supplying and/or consuming illegal drugs) 	

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	2.2 State the main aims of the Private Security Industry Act (2001)	<ul style="list-style-type: none"> ◆ Raise standards in the private security industry ◆ Increase public confidence in the private security industry ◆ Increase public safety ◆ Remove criminal elements from the private security industry ◆ Establish the SIA (Security Industry Authority) ◆ Establish licensing 	
	2.3 Identify key legislation relating to promoting equality and diversity in the workplace	<ul style="list-style-type: none"> ◆ <i>Key Legislation:</i> 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 ◆ <i>Areas where equal opportunities legislation applies:</i> recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal ◆ Employer's duty to make reasonable adjustments 	

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3 Understand the importance of safe working practices to comply with legal requirements	3.1 State the importance of Health and Safety in the work environment	<ul style="list-style-type: none"> ◆ Duty of care ◆ To keep employees and customers safe ◆ To avoid damage to equipment and property ◆ To comply with legislation; consequences of failure to comply (prosecution, fines, business closure) ◆ To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation) 	
	3.2 State the meaning of 'duty of care'	<ul style="list-style-type: none"> ◆ <i>Definition:</i> requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law ◆ <i>Exercising duty of care:</i> deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities 	

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	3.3 Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation	<ul style="list-style-type: none"> ◆ <i>Responsibilities of employees and the self-employed:</i> to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to follow processes and procedures put in place by their employer ◆ <i>Responsibilities of employers:</i> to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs 	
	3.4 Identify methods for safe manual handling	<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 	

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	3.5 Recognise 'risks' in relation to health and safety at work	<ul style="list-style-type: none"> ◆ <i>Definition of risks</i>: likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard ◆ <i>Risk factors</i>: drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures ◆ <i>Risks to health and safety</i>: injury, ill health, fatality ◆ <i>Risk assessment process</i>: identify hazards; evaluate risks (low, medium high) record findings; review and implement changes to remove or minimise hazards 	
	3.6 State how to minimise risk to personal safety and security	<ul style="list-style-type: none"> ◆ Awareness of potential hazards ◆ Understanding the risk assessment process ◆ Following health and safety and organisational procedures and policies ◆ Use of appropriate personal protective equipment, personal alarms and mobile phones, radios ◆ Procedures for lone working 	

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	3.7 Identify typical workplace hazards	<ul style="list-style-type: none"> ◆ <i>Definition of 'hazard'</i>: potential source of harm; adverse health effect on a person or persons ◆ <i>Typical workplace hazards</i>: conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working 	
	3.8 Identify safety signs and signals	<ul style="list-style-type: none"> ◆ <i>Types of safety signs</i>: prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety ◆ <i>Types of safety signals</i>: hand; acoustic 	
	3.9 State reporting procedures for Health and Safety accidents and incidents	<ul style="list-style-type: none"> ◆ <i>Reportable incidents and accidents under RIDDOR</i>: work-related; dangerous <i>occurrence</i>; resulting in injury; occupational disease or death; gas related incident ◆ <i>Procedures</i>: in line with organisational procedures; <i>record</i> in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents) ◆ <i>Reporting methods</i>: online; <i>telephone</i>; by post 	

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	3.10 Identify who to contact in first aid situations	<ul style="list-style-type: none"> ◆ First aid situations: bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke ◆ Who to contact: designated first aider; nurse; ambulance services; referral to doctor/hospital: dependent on situation ◆ Notify supervisor 	
4 Understand fire procedures in the workplace	4.1 Identify basic fire safety measures	<ul style="list-style-type: none"> ◆ Control of fuel and ignition sources (bins and waste disposal) ◆ Safe storage of flammables ◆ Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment — fire blanket/extinguishers, sprinkler systems) ◆ Staff training ◆ Avoidance of overloading electrical points ◆ Fire plan: fire walls; fire doors; emergency exits 	
	4.2 Identify the elements that must be present for fire to exist	<ul style="list-style-type: none"> ◆ Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction) 	

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	4.3 Identify classifications of fire	<ul style="list-style-type: none"> ◆ A — Ordinary combustible: includes paper, wood, textiles rubber ◆ B — Flammable liquids, eg petrol, paint, solvents ◆ C — Flammable gas, eg butane, propane ◆ D — Metal fires, eg powdered and metal shavings, alkali-based metals ◆ Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel). ◆ F — Hot cooking oils 	
	4.4 Identify basic fire-fighting equipment	<ul style="list-style-type: none"> ◆ Equipment: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers) 	
	4.5 State the different types of fire extinguishers and their uses	<ul style="list-style-type: none"> ◆ Water: use with paper, wood, fabric ◆ General Foam: use with paper, wood; Specialist Foam for use with industrial alcohol; flammable liquids (secondary) ◆ CO2 gas: use with electrical fires (primary) ◆ Wet chemical: cooking oil fires ◆ Powder: use with most fires, including liquid and electrical fires 	

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	4.6 State the actions to be taken upon discovering a fire	<ul style="list-style-type: none"> ◆ Sound the alarm and inform emergency services ◆ FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if this puts you in danger ◆ Identify area where the fire is, isolate other areas 	
	4.7 State the importance of understanding fire control panels	<ul style="list-style-type: none"> ◆ Ensure full understanding of the extent of the incident area ◆ To pass on the correct message to emergency services (materials, chemicals stored in affected area) ◆ To act accordingly to the notifications ◆ To take necessary precautions as signalled by the systems 	
	4.8 State the importance of understanding fire evacuation procedures	<ul style="list-style-type: none"> ◆ To keep self and others safe ◆ To save time in an emergency ◆ To assist emergency services ◆ To confirm evacuation 	

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	4.9 Identify the role and responsibilities of a fire marshal	<ul style="list-style-type: none"> ◆ Daily duties to check: <ul style="list-style-type: none"> — Exit doors are available for use, unlocked and unobstructed — Escape routes are clear of storage and combustible materials — Fire extinguishers are in position with seals in place — Fire safety signs are in position — Fire alarm call points are unobstructed — Fire-resisting doors are closed and functioning properly — If any malfunction of the weekly fire alarm test is reported ◆ In event of emergency: <ul style="list-style-type: none"> — Sound the alarm/on hearing the alarm — Check allocated area to ensure that everyone has left, take roll call — Take control of the evacuation and ensure that anybody with evacuation difficulties is aided — Proceed to the assembly area and report to the Fire Co-ordinator 	

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5 Understand emergencies and the importance of emergency procedures	5.1 Identify responses to different types of emergencies	<ul style="list-style-type: none"> ◆ <i>Definition of emergency:</i> situation that is unexpected, threatens safety or causes serious disruption and requires immediate action ◆ <i>Types of emergencies:</i> power, system or equipment failure; actual or threatened serious injury; serious illness; bomb threat ◆ <i>Responses to emergencies:</i> <ul style="list-style-type: none"> — Follow correct procedures depending on emergency — Ensure safety of self and others — Report to appropriate authorities — Appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm — Prioritisation of incidents 	
	5.2 State how to make emergency calls	<ul style="list-style-type: none"> ◆ Stay calm ◆ Dial appropriate emergency telephone number and ask for relevant emergency service ◆ Provide relevant information: location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident 	

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	5.3 Identify actions to be taken in the event of personal injury	<ul style="list-style-type: none"> ◆ Contact designated first aider or call the emergency services, as appropriate ◆ Ensure safety of self and others ◆ Deal with injury within limits of own ability and authority ◆ Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses) 	
	5.4 Identify factors which may indicate individuals could be vulnerable and at risk of harm	<ul style="list-style-type: none"> ◆ <i>Individuals:</i> adults, young people and children who the private security operative may come into contact with whilst on duty ◆ <i>Factors indicating vulnerability:</i> being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18; having a physical or learning disability 	

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	5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm	<ul style="list-style-type: none"> ◆ Seeking help of Street Pastors, Street Marshalls or any other active schemes ◆ Calling a relative to assist in the case of a younger or vulnerable adult ◆ Calling for a licensed taxi to take the vulnerable person home ◆ Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance ◆ Calling the police 	
	5.6 Identify how to report indicators of child sexual exploitation	<ul style="list-style-type: none"> ◆ Indicators of child sexual exploitation: <ul style="list-style-type: none"> — Children and young people in the company of older people or anti-social groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars ◆ Reporting: <ul style="list-style-type: none"> — Contact the police or call Crimestoppers — Report as soon as possible 	

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	5.7 Identify behaviours that could indicate suspicious or terrorist activity	<ul style="list-style-type: none"> ◆ Person taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities ◆ Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings ◆ Parked vehicles with people inside; empty parked vehicles left unattended for long period ◆ Multiple sightings of same suspicious person, vehicle, or activity 	
	5.8 Identify actions to be taken in the event of a security threat	<ul style="list-style-type: none"> ◆ Ensuring a visible presence of vigilant security staff; regular patrols ◆ Maintaining organised search procedures ◆ Ensuring emergency exits are secured when not in use. ◆ Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority) ◆ Reporting incident requiring immediate response to the police ◆ Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline 	

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	5.9 State the importance of a business continuity plan	<ul style="list-style-type: none"> ◆ Ensures important business operations continue in event of an emergency or incident ◆ Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure 	
6 Understand the importance of communication skills and customer care	6.1 State the basic elements of communication	<ul style="list-style-type: none"> ◆ <i>Communication process</i>: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback and checking understanding ◆ <i>Communication barriers</i>: physical, eg equipment, physical separation, background noise, lighting; attitude, eg complacency, incorrect assumptions; emotional, eg nervousness, anger, stress; linguistic — sender, eg unclear message, accent, jargon, slang; linguistic — receiver, eg literacy, English as second language; organisational, eg unclear reporting lines, misunderstanding of roles/responsibilities 	

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	6.2 Identify the different types of communication	<ul style="list-style-type: none"> ◆ <i>Non-verbal communication:</i> body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication ◆ <i>Verbal communication:</i> speaking (tone); listening 	
	6.3 State the importance of communication in delivering customer care	<ul style="list-style-type: none"> ◆ <i>Features of effective communication:</i> choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding ◆ <i>Importance of effective communication:</i> greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations 	

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	6.4 Identify different types of customers and how their needs can vary	<ul style="list-style-type: none"> ◆ <i>Types of customers:</i> internal and external; direct and indirect ◆ <i>Customer needs/expectations:</i> information, assistance, directions, product and service ◆ <i>Customers with particular needs:</i> physical difficulties; learning difficulties; sensory impairment; English as second language; under influence of drugs and/or alcohol; speech impediment 	
	6.5 State the principles of customer care	<ul style="list-style-type: none"> ◆ <i>Principles:</i> establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable ◆ <i>Dealing with problems:</i> acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through 	

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	6.6 Identify best practice in relation to telephone communications	<ul style="list-style-type: none"> ◆ <i>Best practice</i>: polite and professional approach and language; appropriate greeting when answering phone; clear distinct voice with moderate pitch and volume; listening to verbal and vocal expressions; use of questioning techniques; providing appropriate information; maintaining confidentiality; leaving, taking and passing on messages accurately; recognise limits of own authority; use of phonetic alphabet; completing relevant phone logs and records 	
	6.7 Identify best practice in relation to radio communications	<ul style="list-style-type: none"> ◆ Check equipment; battery charged; check all parts are in working order ◆ <i>Uses of phonetic alphabet</i>: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings ◆ <i>Methods used to communicate clearly and accurately over a radio network</i>: 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 	

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		<ul style="list-style-type: none"> ◆ <i>How to deal with an emergency incident:</i> local organisational protocols (identification of self, call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident 	
	6.8 Recognise the call signs of the NATO phonetic alphabet	<ul style="list-style-type: none"> ◆ Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated 	

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

Unit code: H8XK 04

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Outcome	Assessment Criteria	Indicative Content	Comment
1 Understand the role and objectives of a door supervisor	1.1 State the role of a door supervisor	<ul style="list-style-type: none">◆ Ensure customers and other members of staff on licensed premises are safe◆ Ensure customers on licensed premises have an enjoyable experience◆ Assist the management of the premises to comply with licensing objectives and admissions policy◆ Provide excellent customer service	
	1.2 State the objectives of a door supervisor	<ul style="list-style-type: none">◆ Work under the direction of the Designated Premises Manager◆ Ensure the venue's admission policy is adhered to◆ Control entry◆ Prevent crime◆ Maintain order	

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	1.3 State the importance of an admissions policy	<ul style="list-style-type: none"> ◆ Ensure compliance with the law ◆ Ensure compliance with the venue's specific requirements ◆ Prevent troublesome people entering the venue ◆ Specify age and dress requirements ◆ Allow for searching to prevent illegal and prohibited items ◆ Ensure that all customers are dealt with fairly and equally ◆ Abide by 'maximum capacity figures' where applicable 	
2 Understand civil and criminal law relevant to a door supervisor	2.1 State the law relating to the use of force	<ul style="list-style-type: none"> ◆ Such use of force must be reasonable, necessary and proportionate ◆ Any use of force must be fully justified and properly reported and recorded ◆ Force can be used to protect self, as self-defence ◆ Force can be used to make a lawful arrest and prevent a crime ◆ Force can be used to eject a trespasser from private premises ◆ Force can be used to prevent a breach of the peace ◆ Door Supervisors can be prosecuted if they use unnecessary or excessive force 	

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	2.2 Identify the different types of crimes against the person as defined by law	<ul style="list-style-type: none"> ◆ Murder/Homicide ◆ Culpable Homicide ◆ Aggravated Assault (Serious Assault) ◆ Assault ◆ Rape ◆ Sexual Assault ◆ Robbery 	
	2.3 Identify common crimes against property that a door supervisor may come across	<ul style="list-style-type: none"> ◆ Wilful fire raising ◆ Malicious mischief/vandalism ◆ Breach of the peace ◆ Robbery ◆ Housebreaking ◆ Theft 	
	2.4 State the definition of an 'offensive weapon'	<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 	

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3 Understand searching relevant to a door supervisor	3.1 State the differences between general, random and specific searches	<ul style="list-style-type: none"> ◆ General: everyone is searched ◆ Random: a random selection of people are searched (ie search every fourth person) ◆ Specific: specific individuals are searched for specific reasons 	
	3.2 Identify a door supervisor's right to search	<ul style="list-style-type: none"> ◆ As part of the admissions policy ◆ As a condition of entry ◆ Follow same-sex searching policy ◆ Only with permission from the person prior to the search 	
	3.3 Recognise possible hazards when conducting a search	<ul style="list-style-type: none"> ◆ Drugs ◆ Needles ◆ Weapons ◆ Violence ◆ Malicious allegations 	
	3.4 State the precautions to take when carrying out a search	<ul style="list-style-type: none"> ◆ Use of personal protective equipment (PPE), eg safety gloves ◆ Use of a dedicated search area ◆ Carry out searching in pairs, if possible ◆ Carry out searching in view of CCTV, if possible ◆ Use self-search techniques 	

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	3.5 State how to search people and their property	<ul style="list-style-type: none"> ◆ Obtain permission of person being searched prior to the search ◆ Follow search policy ◆ Same-sex searching ◆ Use appropriate PPE ◆ Search with a witness • Search in view of CCTV • When searching children and young people, two staff should be present during the search. Children and young people should not be asked to remove clothing, other than outer garments such as coats. 	
	3.6 Identify reasons for carrying out a premises search	<ul style="list-style-type: none"> ◆ Pre-entry check to ensure safety on opening ◆ Identifying potential hazards ◆ Search for drugs and/or weapons ◆ Search for suspicious packages 	
	3.7 Identify actions to take in the event of a search refusal	<ul style="list-style-type: none"> ◆ Politely explain reasons for a search ◆ Explain that it is a condition of entry that customers agree to be searched ◆ If a customer refuses consent to a search then they should be denied entry 	
	3.8 Identify search documentation that a door supervisor is required to complete	<ul style="list-style-type: none"> ◆ Search book/register ◆ Search report ◆ Incident book/report 	

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	3.9 Identify actions to take if a prohibited or restricted item is found during a search	<ul style="list-style-type: none"> ◆ Follow venue's policy ◆ If item is against entry policy, but is not illegal, follow venue's policy. This could be to consider holding/looking after the item before entry is granted and then item can be returned on exit. ◆ Consider seizing item, refusing entry, securing item, recording find, informing police ◆ Consider seizing item, arresting customer, calling police, handing over both person and item to the police ◆ Record the find in line with local policy 	
	3.10 Identify additional considerations to take when searching individuals	<ul style="list-style-type: none"> ◆ Cultural/religious considerations when searching individuals ◆ Considerations when searching people with a disability ◆ Considerations when searching minors 	

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4 Understand powers of arrest relevant to a door supervisor	4.1 Identify offences for which a door supervisor can make an arrest	<ul style="list-style-type: none"> ◆ Door supervisors have no special powers of arrest, only the same powers of arrest as every other citizen ◆ Arrestable offences and breach of the peace ◆ Arrestable offences may be tried at either the Sheriff Court or High Court depending on the seriousness of the offence ◆ Powers of arrest under Common Law ◆ Offences include: <ul style="list-style-type: none"> — Murder/Homicide — Culpable Homicide — Aggravated assault (serious assault) — Assault — Rape — Sexual Assault — Robbery — Firearms offences — Drugs offences — Housebreaking — Theft — Fraud — Vandalism and malicious mischief 	

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	4.2 Identify the limitations to a door supervisor's powers of arrest	<ul style="list-style-type: none"> ◆ Must be within powers of arrest ◆ Arrestable offence must be either being committed or have been committed ◆ Arrest can only be made to prevent the person from (a) causing injury to himself or another; (b) suffering injury himself; (c) causing loss or damage to property; (d) making off before a constable can assume responsibility for him 	
	4.3 State why an arrest should only be made as a last resort	<ul style="list-style-type: none"> ◆ Taking someone's liberty is a serious matter ◆ Can only arrest for arrestable offences ◆ False arrest can lead to civil or criminal prosecution of the door supervisor making the arrest ◆ Personal safety of door supervisor can be at risk 	
	4.4 State arrest procedures to be followed by a door supervisor	<ul style="list-style-type: none"> ◆ Inform person that they are under arrest, what for, and that the police will be called ◆ Detain the person and ensure their safety ◆ Only use reasonable and necessary force to prevent escape of the individual under arrest or to prevent assault against the door supervisor or others 	

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	4.5 Identify procedures to take following an arrest	<ul style="list-style-type: none"> ◆ The arrested person is now the door supervisor's responsibility ◆ Ensure own safety ◆ Ensure the person's safety ◆ Ensure any evidence is preserved and not disposed of ◆ Hand person over to police, explaining reason for arrest ◆ Inform police of any extra evidence of offence (witnesses, CCTV, property) ◆ Record arrest in line with local policy ◆ Assist police with a statement, if required ◆ Attend court a later date, if required 	
5 Understand drug misuse issues and procedures relevant to the role of a door supervisor	5.1 Identify key areas of drug misuse legislation	<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 	

Outcome	Assessment Criteria	Indicative Content	Comment
	5.2 Recognise the indicators of drug misuse	<ul style="list-style-type: none"> ◆ Uncoordinated behaviour ◆ Repetitive movement ◆ Dilated pupils ◆ Anxiety ◆ Powder traces under the nose ◆ Bloodshot or watering eyes ◆ Excessive sweating ◆ Feeling drowsy ◆ Unconsciousness ◆ Drug litter found in the venue 	
	5.3 Identify common types of illegal drugs	<ul style="list-style-type: none"> ◆ Class A: cocaine, ecstasy, LSD, heroin, crack, crystal meth, morphine, opium, psilocybin, methadone ◆ Class B: amphetamines, barbiturates, cannabis ◆ Class C: GHB, ketamine, rohypnol, anabolic steroids and other tranquilisers ◆ Other drugs restricted under the Medicines Act ◆ Prescription drugs and legal highs 	

Outcome	Assessment Criteria	Indicative Content	Comment
	5.4 Recognise signs of drug dealing	<ul style="list-style-type: none"> ◆ Suspicious behaviour ◆ Frequent trips to the toilets ◆ Meetings with lots of strangers/lots of people approaching one individual ◆ Covert exchanges of items/cash ◆ Hiding in areas out of view of staff and CCTV ◆ Information from other customers or members of staff ◆ Reduction in alcohol sales ◆ Drug litter found in the venue 	
	5.5 State the procedure for dealing with individuals found to be in possession of drugs	<ul style="list-style-type: none"> ◆ Seize drugs, if safe to do so ◆ Secure the drugs ◆ Follow local policy with regards to refusal, ejection or arrest ◆ Inform supervisor, manager and/or licence holder ◆ Record incident in line with local policy 	
	5.6 State the procedure for handling seized drugs	<ul style="list-style-type: none"> ◆ Think safety first (including use of safety gloves) ◆ Follow local policy ◆ Ensure drugs are put somewhere secure ◆ Ensure seizure is recorded correctly 	

Outcome	Assessment Criteria	Indicative Content	Comment
	5.7 State how to dispose of drug related litter and contaminated waste	<ul style="list-style-type: none"> ◆ Use PPE (ie safety gloves) ◆ Use sharps boxes or bottles for needles ◆ Dispose of blood-stained tissues down the toilet 	
6 Understand incident recording and crime scene preservation relevant to the role of a door supervisor	6.1 Identify different types of evidence	<ul style="list-style-type: none"> ◆ Direct: evidence that directly proves a fact ◆ Circumstantial: evidence that supports a presumption of guilt ◆ Hearsay: something heard from another person ◆ Documentary: handwritten, typed or printed documents, notebooks, logs, reports, CCTV footage, computer records ◆ Real: produced as an exhibit ◆ Oral: spoken evidence given by a witness ◆ Forensic: scientific evidence, ie blood, hair, fingerprints, body fluids 	
	6.2 State how to preserve evidence after an incident	<ul style="list-style-type: none"> ◆ Control the area ◆ Call for support and inform management ◆ Contact emergency services ◆ Cordon off the area ◆ Restrict access ◆ Show police any potential evidence ◆ Record actions 	

Outcome	Assessment Criteria	Indicative Content	Comment
	6.3 Identify records to complete when an incident has occurred	<ul style="list-style-type: none"> ◆ Incident reports/books ◆ Accident reports/books ◆ Property reports/books ◆ Personal notebooks ◆ Search registers ◆ Police witness statements 	
	6.4 Identify the reasons for recording incidents	<ul style="list-style-type: none"> ◆ Permanent written record of what happened ◆ Potential use as evidence ◆ To assist outside agencies or court cases ◆ To justify actions taken ◆ To prevent malicious allegations or civil actions 	
	6.5 Identify the types of incidents which need to be recorded	<ul style="list-style-type: none"> ◆ Ejections ◆ Arrests ◆ Use of force ◆ Accidents ◆ Drugs/weapons/property seizures ◆ Serious crimes ◆ Disputes or complaints ◆ Suspicious behaviour ◆ Any other emergencies 	

Outcome	Assessment Criteria	Indicative Content	Comment
	6.6 Identify incidents when a door supervisor should call the police	<ul style="list-style-type: none"> ◆ Arrests ◆ Serious crimes ◆ Serious public order ◆ Other serious incidents outside of the venue ◆ Door supervisors should follow local procedures 	
	6.7 Identify the requirements for completing incident records	<ul style="list-style-type: none"> ◆ Complying with local procedures/company policy ◆ Using correct type of record ◆ Recording fact only, as accurately as possible ◆ Recording information as soon as practicable after the event ◆ Using notebook rules ◆ Records need to show when and where it happened, how it happened, what you saw, what you were told, what you did, what the result was, details of any witnesses, evidence or description 	

Outcome	Assessment Criteria	Indicative Content	Comment
7 Understand licensing law and social responsibility relevant to the role of a door supervisor	7.1 Identify the licensing objectives	<ul style="list-style-type: none"> ◆ Licensing (Scotland) Act 2005 ◆ Prevent crime and disorder ◆ Public safety ◆ Prevention of public nuisance ◆ Protection of children from harm ◆ Protecting and improving public health 	
	7.2 State the rights and duties of licensees and door supervisors as their representatives	<ul style="list-style-type: none"> ◆ Licence holder responsible for ensuring premises complies with licensing objectives and all other relevant legislation ◆ Licence holder decides on admission policy and other house rules ◆ Door supervisors, acting on behalf of licence holders should promote those policies ◆ Door supervisors and licence holder should know the differences between personal and premises licences and how to obtain them 	
	7.3 State the law in relation to refusing entry and ejecting customers	<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 to a 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 that is reasonable 	

Outcome	Assessment Criteria	Indicative Content	Comment
	7.4 Identify police powers regarding licensed premises	<ul style="list-style-type: none"> ◆ Have right of entry ◆ Have right to search premises ◆ Have powers of closure 	
	7.5 State the law regarding children and young persons on licensed premises	<ul style="list-style-type: none"> ◆ Protection of children from harm is a licensing objective ◆ Selling alcohol to a person under 18 is illegal ◆ Penalties can be imposed on venues ◆ Test purchasing may take place ◆ Other age-related licensing offences include: young people and meals, serving alcohol, collecting alcohol 	
	7.6 Identify acceptable forms of proof of age	<ul style="list-style-type: none"> ◆ Follow local policies ◆ Passports ◆ Photo-card driving licences ◆ Proof-of-age scheme cards ◆ Challenge 25 schemes 	

Outcome	Assessment Criteria	Indicative Content	Comment
	7.7 State conduct that is unlawful under licensing, gaming and sex establishments legislation	<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 ◆ Prostitutes soliciting on licensed premises ◆ Policing and Crime Act 2009: <ul style="list-style-type: none"> — Sex establishments are licensed by local authorities, who produce licensing policy and conditions. Offences include: ◆ Running sex establishments ◆ Contravention of licence terms, conditions and/or restrictions ◆ Allowing anyone under 18 years to enter the premises 	
	7.8 State the powers of entry of authorised persons	<ul style="list-style-type: none"> ◆ Authorised persons: <ul style="list-style-type: none"> — Licensing authorities — Fire safety inspector — Environmental health officer — Statutory agencies ◆ Powers: <ul style="list-style-type: none"> — Right to enter licensed premises at any reasonable time to carry out statutory duties 	

Outcome	Assessment Criteria	Indicative Content	Comment
8 Understand emergency procedures which should be followed by a door supervisor	8.1 State the importance of knowing the venue's evacuation procedures	<ul style="list-style-type: none"> ◆ Know the venue's procedures for different types of evacuations such as emergencies; fires, bomb threats, floods, fights, serious crimes, etc ◆ Knowing where entrances and all fire exits are ◆ Know how people react in emergencies ◆ Know the role of the door supervisor in specific emergencies 	
	8.2 State the role of a door supervisor when dealing with threats of terrorism	<ul style="list-style-type: none"> ◆ Identify suspicious behaviour ◆ Remain vigilant in and near the venue ◆ Search individuals on entry ◆ Conduct regular patrols inside and outside the venue ◆ Be aware of suspicious vehicles 	
	8.3 Identify sources of information on terrorism awareness	<ul style="list-style-type: none"> ◆ National threat levels ◆ Local information — police intelligence, licensing forums ◆ Home Office and security services websites ◆ National and local anti-terrorism initiatives/projects, eg Griffin, Argos, Fairway 	

Outcome	Assessment Criteria	Indicative Content	Comment
	8.4 Identify appropriate responses to situations requiring first aid	<ul style="list-style-type: none"> ◆ Identify and call for trained first aiders on site ◆ Call the emergency services, if required ◆ Keep calm and reassure casualty/others ◆ Keep area clear around the casualty ◆ Report first aid incidents 	
9 Understand how a door supervisor can help to keep vulnerable people safe	9.1 Recognise the risks to vulnerable people being ejected from, or refused entry to a venue	<ul style="list-style-type: none"> ◆ Being under the influence of drink or drugs ◆ Being assaulted ◆ Being alone ◆ Receiving unwanted attention ◆ Domestic violence ◆ Being too young to look after themselves ◆ Becoming the target of a sexual predator 	
	9.2 Identify actions that can be taken by a door supervisor to protect vulnerable people	<ul style="list-style-type: none"> ◆ Call friend or relative to assist them ◆ Call a licensed taxi to take them home ◆ Use a 'safe haven' ◆ Ask street pastors or street marshals to assist ◆ Call the police 	

Outcome	Assessment Criteria	Indicative Content	Comment
	9.3 Recognise behaviours that could indicate potential sexual predators	<ul style="list-style-type: none"> ◆ Behaviours often include: <ul style="list-style-type: none"> — A lone male seen pestering a customer or member of staff — Heavily intoxicated female leaving with a male — Regular attendee leaving often with different intoxicated females — Finding a date-rape type drug on a person during a search 	
10 Understand queue management and venue capacity responsibilities relevant to a door supervisor	10.1 Recognise the benefits of queue control	<ul style="list-style-type: none"> ◆ Decreases the potential for conflict outside the venue ◆ Demonstrates good customer service ◆ Allows assessment of attitude and behaviour of different customers while queuing ◆ Allows enforcement of admissions policy ◆ Improves safety of customers 	
	10.2 Indicate why communication is important throughout the queuing process	<ul style="list-style-type: none"> ◆ Manages customer expectations ◆ Decreases potential conflict ◆ Provides good customer service ◆ Builds positive relationships with customers who may then return to the venue 	

Outcome	Assessment Criteria	Indicative Content	Comment
	10.3 Identify why managing venue capacity is important	<ul style="list-style-type: none"> ◆ Complies with health and safety legislation ◆ Complies with fire safety regulations ◆ Complies with licence for the venue ◆ Ensures customer safety and enjoyment 	

Unit Title: Conflict Management within the Private Security Industry

Unit code: H8XL 04

Date and version: April 2015, Version 001



Outcome	Assessment Criteria	Indicative Content	Comment
1 Understand the principles of conflict management appropriate to their role	1.1 State the importance of positive and constructive communication to avoid conflict	<ul style="list-style-type: none">◆ Importance of positive and constructive communication◆ Be positive, professional, calm, clear and polite◆ Good communication skills are vital to defuse and avoid conflict	
	1.2 State the importance of employer policies, guidance and procedures relating to workplace violence	<ul style="list-style-type: none">◆ Meeting Health and Safety at Work legislation◆ Sets an expectation for both staff and customers as to what behaviour is and is not acceptable◆ Makes staff aware of their responsibilities with regards to workplace violence◆ Ensures staff are aware of the procedures to follow in the event of a violent situation◆ Details reporting procedures	

Outcome	Assessment Criteria	Indicative Content	Comment
	1.3 Identify factors that can trigger an angry response in others	<ul style="list-style-type: none"> ◆ Feeling embarrassed ◆ Feeling insulted ◆ Feeling threatened ◆ Loss of face ◆ Being ignored ◆ Peer pressure ◆ Feeling patronised ◆ The feeling of not being taken seriously ◆ Alcohol, drugs and medical conditions will increase the chances of triggering an angry response 	
	1.4 Identify factors that can inhibit an angry response in others	<ul style="list-style-type: none"> ◆ Self-control ◆ Personal values ◆ Fear of retaliation ◆ Social or legal consequences 	
	1.5 Identify human responses to emotional and threatening situations	<ul style="list-style-type: none"> ◆ Fight or flight response: <ul style="list-style-type: none"> — Fear — Adrenaline — Shock — Fear of being 'blocked in' 	

Outcome	Assessment Criteria	Indicative Content	Comment
2 Understand how to recognise, assess and reduce risk in conflict situations	2.1 State how managing customer expectations can reduce the risk of conflict	<ul style="list-style-type: none"> ◆ Understand customer expectations ◆ Listen carefully ◆ Apologise ◆ Empathise ◆ Keep calm ◆ Provide options ◆ Acknowledge the customers frustrations/anger ◆ Take action and explain procedures 	
	2.2 Identify the stages of escalation in conflict situations	<ul style="list-style-type: none"> ◆ Frustration ◆ Anger ◆ Aggression ◆ Violence 	
	2.3 State how the application of dynamic risk assessment can reduce the risk of conflict	<ul style="list-style-type: none"> ◆ Recognise potential threats ◆ Assess a situation ◆ Adjust the response required to meet the risk present ◆ Step back, assess threat, find help, evaluate options and respond 	
	2.4 State the importance of positioning and exit routes	<ul style="list-style-type: none"> ◆ Maintain personal space ◆ Ensure an escape route is visible for all parties ◆ Non-aggressive stance 	

Outcome	Assessment Criteria	Indicative Content	Comment
3 Understand how to communicate in emotive situations to de-escalate conflict	3.1 State how to use non-verbal communication in emotive situations	<ul style="list-style-type: none"> ◆ Signalling non-aggression through non-verbal communication (stance, gestures, body language, eye contact, open handed gestures) ◆ Personal space awareness 	
	3.2 State how to overcome communication barriers	<p>What is a barrier:</p> <ul style="list-style-type: none"> ◆ Physical barriers (heat, pain, fear, noise, shock, language, mental illness) ◆ Psychological barriers (culture, fear of authority, attitude, belief) <p>How to overcome communication barriers:</p> <ul style="list-style-type: none"> ◆ Physical barriers (speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space) ◆ Psychological barriers must take extra care (speak clearly, make sure you are non-threatening, explain what you are doing, move to quieter/lighter space) 	
	3.3 Identify the differences between assertiveness and aggression	<ul style="list-style-type: none"> ◆ Aggressive behaviour (threatening tone and positioning, gestures and words) ◆ Assertive behaviour (firm but fair, calm, normal positioning and body language, polite) 	

Outcome	Assessment Criteria	Indicative Content	Comment
	3.4 Identify ways of defusing emotive conflict situation	<ul style="list-style-type: none"> ◆ Empathy ◆ Building rapport ◆ Win-win ◆ Positive communication ◆ Active listening ◆ Provide assistance, eg calling a taxi, including management in discussions 	
	3.5 Identify approaches to take when addressing unacceptable behaviour	<ul style="list-style-type: none"> ◆ Non-aggressive body language ◆ Empathy ◆ Be positive and assertive ◆ Actively listen 	
	3.6 State how to work with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> ◆ Positioning ◆ Switching to or from a colleague ◆ Dynamic risk assessment 	
4 Understand how to develop and use problem solving strategies for resolving conflict	4.1 State the importance of viewing the situation from the customer's perspective	<ul style="list-style-type: none"> ◆ Builds rapport ◆ Enables empathy ◆ Helps to diffuse conflict situations ◆ Understand conflict situations 	
	4.2 Identify strategies for solving problems	<ul style="list-style-type: none"> ◆ Managing customer expectations ◆ Building rapport ◆ Find a mutual understanding ◆ Empathy ◆ Explanation of reasons 	

Outcome	Assessment Criteria	Indicative Content	Comment
	4.3 Identify win-win approaches to conflict situations	<ul style="list-style-type: none"> ◆ Both sides come out of encounter satisfied ◆ Problem solving and negotiation ◆ Ways to achieve a win-win situation 	
5 Understand good practice to follow after conflict situations	5.1 State the importance of accessing help and support following an incident	<ul style="list-style-type: none"> ◆ Sources of support through colleagues, management and counsellors ◆ Reduces the chances of long-term problems, such as depression, anxiety, fear, post-traumatic stress 	
	5.2 State the importance of reflecting on and learning from conflict situations	<ul style="list-style-type: none"> ◆ Sharing good practice ◆ Make improvements ◆ Recognise trends and poor practice 	
	5.3 State the benefits of sharing good practice	<ul style="list-style-type: none"> ◆ Prevent reoccurrence of the same problem ◆ Improve procedures for conflict situations ◆ Common response to situations 	
	5.4 State why security operatives should contribute to solutions to recurring problems	<ul style="list-style-type: none"> ◆ To increase safety for staff and customers ◆ Identify procedures or methods to deal with situations effectively 	

Unit Title: Physical Intervention within the Private Security Industry
Unit code: H8XM 04
Date and version: April 2015, Version 001



Outcome	Assessment Criteria	Indicative Content	Comment
1 Understand physical interventions and the implications of their use	1.1 Identify the differences between defensive physical skills and physical interventions	<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 	
	1.2 Identify the differences between non-restrictive and restrictive interventions	<ul style="list-style-type: none"> ◆ Restrictive interventions Involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person's environment. Such interventions can be: <ul style="list-style-type: none"> — Highly Restrictive, ie limit severely the movement and freedom of an individual, or: — Low Level Restrictive, ie limit or contain the movement and freedom of an individual who is less resistant with low levels of force 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<ul style="list-style-type: none"> ◆ Non-restrictive interventions Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to. This would include prompting and guiding an individual to assist them walking. 	
	1.3 Identify positive alternatives to physical intervention	<ul style="list-style-type: none"> ◆ Primary Controls — following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (eg radio for summoning assistance, CCTV, access control). Being positive and proactive in service delivery ◆ Secondary Controls — positive and effective interpersonal communication and the knowledge and skills of conflict management in reducing the need for physical intervention <p>NB: Underpinning knowledge of interpersonal communication will have been completed as part of the Common Unit and the Conflict Management Unit</p>	

Outcome	Assessment Criteria	Indicative Content	Comment
	1.4 State the importance of only using physical intervention skills as a last resort	<p>Because physical intervention can:</p> <ul style="list-style-type: none"> ◆ Increase risks of harm to staff and customers ◆ Result in the prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful ◆ Lead to allegations against staff and potentially loss of licence and/or employment <p>Examples of 'last resort' include when:</p> <ul style="list-style-type: none"> ◆ Other options have failed or are likely to fail ◆ It is not possible or appropriate to withdraw 	
	1.5 State legal implications relating to the use of physical intervention	<ul style="list-style-type: none"> ◆ Legal authority to use force under Statute and Common Law (content must be applicable to Scotland) ◆ Duty of care considerations concerning use of physical intervention <p>NB: Learners will have underpinning knowledge surrounding use of force, arrest, human rights and duty of care within Common and Specialist Units</p>	
	1.6 State the professional implications relating to the use of physical intervention	<ul style="list-style-type: none"> ◆ Sector specific legislation and professional guidance. Importance of familiarising oneself with legislation, professional guidance and standards relevant to area of employment 	

Outcome	Assessment Criteria	Indicative Content	Comment
2 Understand how to reduce the risk of harm when physical intervention skills are used	2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used	Dynamic risk assessment used to: <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 form a decision whether to intervene, when and how ◆ Identify when assistance is needed ◆ Continuously monitor for changes in risks to all parties during and following an intervention ◆ Inform decision to de-escalate use of force and/or withdraw <p>NB: Learners will have underpinning knowledge of dynamic risk assessment from the Conflict Management Unit</p>	
	2.2 Identify the risk factors involved with physical intervention	<ul style="list-style-type: none"> ◆ Potential Medical Consequences <ul style="list-style-type: none"> — Serious harm 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 the 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 (see below) 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<p>Although lawful in certain circumstances such interventions will require high levels of justification and training.</p> <ul style="list-style-type: none"> ◆ Stress and emotional trauma: It is important to recognise the potential stress and emotional trauma individuals can suffer in situations where physical methods and restraints are used. This can be particularly difficult for individuals who have prior experience of abuse and trauma. Staff must respect the dignity of individuals they are managing, however challenging they may find them <p>Risk factors include:</p> <ul style="list-style-type: none"> ◆ Nature of the restraint can increase risk <ul style="list-style-type: none"> – Method of restraint – Position held – Duration of restraint ◆ Situational factors that increase risk <ul style="list-style-type: none"> – Setting and location restraints and risks, environmental hazards, staff numbers, availability of help, access to medical attention, threats presented by others, options available. Increased risk of falls with 'one-on-one' restrictive holds 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<ul style="list-style-type: none"> ◆ Individual factors that can increase risk <ul style="list-style-type: none"> – Risks linked to age, size and weight, physical health and mental health. Alcohol, drug abuse, physical exhaustion, recent ingestion of food. Medical conditions/predispositions. History of violence <p>Especially vulnerable groups: Some groups are especially vulnerable to harm when subject to physical contact and restraint, including children and young people, older adults and individuals with mental health difficulties.</p> <p>Staff likely to physically intervene with people from vulnerable groups should receive additional training.</p>	
	<p>2.3 State the specific risks of dealing with physical intervention incidents on the ground</p>	<p>Whilst they can occur in other positions, restraint related deaths are more common during ground restraints, specifically:</p> <ul style="list-style-type: none"> ◆ Restraint related deaths most commonly occur where an individual is held forcefully face-down on the ground ◆ Restraint related deaths have also occurred when an individual has been held forcefully face-up on the ground 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<p>Staff and the individual restrained are at risk of harm:</p> <ul style="list-style-type: none"> ◆ During forceful takedowns or falls to the ground and impact with the floor and/or objects ◆ From glass or debris on the ground ◆ Vulnerable to assault from others 	
	<p>2.4 Identify the importance of dealing with physical intervention incidents on the ground appropriately</p>	<p>Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided where ever possible Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground.</p> <p>If a situation goes to ground you should try to get the individual up, or to a comfortable seated or recovery position as quickly as possible. In the meantime:</p> <ul style="list-style-type: none"> ◆ Ensure that the individual is monitored to ensure they can breathe without difficulty ◆ Where there is more than one member of the security team involved, one of them should be designated as ‘team leader’. The team leader will be in charge of the team and take responsibility for the safety of the individual. The team leader will also make every effort to maintain dialogue with the individual and try to de-escalate the situation so as to bring it to an end at the earliest opportunity ◆ If the team leader is not in a position to communicate and monitor the subject he/she should ensure a colleague positioned close to their head is fulfilling that role 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<ul style="list-style-type: none"> ◆ De-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency Due to increased risks with ground restraints: ◆ Where restraint on the ground is foreseeable, employers/security contractors and venue/event operators must assess the risks relating to this and implement control measures and provide guidance to staff ◆ Staff that are likely to legitimately use such methods should receive additional training approved by their employer 	
	2.5 Identify ways of reducing the risk of harm during physical interventions	<ul style="list-style-type: none"> ◆ Choosing the least forceful intervention practicable. The physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective ◆ Avoid high risk positions including ground restraints ◆ Avoid high risk methods of restraint such as neck holds and other holds that can adversely affect breathing or circulation ◆ Communication – the importance of ongoing communication between staff and between staff and the subject during and following restraint ◆ Monitoring the wellbeing of the subject of intervention for adverse reactions ◆ Leadership and Teamwork – importance of someone taking a lead role and for others to support as team members 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<ul style="list-style-type: none"> ◆ Ensure practice follows the procedures taught and is not allowed to deviate significantly ◆ De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk ◆ Emergency procedures – immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions 	
	2.6 State how to support colleagues during physical intervention	<ul style="list-style-type: none"> ◆ Switch with colleagues where appropriate ◆ Monitor staff safely ◆ Observe the person restrained and inform colleagues of any concerns for their wellbeing ◆ Contain the immediate area and manage bystanders ◆ Monitor and communicate with others, eg colleagues, staff from other agencies 	
	2.7 State how to manage and monitor a person's safety during physical intervention	<ul style="list-style-type: none"> ◆ Observe fully the risk factors contained in 2.2 above ◆ Ensure that nothing impedes the person's circulation or their ability to breathe ◆ Talk to the person restrained and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe. People can still speak when experiencing positional asphyxia. Act on 'red flags' which include: <ul style="list-style-type: none"> — Effort when breathing — Blocked airway and/or vomiting — Passivity or reduced consciousness — Individual being non-responsive — Signs of head and spinal injury — Facial swelling 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<ul style="list-style-type: none"> — Evidence of alcohol or drug overdose — Blueness around lips, face or nails (signs of asphyxia) — Individual held complaining of difficulty breathing — High body temperature, profuse sweating/hot skin — Exhaustion — Confusion, disorientation and incoherence — Hallucinations, delusions, mania, paranoia — Bizarre behaviour — Extreme fear — High resistance and abnormal strength ◆ Listen to concerns of others present ◆ Ensure a staff member is continuously monitoring wellbeing ◆ Act promptly on concerns 	
	2.8 State responsibilities during physical interventions	<ul style="list-style-type: none"> ◆ All staff involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention ◆ Where more than one member of staff is involved in a physical intervention, one member of staff should be in charge of the intervention ◆ Duty of care to the subject is maintained following restraint ◆ Respect the dignity of the people they are dealing with ◆ Appropriate medical attention is provided to any person who appears to be injured or at risk ◆ Staff should challenge unnecessary and excessive use of force by colleagues 	

Outcome	Assessment Criteria	Indicative Content	Comment
	2.9 State responsibilities immediately following physical interventions	<ul style="list-style-type: none"> ◆ Duty of care to the subject is maintained following use of force/restraint ◆ Appropriate medical attention is provided to any person who appears to be injured or at risk ◆ Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event ◆ Evidence is preserved and witnesses secured ◆ Staff involved must fully report and account individually for their actions 	
	2.10 State the actions to take in a medical emergency	<p>Follow emergency procedures and training, which can include:</p> <ul style="list-style-type: none"> ◆ Immediately ceasing the restraint (if restraint is being applied) ◆ Checking airway – breathing – circulation ◆ Placing in the recovery position ◆ Calling appropriate emergency services ◆ Commencing CPR/defibrillator, if necessary ◆ Providing emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint, including the method and duration ◆ If appropriate, require an announcement to be made over the public address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services) ◆ Clear the immediate area of bystanders 	

Outcome	Assessment Criteria	Indicative Content	Comment
	2.11 Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis	<p>Acute behavioural disturbance (sometimes referred to as Excited Delirium) is a term used to cover a combination of physical and psychological factors including:</p> <ul style="list-style-type: none"> ◆ High temperature ◆ Bizarre behaviour <p>Sustained mental and physical exhaustion and metabolic acidosis.</p> <p>Psychosis which can result from underlying mental illness and/or be drug induced. Signs include hallucinations, paranoia and extreme fear as part of delusional beliefs.</p> <p>This combination of circumstances can result in sudden death and signs should be treated as a medical emergency.</p>	
	2.12 State the specific risks associated with positional asphyxia	<p>Positional asphyxia occurs mostly on ground restraints where a person is held forcefully face-down or face-up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation. Restraints that carry a heightened risk of positional asphyxia should be avoided.</p>	

Outcome	Assessment Criteria	Indicative Content	Comment
		<p>Restraint related deaths involving positional asphyxia have also occurred in other restraint positions, including:</p> <ul style="list-style-type: none"> ◆ Where an individual has been held forcefully on a bed using methods that compromise breathing and circulation ◆ Where an individual has been held forcefully in a seated position using methods that compromise breathing and circulation ◆ Where an individual has been held forcefully in a standing position using methods that compromise breathing and circulation, eg bent over, or forced against a wall/object <p>Key risk factors include:</p> <ul style="list-style-type: none"> ◆ Method of restraint: positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso. Whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia ◆ Position: forceful holds in certain positions increase risks of positional asphyxia. These positions include face-up or face-down restraint on the ground or other surface such as a bed, and seated or standing positions where breathing and/or circulation are compromised, eg by being bent forward 	

Outcome	Assessment Criteria	Indicative Content	Comment
		<ul style="list-style-type: none"> ◆ Duration: the longer a person is held in a position and/or method carrying a heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm and death 	
	2.13 State the specific risks associated with prolonged physical interventions	The longer the duration of the restraint the greater the exposure to risk and to complications.	
	2.14 State the importance of keeping physical intervention knowledge and skills current	<ul style="list-style-type: none"> ◆ Legislation and guidance can change ◆ Proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks 	
3 Be able to use non-aggressive physical skills to protect yourself and others	3.1 Demonstrate non-aggressive stance and positioning skills	<ul style="list-style-type: none"> ◆ Position that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening, non-verbal communication 	
	3.2 Demonstrate non-aggressive skills used to evade and protect against blows	<ul style="list-style-type: none"> ◆ From the skills covered in 3.1 show how use of limbs and movement can protect against an assault 	
	3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds	<ul style="list-style-type: none"> ◆ A small number of skills relevant to the security role that address the most common types of assault 	

Outcome	Assessment Criteria	Indicative Content	Comment
	3.4 Demonstrate non-aggressive methods to stop one person assaulting another	<ul style="list-style-type: none"> ◆ No more than two skills that can be adapted to different scenarios 	
	3.5 Demonstrate non-aggressive team methods to separate persons fighting	<ul style="list-style-type: none"> ◆ No more than two skills that can be adapted to different scenarios 	
	3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others	<ul style="list-style-type: none"> ◆ Helping to calm the individual, give instructions and check wellbeing 	
	3.7 Demonstrate continuous communication to de-escalate a situation	<p>Use positive verbal and non-verbal communication 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 wellbeing of the person restrained ◆ Check the physical and emotional wellbeing of the person restrained ◆ Negotiate and manage safe de-escalation with the person restrained and with the staff involved 	

Outcome	Assessment Criteria	Indicative Content	Comment
	3.8 Demonstrate how to protect against risk immediately following disengagement	<p>Reduce risks of assault to staff and bystanders during and immediately after de-escalation and disengagement of restraint through:</p> <ul style="list-style-type: none"> ◆ Controlled physical de-escalation, ie transition to less forceful holds* ◆ Continuous positive communication with the person held, including an explanation of what is happening and reassurance ◆ Safe positioning during de-escalation and disengagement ◆ Positive communication with colleagues and other people present ◆ Safe handover to others with a briefing, eg the police or ambulance personnel <p>A briefing should include:</p> <ul style="list-style-type: none"> ◆ Risk behaviours presented by the person (to themselves and/or others) ◆ How they were restrained and its duration ◆ Any concerns you have for their wellbeing* <p>*Where there are concerns as to the wellbeing of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.</p>	

Outcome	Assessment Criteria	Indicative Content	Comment
<p>4 Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills</p>	<p>4.1 Demonstrate the use of a method for physically prompting a person</p>	<p>A non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective.</p>	
	<p>4.2 Demonstrate the use of a non-restrictive method of escorting a person</p>	<p>A non-restrictive use of force to escort, when prompting is not sufficient.</p>	
	<p>4.3 Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort</p>	<p>Remind learners of the increased risks associated with one-on-one restraints; teach a low level intervention option for use to hold and escort</p>	
	<p>4.4 Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort</p>	<p>A more restrictive hold and escort skill involving a minimum of two persons</p>	
	<p>4.5 Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties</p>	<p>Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties.</p>	

Outcome	Assessment Criteria	Indicative Content	Comment
	4.6 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques	Helping to calm the individual, give instructions and check wellbeing.	
	4.7 Demonstrate how to escort an individual on stairways	<p>Escorting an individual on a stairway either:</p> <ol style="list-style-type: none"> 1. because they are intoxicated or ill and require assistance; or 2. because they are non-compliant and need to be moved <p>In either case, moving a person up or down the stairs is a risky procedure. No one should be moved up or down stairs if they are violent or if you reasonably foresee that they might become violent during the manoeuvre. Always consider if there is an alternative route that avoids the use of stairs.</p>	

Outcome	Assessment Criteria	Indicative Content	Comment
5 Understand good practice to follow after physical interventions	5.1 State the importance of accessing help and support following an incident	Recognise the potential for physical and psychological harm following an incident where force has been used and the importance of accessing appropriate support.	
	5.2 State the importance of reflecting on and learning from previous physical intervention situations	Importance of sharing learning from experiences with colleagues and employers, so that situations needing physical intervention can be reduced, or managed more safely.	
	5.3 State the importance of fully reporting on the use of force	<ul style="list-style-type: none"> ◆ Description of subject(s) behaviour ◆ Other 'impact factors' ◆ Staff responses, including description of physical interventions and level of force used ◆ Description of any injuries sustained ◆ First aid and medical support provided ◆ Details of admission to hospital ◆ Support to those involved and follow-up action required 	