

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Award for Deliverers of Physical
Intervention Training in the Private Security Industry (QCF)

For first teaching September 2010

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF)

The QCF Qualification Accreditation Number (QAN) is used by centres if they wish to seek public funding, should it be available.

Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The title and Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF)	500/9312/5
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What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications ranging from Entry Level to Level 8 in the Qualifications and Credit Framework (QCF) designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

About is the Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF)

The Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF) has been developed for people wishing to teach physical intervention skills to people working in the private security industry.

Unit 1 ensures that the trainee tutors have the necessary skills and knowledge that they will afterwards be teaching to private security staff, while Unit 2 equips them with the skills to teach and assess the practical skills safely.

Rules of combination

The Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF) is a 4-credit and 35 guided learning hour (GLH) qualification that consists of two mandatory units.

Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF)			
Unit	Mandatory units	Credit	Level
1	Physical Intervention Skills for the Private Security Industry	1	2
2	Delivering Physical Intervention Training	3	3

Assessment

Both units within this qualification are internally assessed. The units are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria.

The assessment criteria must be clearly indicated on the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

Further guidance is given in the *Assessment* section of the units.

Qualification grade

Learners who achieve the two mandatory units will achieve the qualification at pass grade.

In the Edexcel BTEC Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC qualifications and units
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC qualifications are set out in centre guidance which is published annually on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only) that meets their learners' needs.

Guided learning hours and contact time

Guided learning hours are defined as the time that needs to be allocated to direct teaching and other classroom activities together with other structured learning time (for example distance learning and pre-course reading exercises set by the centre) and assessment activities. It excludes activities that are not directed by the tutor, such as background reading and revision done outside of class time.

'Contact time' refers to time spent where learners are in direct contact with a tutor, for example direct teaching, class discussions and supervised practice activities. It also includes all formal assessment time.

Typical activities that are included in GLH but which are *not* defined as contact time would include:

- structured pre-course reading
- distance learning
- e-learning.

These can be called 'non-contact' activities.

Unit 1: Physical Intervention Skills for the Private Security Industry must involve a **minimum** of 7.5 contact hours. Non-contact activities may be used in Unit 1 for learning outcomes 1, 2 and 5. Non-contact activities are not suitable for other parts of Unit 1 or for Unit 2.

Resources

Edexcel BTEC qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Specific resources that are required have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Before learners begin this course, they must have already completed the learning related to:

- a teaching or training qualification, at Level 3 or above, equivalent to PTLLS accredited by Ofqual, SQA or endorsed by the HE Academy.

and

- a qualification in the delivery of conflict management training that is on the NQF or the QCF at Level 3.

Restrictions on learner entry

The Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF) is accredited on the QCF for learners aged 18 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in Edexcel BTEC qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on learners' Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what learners are expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded, at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the assessment criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to each assessment criterion are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

Learners should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept, each corresponding to an assessment criterion. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- Where it appears, 'eg' is a list of examples, used for indicative amplification or clarification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Physical Intervention Skills for the Private Security Industry	13
Unit 2: Delivering Physical Intervention Training	25

Unit 1: Physical Intervention Skills for the Private Security Industry

Unit code: R/600/6303

QCF Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim and purpose

This unit covers the knowledge, understanding and skills relating to physical intervention in the private security industry.

Unit introduction

As part of the current qualification, this unit is designed to be taken by trainee tutors who will, once they have successfully completed the qualification, teach physical intervention skills to people working in the private security industry.

The same unit, with minor modifications, will also be taken by private security staff themselves. However, in the context of the Level 3 BTEC Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF), 'learners' refers to trainee tutors, not private security staff.

Therefore, by successfully completing the unit, trainee tutors will demonstrate they have the skills and knowledge that they will be teaching afterwards.

Learners will be taught about the different types and definitions of physical intervention as well as the legal implications of its use and why it is important to use if only as a last resort. They will learn about how to reduce the risks when physical intervention is used, including the use of dynamic risk assessment, risk factors and responsibilities following a physical intervention. They will also learn about good practice to follow after a physical intervention. They will develop practical skills to protect against assault, including stance and positioning, disengagement and how to separate people who are fighting. They will also learn how to hold and escort, using both restrictive and non-restrictive methods.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
<p>1 Understand physical interventions and the legal/professional implications of their use</p>	<p>1.1 Identify the differences between defensive physical skills and physical interventions</p> <p>1.2 Identify the differences between non-restrictive and restrictive interventions</p> <p>1.3 Identify positive alternatives to physical intervention</p> <p>1.4 State the importance of only using physical intervention skills as a last resort</p> <p>1.5 State legal and professional implications relating to the use of physical interventions</p>
<p>2 Understand how to reduce the risk of harm when physical intervention skills are used</p>	<p>2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used</p> <p>2.2 Identify the risk factors involved with the use of physical interventions</p> <p>2.3 Identify ways of reducing the risk of harm during physical interventions</p> <p>2.4 State responsibilities immediately following physical interventions</p> <p>2.5 State the importance of keeping physical intervention knowledge and skills current</p>

Learning outcomes	Assessment criteria
<p>3 Be able to use non-aggressive physical skills to protect self and others from assault</p>	<p>3.1 Demonstrate non-aggressive stance and positioning skills</p> <p>3.2 Demonstrate non-aggressive skills used to evade and protect against blows</p> <p>3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds</p> <p>3.4 Demonstrate non-aggressive methods to stop one person assaulting another</p> <p>3.5 Demonstrate non-aggressive team methods to separate persons fighting</p> <p>3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others from assault</p>
<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>4.2 Demonstrate the use of a non-restrictive method of escorting a person</p> <p>4.3 Demonstrate the use of a one-person low-level restrictive standing hold that can be used as an escort</p> <p>4.4 Demonstrate the use of a two-person restrictive standing hold that can be used as an escort</p> <p>4.5 Demonstrate how to provide support to colleagues during a physical intervention</p> <p>4.6 Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties</p> <p>4.7 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques</p>

Learning outcomes	Assessment criteria
5 Understand good practice to follow after physical interventions	5.1 State the importance of accessing help and support following an incident 5.2 State the importance of reflecting on and learning from physical intervention situations 5.3 Identify additional factors when reporting and accounting for use of force

Unit content

1 Understand physical interventions and the legal/professional implications of their use

1.1 Differences between defensive physical skills and physical interventions: defensive physical skills (physical intervention skills used to protect oneself from assault); physical interventions (the use of direct or indirect force to limit another person's movement through bodily, physical or mechanical means)

1.2 Differences between restrictive and non-restrictive interventions: definition of 'restrictive' intervention as involving the use of force to limit the movement and freedom of an individual, using bodily contact, mechanical devices or changes to the person's environment; sub-divisions of restrictive intervention (highly restrictive, low-level restrictive); definition of 'highly restrictive' intervention as one that severely limits the movement and freedom of an individual; definition of a 'low-level' restrictive intervention as one that limits or contains the movement and freedom of a less-resistant individual with low levels of force; definition of 'non-restrictive' intervention as one that allows a greater degree of freedom where the subject can move away from the physical intervention if they wish; examples of non-restrictive interventions (prompting/guiding an individual to assist them walking, defensive/self-protective interventions)

1.3 Positive alternatives to physical intervention: primary controls relating to procedures (following employer safety/security policy, procedures and working practices) primary controls relating to security equipment/technology (radio for summoning assistance, CCTV, access control); secondary controls (positive and effective interpersonal communication, knowledge and skills of conflict management to reduce need for physical intervention)

1.4 Importance of using physical intervention skills only as a last resort: reasons (increased risk of harm to staff/customers, danger of allegations against staff and potential loss of licence and/or employment, possibility of staff prosecution if use of force is unnecessary/excessive/in any other way unlawful); examples of 'last resort' (when other options have failed or are likely to fail, when it is not possible or appropriate to withdraw)

1.5 Legal and professional implications of physical interventions: legal authority for use of force; duty of care considerations and possibility of being sued for negligence; possibility of employer being held responsible for excessive use of force or negligence by staff; possibility of nullifying insurance if physical intervention is used inappropriately; possible professional implications if physical intervention is used inappropriately (becoming a target for violence, loss of job, loss of licence)

2 Understand how to reduce the risk of harm when physical intervention skills are used

2.1 Use of dynamic risk assessment: to assess threat and risks of assault to staff and harm to others if physical intervention is or is not used; to evaluate options available and inform decision about whether, when and how to intervene; to identify when assistance is needed; to continuously monitor for changes in risks to all parties during and following an intervention; to inform the decision to de-escalate use of force and/or withdraw

2.2 Risk factors involved with physical interventions: danger of serious harm or death (from strikes or kicks, from an individual falling/being forced to the ground, from interventions involving the neck/spine/vital organs, from restraint face up/face down on the ground or any other position that impairs breathing and increases risk of positional asphyxia); situational factors that increase risk (environmental hazards, staff numbers, lack of availability of help, threats presented by others, increased risk of falls with one-on-one restrictive holds); personal factors that increase risk (age, size/weight, physical health, mental health, alcohol/drug use, physical exhaustion, recent ingestion of food, medical conditions or predispositions)

2.3 Ways of reducing risk of harm during physical interventions: choosing the physical intervention with the least force/least potential to cause injury in achieving the legitimate objective; ongoing communication between staff and with the subject, during and following restraint; monitoring wellbeing of the subject of intervention for adverse reactions; importance of someone taking a lead role and for others to support; de-escalation of physical intervention at the earliest opportunity to reduce exposure to risk; immediate release and assistance if subject complains or demonstrates signs of breathlessness/other adverse reactions

2.4 Responsibilities immediately following physical interventions: duty of care to the subject to be maintained following physical intervention; appropriate medical attention to be provided to any person who appears to be injured or at risk; updating any emergency services attending about circumstances, position, duration and any difficulties experienced during restraint; ensuring evidence is preserved, records made and witnesses identified

2.5 Importance of keeping physical intervention knowledge and skills current: because legislation and guidance can change; because proficiency in physical skills can fade over time, potentially reducing effectiveness and increasing risks

3 Be able to use non-aggressive physical skills to protect self and others from assault

3.1 Non-aggressive stance and positioning skills: how to position self in a way that reduces vulnerability to assault and facilitates exit or intervention while maintaining positive and unthreatening non-verbal communication

3.2 Non-aggressive skills to evade and protect against blows: how to use limbs and movement to protect against an assault while using non-aggressive stance/positioning skills

3.3 Non-aggressive methods of disengagement from grabs and holds: how to use a method of disengaging from grabs/holds to the wrist; how to use a method of disengaging from grabs/holds to clothing

3.4 Non-aggressive methods to stop one person assaulting another: how to use a one-person physical method to stop one person assaulting another

3.5 Non-aggressive team methods to separate people fighting: how to use a two-person physical method to separate people who are fighting

3.6 Communicate professionally while protecting yourself and others from assault: how to communicate with the subject of physical intervention in a way that helps calm the individual, gives instructions and checks their wellbeing

4 Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills

4.1 Physically prompting a person: how to use a non-restrictive prompt when verbal and non-verbal persuasion have not achieved, or are not likely to achieve, the legitimate objective

4.2 A non-restrictive escort: how to use a non-restrictive use of force to escort a subject where prompting is not sufficient

4.3 A one-person restrictive standing/escorting hold: how to use a one-person low-level restrictive standing hold that can be used as an escort

4.4 A two-person restrictive standing/escorting hold: how to use a two-person restrictive standing hold as an escort

4.5 How to provide support to colleagues during a physical intervention: how to use appropriate positioning to observe potential threats to colleagues and customers and to help contain the situation

4.6 How to de-escalate and disengage a physical intervention ensuring safety for both parties: how to reduce force in a controlled way up to the point where staff can safely disengage

4.7 Communicate professionally while using prompting, holding and escorting techniques: how to communicate in a way that helps calm the subject, gives instructions and checks their wellbeing

5 Understand good practice to follow after physical interventions

5.1 Importance of accessing help and support following an incident: importance of recognising the potential for physical and psychological harm following an incident where force has been used; importance of accessing appropriate support

5.2 Importance of reflecting on and learning from physical intervention: importance of sharing learning from experiences with colleagues/employers so that situations needing physical intervention can be reduced or managed more safely

5.3 Additional factors when reporting and accounting for use of force: subject's behaviour; other impact factors (subject size and gender, staff resources, bystanders, potential weapons); staff responses including physical interventions and level of force used; any injuries sustained; first aid and medical support provided; details of any admissions to hospital; support given to those involved and follow up action required

Essential guidance for tutors

Delivery

This unit is intended for people who want to teach physical intervention skills to people working in the private security industry. By successfully completing the unit, they will demonstrate they have the skills and knowledge that they will afterwards be teaching.

It should be noted that, throughout this section, 'learners' refers to trainee tutors, not private security staff.

Learning outcomes 1, 2 and 5 deal with knowledge and understanding while learning outcomes 3 and 4 cover practical skills. Although the amount of Unit content may appear to be greater for the knowledge and understanding, in fact it is likely that most of the 10 hours allocated to this unit will need to be spent on developing and demonstrating the practical skills.

It is important to note that the 10 guided learning hours allocated relates to the time needed *per learner*. Therefore, where assessment of learners takes place sequentially rather than simultaneously, the time allowed may need to be increased accordingly. If the centre is intending to make use of non-contact activities (see page 5 for more information), only learning outcomes 1, 2 and 5 will be suitable for this.

Learning outcomes 1, 2 and 5

These learning outcomes are best suited to classroom-based delivery prior to the delivery of the practical skills. It builds on knowledge that learners will be assumed to have, notably conflict management and the law relating to the use of force.

In assessment criterion 5.3, the reference to 'impact factors' should be understood as referring to factors that will help determine if and how physical intervention is required.

Learning outcomes 3 and 4

Learners must have the opportunity to practise the techniques in controlled conditions before they are assessed. Demonstration and instruction by the tutor, followed by time for learners to practise together whilst being coached, is an effective method for this type of learning. Periodic rotation of groups allows learners to gain richer experience. The use of practical scenarios enhances newly taught skills, and learners can benefit not only from taking part but also from observing each other.

The techniques used in assessment criteria 3.4 and 3.5 might be the same, with the only difference being the number of people intervening. This will, however, depend upon the training programme that the centre is delivering.

When teaching the one-person intervention in assessment criterion 4.3, learners should be reminded about the increased risks involved in one-on-one restraints and that two-person interventions are always preferable if circumstances permit.

Assessment

This unit is intended for people who want to teach physical intervention skills to private security staff. By successfully completing the unit, they will demonstrate they have the skills and knowledge that they will afterwards be teaching.

It should be noted that, throughout this section, ‘learners’ refers to trainee tutors, not private security staff.

Assessment for this unit is in two parts:

- assessment of knowledge and understanding (learning outcomes 1, 2 and 5)
- assessment of practical skills (learning outcomes 3 and 4).

Learners must pass both parts of the assessment to pass the unit.

Learning outcomes 1, 2 and 5

The knowledge components of this unit will be assessed by the centre and subject to Edexcel’s normal quality assurance processes.

There must be evidence that learners have met **each** assessment criterion no matter what assessment method is used.

A sample multiple-choice test paper and answer key is provided on the secure Edexcel website. Centres using this test must administer it under centre supervision. The test paper and mark sheet for each learner must be retained for external verification. If learners who have taken the multiple-choice test fail to meet a particular assessment criterion, centres need not re-administer the whole test; learners can be assessed on only those criteria that they have not met. This may involve use of individual targeted multiple choice questions or any other assessment method, for example oral questioning or short answer questions.

Centres may choose not to use any multiple-choice testing and instead use a different assessment method. Other forms of assessment that might be used include discrete short answer questions, gap fill exercises, questions based on case studies, and oral questioning.

No matter what assessment method is used, there must be a record kept of assessment materials and learners’ answers to allow external verification to take place.

Learning outcomes 3 and 4

There must be evidence learners have met each assessment criterion, demonstrating skills accurately and safely.

Evidence of learners’ performance must be recorded in writing and made available for external verification. A sample observation record is provided in Annexe C. Centres can use this or create their own.

In addition, there must be video evidence of each learner meeting at least **one** assessment criterion in either learning outcome 3 or learning outcome 4, which must be made available for external verification. The video evidence for different learners should, if possible, relate to different assessment criteria. Assessment criteria 3.6 and 4.7 are not suitable for video evidence.

When using practical, scenarios the person to whom the physical intervention is applied could be the tutor or it could be another learner under strict guidance and supervision. Learners must have had the opportunity to practise the techniques in controlled conditions before being assessed.

Assessment criteria 3.1, 3.2 and 3.6 can be thought of as 'sub-skills' which learners should be applying at the same time as they are demonstrating the skills for 3.3, 3.4 and 3.5. Similarly, in learning outcome 4, the communication skills in assessment criterion 4.7 should be applied throughout the assessment of the other skills.

There are other opportunities to link assessment criteria together. For example, 4.1, 4.2 and 4.3 could be demonstrated in a single practical scenario involving a customer who becomes increasingly uncooperative. Assessment criterion 4.6 (disengaging safely) could be demonstrated in relation to either 4.3 (single person) or 4.4 (two person) restraints.

Essential resources

1. Centres must have access to equipment on which learners can be recorded demonstrating their skills in learning outcomes 3 and 4.
 2. Centres must use a training programme endorsed by an SIA-endorsed awarding organisation.
 3. Centres must have employers' liability insurance, public liability insurance and professional indemnity insurance. Under 'Business activity' on the insurance documentation it must state cover for 'training in physical intervention' or equivalent wording. Where the tutor does not hold their own cover, the centre must ensure its insurer is aware of this and extended cover secured where necessary.
 4. Centres must have a first aid policy which includes access to staff with first-aid-at-work qualifications during physical skills training, first aid equipment available during physical skills training, and access to water and a telephone in an emergency
 5. The centre must provide candidates with safety information prior to attendance that informs them that physical activity will be involved and that this carries risk. It must also inform them what is expected from them in terms of behaviour, what they should wear, and what they should do if they have any concerns about their health or fitness to participate in this training.
 6. The centre must demonstrate that it has a system and documentation for risk assessments of the training room and undertake to risk assess the training room(s) each time training is carried out.
 7. A centre that will be delivering training **in its own facilities** must demonstrate that:
 - the room(s) is/are of sufficient size and is/are suitable for the delivery and practice of physical intervention
 - an initial risk assessment has been carried out on the training room(s) and any necessary control measures are in place.
- A centres that will be delivering training **in other locations** must:
- demonstrate that it can identify factors that make a room suitable or unsuitable for physical intervention training
 - undertake to risk assess the training room each time training is carried out.
8. The centre must undertake to maintain a ratio of no more than 12 learners for every approved assessor at all times during the physical skills training and assessment.
 9. Tutors must meet all the following criteria. They must:
 - be authorised to deliver the endorsed programme being used by the centre.
 - hold a teaching or training qualification equivalent to PTLLS accredited by Ofqual, SQA or endorsed by the HE Academy
 - hold a qualification in the delivery of conflict management training that is on the NQF or the QCF at Level 3.
 - hold either a Level 3 Award in Delivering Physical Intervention Training (QCF) or an approved equivalent.

Unit 2: Delivering Physical Intervention Training

Unit code: F/601/2503

QCF Level: 3

Credit value: 3

Guided learning hours: 25

Unit aim and purpose

This unit is intended for people who want to deliver physical intervention training and who require a qualification that proves they are able to do so. It covers the knowledge, understanding and skills relating to the delivery and assessment of physical intervention skills.

Unit introduction

This unit builds upon what has been learned in Unit 1. Unit 1 deals with how to perform the physical intervention training, whereas Unit 2 is about how to teach and assess these skills.

In this unit, the persons who are developing the skills in delivering physical intervention training will normally be referred to as 'trainee tutors'. At times, however, they will be referred to as 'participants' when they are playing the part of a door supervisor who is being instructed in physical intervention.

It is essential that training takes place in a safe environment. Trainee tutors will find out how to reduce risks, including how to risk assess a training environment, how to conduct a safety briefing and how to make sure that participants are physically prepared for the training. They will also find out about how to manage participant behaviour during training and about the importance of not deviating from the agreed programme of learning. It is important that they can show that they are able to ensure effective learning takes place. This includes showing that they can demonstrate the skill being taught, breaking it down into component parts, supervising safe practice of skills and providing feedback and coaching points to participants. Lastly, trainee-tutors will need to demonstrate that they can apply their knowledge of the standards to assess and record participants' achievements.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
<p>1 Be able to assess the training environment to reduce risks in preparation for physical intervention training</p>	<p>1.1 Risk assess a training environment where physical skills will be taught</p> <p>1.2 Identify and record ways of reducing risk in the training environment</p> <p>1.3 Identify personal factors that may increase risk for the participants</p> <p>1.4 Conduct a safety briefing</p> <p>1.5 Ensure participants are physically prepared to take part in physical intervention skills training</p>
<p>2 Be able to safely and effectively manage the learning environment for physical intervention skills</p>	<p>2.1 Explain factors critical to the effectiveness and safety of delivering physical intervention skills</p> <p>2.2 Explain the potential consequences of deviating from an approved physical intervention programme</p> <p>2.3 Manage learner behaviour to ensure a safe and effective learning environment</p> <p>2.4 Identify and manage barriers to learning</p>
<p>3 Be able to deliver instruction in physical intervention skills</p>	<p>3.1 Organise and position learners so that they can learn effectively from instruction</p> <p>3.2 Explain the purpose and potential use of the skill about to be taught</p> <p>3.3 Provide an accurate and safe demonstration of the skill being taught</p> <p>3.4 Break down a skill into component parts for learners</p> <p>3.5 Supervise safe practice of skills</p> <p>3.6 Provide learners with coaching points and feedback</p> <p>3.7 Adapt teaching to facilitate problem solving and application of skill to the workplace</p>

Learning outcomes	Assessment criteria
4 Be able to assess physical intervention skills	4.1 Demonstrate knowledge of the agreed standards in the assessment of physical intervention skills 4.2 Assess learners against agreed standards 4.3 Accurately complete required assessment documentation

Unit content

1 **Be able to assess the training environment to reduce risks in preparation for physical intervention training**

1.1 Risk assess a training environment where physical skills will be taught: factors that make a venue suitable or unsuitable for training (obstructions, floor surface, size); key components of a risk assessment; how to apply risk assessment to a training room

1.2 Ways of reducing risk in the training environment: sources of risk, eg furniture, uneven floor surfaces, pillars, blind spots; ways of reducing risk, eg removal of furniture, use of mats, tutor positioning, changes to safety briefing

1.3 Personal factors that may increase risk for the participants: gender; size; existing medical conditions or injuries

1.4 Conducting a safety briefing: what to include in a safety briefing (training rules, first aid arrangements, evacuation procedures); how to ensure participants have understood, eg questioning, tests, requiring them to summarise what they have been told

1.5 Ensuring participants are physically prepared: importance of checking that people are appropriately dressed; importance of checking that people have confirmed their fitness to participate; why to conduct a warm up (to prevent injury, physical preparation, mental preparation); importance of ensuring warm up is appropriate and in proportion to activity to be undertaken; importance of ensuring that everyone participates in warm up

2 **Be able to safely and effectively manage the learning environment for physical intervention skills**

2.1 Factors critical to the effectiveness and safety of delivering physical intervention skills: importance of rotation of participant groups to enhance learning; importance of managing group dynamics; importance of zero tolerance of dangerous behaviour; importance of adequate supervision during practice activities; use of agreed command word to stop all activity immediately

2.2 Potential consequence of deviating from approved programme: taking time away from teaching of approved programme; injuries to participants while training; consequences for trainer if injury occurs during training; repercussions for training organisation if participants injure someone outside class using techniques that are not part of programme

2.3 Managing behaviour to ensure a safe and effective learning environment: how to monitor groups effectively during practice; how to manage group dynamics; how to manage intensity of practice activity; how to challenge dangerous behaviour

2.4 Identifying and managing barriers to learning: ways of identifying barriers, eg pre-course questionnaires, discussion with participants, observation of performance; managing participants' poor physical coordination, eg additional coaching, adapting practice activity, changing partners; managing participants' overconfidence, eg close supervision, group rotation; managing participants' lack of motivation, eg adapting practice activity, focusing participants on importance of physical skills; managing difficulties caused by participants with English as second language, eg simplifying language, providing additional physical instruction

3 **Be able to deliver instruction in physical intervention skills**

3.1 Organising and positioning: how to position participants so that everyone can see the demonstration; importance of demonstrating skills from different angles

3.2 Explaining purposes and uses of skills to be taught: how to explain purpose and uses of a physical intervention skill; ways of checking understanding

3.3 Providing accurate and safe demonstration of skills: importance of ensuring environment is appropriate for demonstration of skills; how to demonstrate a skill accurately, safely and in a way that all participants can see

3.4 Breaking down a skill into component parts: how to break a demonstration down into bite size chunks and describe the component parts of a skill in a logical sequence

3.5 Supervising safe practice of skills: importance of visiting each individual during practice, offering support where required or requested; importance of tutor positioning while dealing with individuals to allow monitoring of rest of class; avoidance of overcomplicating practice activities; importance of adequate spacing between participants

3.6 Providing coaching points and feedback: how to monitor progress and adapt teaching to individual needs; different ways of feeding back (individual, group); use of peer demonstration and feedback; how to provide positive feedback that reinforces learning and correct where necessary

3.7 Adapting teaching to facilitate problem solving and application of skill to workplace: how to use practical scenarios and the physical environment to allow approved skills to be applied to relevant workplace situations

4 **Be able to assess physical intervention skills**

4.1 Knowledge of agreed standards: for a programme of physical intervention skills

4.2 Assessing against agreed standards: applying assessment criteria to make accurate and valid assessment decisions

4.3 Completing of required assessment documentation: how to complete assessment documentation; importance of authenticating assessment documentation

Essential guidance for tutors

Delivery

This unit is intended for people who want to teach physical intervention skills to door supervisors. They will develop the skills in instruction and assessment of the skills that they have learned in Unit 1.

At times the trainee tutors will be demonstrating their instruction and assessment skills using other class members who will play the role of door supervisors under instruction. When they are in this role, they will be referred to as 'participants'.

Learning outcome 1 deals with safety. As well as direct instruction in the principles of risk management, trainee tutors will benefit from opportunities to practise applying these before they are assessed. With regard to 'personal factors that increase risk', they will need to be taught not only what the factors are, but why they increase risk. When it comes to safety briefings, as well as being taught about what they should contain and the various ways of checking understanding, trainee tutors will benefit from having the opportunity to practise delivering them before assessment, for example in small group practical scenarios. The same is true for the ways of checking that participants are physically prepared.

Learning outcome 2 deals with managing the learning environment. This is a mix of theory and practice and therefore, in addition to tutor input and demonstration, trainee tutors will benefit from opportunities to practise managing class behaviour in teaching scenarios, for example in small groups that could be integrated with learning outcomes 3 and 4. Such scenarios could involve participants who appear to display 'barriers to learning'. These barriers should be understood in the context of instruction of physical intervention skills to door supervisors, rather than general barriers that could be found in any type of learning situation. This could be combined with teaching about the different feedback methods in learning outcome 3.

Learning outcomes 3 and 4 deal with how to instruct and assess the physical skills that trainee tutors have learned in Unit 1. However, there is more to this than simply knowing the physical skills. Trainee tutors have to be able to position participants, explain and demonstrate the skills, and then supervise participants' practice activities. Wherever possible, tutors should use practical methods of demonstrating these skills, and then allow trainee tutors to practise these together. Trainee tutors do not need to practise delivering all of the physical intervention skills covered in Unit 1. However, it would be more interesting for the class if trainee tutors took turns at demonstrating different skills.

Assessment

Where trainee tutors are being assessed in their ability to teach or assess participants, they must be assessed through practical demonstration. When using practical scenarios, the person to whom the physical intervention is applied could be the tutor or it could be other participants under strict guidance and supervision.

There must be documentary evidence that trainee tutors have met **each** assessment criterion that can be made available for external verification. For assessment criteria that involve demonstration, there must be as a minimum an observation record completed by the tutor.

Learning outcome 1 can be assessed by means of two tasks. The first task can combine assessment criteria 1.1, 1.2 and 1.3. While trainee tutors are completing a risk assessment (assessment criterion 1.1), they will at the same time be identifying and recording risk (assessment criterion 1.2). This can then be extended by asking them to identify in writing the three personal factors that increase risk for participants (assessment criterion 1.3). Trainee tutors can use risk assessment documentation provided to them by the centre rather than having to create their own.

Similarly, assessment criterion 1.4 can be assessed at the same time as 1.5. The safety briefing should cover training rules, first aid arrangements and evacuation procedures. Trainee tutors can use documentary materials provided to them by the centre rather than having to create their own and then lead participants in a warm-up activity.

Assessment criteria 2.1 and 2.2 can be assessed either in writing or orally (with the tutor noting down the trainee tutor's answers). Assessment criterion 2.4 can be assessed in the same way, so that trainee tutors explain what they *would* do to manage the different barriers they come across. Alternatively it could be assessed practically alongside the assessment of learning outcome 3.

Assessment criterion 2.4 is probably best integrated with learning outcome 3, which must be assessed through a practical demonstration. Each trainee tutor should instruct participants in the use of at least **one** of the skills from learning outcomes 3 or 4 from Unit 1. All of the assessment criteria from learning outcome 3 could be integrated into a single teaching demonstration. If that is not possible, then the task can be split into smaller groupings (for example, assessment criteria 3.1, 3.2, 3.3 and 3.4 in one task, and then 3.5, 3.6 and 3.7).

Learning outcome 4 could be assessed by use of video clips of people performing physical intervention skills, with trainee tutors judging whether or not the skills have been performed successfully. This has the benefit of allowing all trainee tutors to generate evidence simultaneously in a manner that the centre can easily control.

Alternatively, the assessment of learning outcome 4 could also be integrated with learning outcome 3, so that trainee tutors are first instructing participants in a physical intervention and then assessing them.

To provide sufficient evidence of their abilities to assess the physical intervention skills, each trainee tutor must make at least **three** assessment decisions in learning outcome 4. For example, this might involve three participants performing one skill from Unit 1, or it perhaps one participant performing three different skills. As with the assessment criteria in learning outcome 1, trainee tutors can make use of assessment documentation that is provided for them rather than having to create their own.

Essential resources

Except for access to video recording equipment, the same resource requirements for *Unit 1: Physical Intervention Skills for the Private Security Industry* also apply to this unit.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the quality assurance system and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

National Occupational Standards for teaching and assessment can be downloaded from:

- www.ukstandards.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

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GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A - Sector qualification framework

Edexcel qualifications for teaching and assessment.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5				Edexcel Level 5 NVQ in Learning and Development
4			Edexcel BTEC Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)	Edexcel Level 4 NVQ in Learning and Development Edexcel Level 4 NVQ in Management of Learning and Development Provision
3			Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention in the Private Security Industry (QCF) Edexcel BTEC Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) Edexcel Level 3 BTEC Award for Deliverers of Conflict Management Training	Edexcel Level 3 NVQ in Direct Training and Support Edexcel Level 3 NVQ in Learning and Development

Annexe B – mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF) against the underpinning knowledge of the Level 3 NVQ in Learning and Development.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

	Units of BTEC Award	
	1	2
Units of Level 3 NVQ in Learning and Development	1	2
Mandatory units		
G3 Evaluate and develop own practice		
L3 Identify individual learning aims and programmes		
L5 Agree learning programmes with learners		
L6 Develop training sessions		#
L9 Create a climate that promotes learning		#
L16 Monitor and review progress with learners		#
L18 Respond to changes in learning and development		
Optional units group A		
L10 Enable learning through presentations		
L11 Enable learning through demonstrations and instruction		#
L12 Enable learning through coaching		
L13 Enable group learning		#
Optional units group B		
L4 Design learning programmes		
L7 Prepare and develop resources to support learning		
L14 Support learners by mentoring in the workplace		
L15 Support and advise individual learners		
L20 Support competence achieved in the workplace		
L23 Support how basic skills are delivered in the workplace		
L24 Support people learning basic skills in the workplace		
A1 Assess candidates using a range of methods		#
A2 Assess candidates' performance using observation		#

Annexe C - example learner observation record

Centre	
Name of endorsed training programme used	
Candidate name	

In order to have met an assessment criterion, the following must be evident:

1. The skill has been successfully applied.
2. The skill has been applied in a manner that is safe for the learner and for the subject of the physical intervention
3. The skill has been applied in a way that is consistent with the coaching points set out in the approved training programme

3	Be able to use non-aggressive physical skills to protect yourself and others from assault			
3.1	Demonstrate non-aggressive stance and positioning skills			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met
3.2	Demonstrate non-aggressive skills used to evade and protect against blows			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met
3.3	Demonstrate non-aggressive methods of disengagement from grabs and holds			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met
3.4	Demonstrate non-aggressive methods to stop one person assaulting another			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met
3.5	Demonstrate non-aggressive team methods to separate people fighting			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met
3.6	Communicate professionally with the subject of physical intervention while protecting yourself and others from assault			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met
4	Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills			
4.1	Demonstrate a method for physically prompting a person			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met
4.2	Demonstrate a non-restrictive method of escorting a person			
	(tick as appropriate)	Not met	<input type="checkbox"/>	Met

4.3	Demonstrate a one-person low-level restrictive standing hold that can be used as an escort	(tick as appropriate)	Not met	<input type="checkbox"/>	Met	<input type="checkbox"/>
4.4	Demonstrate a two-person restrictive standing hold that can be used as an escort	(tick as appropriate)	Not met	<input type="checkbox"/>	Met	<input type="checkbox"/>
4.5	Demonstrate how to provide support to colleagues during a physical intervention	(tick as appropriate)	Not met	<input type="checkbox"/>	Met	<input type="checkbox"/>
4.6	Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties	(tick as appropriate)	Not met	<input type="checkbox"/>	Met	<input type="checkbox"/>
4.7	Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques	(tick as appropriate)	Not met	<input type="checkbox"/>	Met	<input type="checkbox"/>

Trainer declaration						
The learner fully participated in the training. I observed the learner throughout the training and declare the learner's ability to successfully and safely demonstrate the skills was:		<table border="1"> <tr> <td>Not met</td> <td><input type="checkbox"/></td> <td>Met</td> <td><input type="checkbox"/></td> </tr> </table>	Not met	<input type="checkbox"/>	Met	<input type="checkbox"/>
Not met	<input type="checkbox"/>	Met	<input type="checkbox"/>			
Trainer's comments						
Trainer name:	Date/...../.....				
Trainer signature:						

Learner declaration		
I confirm that I participated fully in the training and I demonstrated all the above skills accurately and safely		
I confirm that I have been issued with a workbook which illustrates the physical skills that I have undertaken during this course		
Learner's comments:		
Trainer name:	Date/...../.....
Trainer signature:		

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