

# **Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry**

## **Specification**

BTEC Specialist qualification

First teaching January 2015

Issue 4

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

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## Summary of Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry specification Issue 4 changes

Summary of changes made between previous Issue 3 and this current Issue 4	Page
The GLH of the qualification has changed from 40 to 39	4
The TQT of the qualification has changed from 50 to 46	4
The GLH of unit 1 Delivering Physical Intervention Training has been changed from 25 to 27	7
Unit 1 Delivering Physical Intervention Training has been replaced with unit reference number F/616/9075	7
The GLH of unit 2 Physical Intervention Skills in the Private Security Industry has been changed from 15 to 12	7
Unit 2 Physical Intervention Skills in the Private Security Industry has been replaced with unit reference number A/616/8619	7

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

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# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.





# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry
Qualification Number (QN)	601/5230/8
Accreditation start date	01/01/2015
Approved age ranges	18+ 19+
Credit value	5
Assessment	Centre-devised assessment (internal assessment) <b>and</b> Person-devised assessment (externally set, internally marked assessment)
Total Qualification Time (TQT)	46
Guided learning hours	39
Grading information	The qualification and units are at pass grade.
Entry requirements	<p>To complete this qualification, learners must be aged 18 and above and have completed the following security units:</p> <ul style="list-style-type: none"> <li>• Conflict Management within the Private Security Industry</li> <li>• Working within the Private Security Industry</li> <li>• Working as a Doors Supervisor within the Private Security Industry</li> </ul> <p>Learners are also required to have language skills equivalent to the following:</p> <ul style="list-style-type: none"> <li>• A BI level qualification on the Home Office's list of recognised English tests and qualifications</li> <li>• An ESOL qualification at Entry 3 or higher (e.g. Level 1 or 2) on the Ofqual register taken in England, Wales or Northern Ireland</li> <li>• An ESOL qualification at Scottish Qualifications Framework levels 4, 5 or 6 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland</li> <li>• Functional Skills Level 1 in English</li> <li>• SQA Core Skills at Scottish Qualifications Framework Levels 4, 5 or 6</li> </ul> <p>Centres must also follow our access and recruitment policy (<i>see Section 10 Access and recruitment</i>).</p>

## Qualification Number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification objective

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The Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry is for learners who work in, or who want to work in the private security industry as a deliverer of physical intervention skills.

It gives learners the opportunity to:

- develop knowledge related to physical intervention, specifically the legal and professional implications of their use
- develop an understanding of how to reduce the risk of harm, when physical intervention skills are used
- understand good practices to follow after physical interventions
- learn about the use of non-aggressive physical skills to protect themselves and others from assault
- be able to use non-pain compliant standing holding and escorting techniques, including non-restrictive and restrictive skills
- achieve a nationally-recognised Level 3 qualification
- achieve a licence to practise
- develop their own personal growth and engagement in learning.

## Relationship with previous qualifications

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This qualification is a direct replacement for the Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF) 500/9312/5, which has now expired. Information about how the new and old units relate to each other is given in *Annexe B*.

## Progression opportunities through Pearson qualifications

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A large proportion of learners who complete this qualification will already be employed within the private security industry and have the required underpinning knowledge to be able to successfully complete this qualification and be able to progress into tutor roles delivering physical intervention skills to others working in the private security industry.

## **Industry support and recognition**

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This qualification is supported by the Security Industry Authority (SIA), the regulator responsible for regulating the private security industry in the UK.

## **Relationship with National Occupational Standards**

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This qualification relates to the National Occupational Standards in Skills for Security and Skills for Justice. However, the mapping document in *Annexe A* shows the links between the units within this qualification and the Pearson Edexcel Level 3 NVQ Award in Facilitating Learning and Development.

### 3 Qualification structure

#### **Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry**

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	5
Minimum number of credits that must be achieved at level 3 or above	3

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	F/616/9075	Delivering Physical Intervention Training	3	3	27
2	A/616/8619	Physical Intervention Skills within the Private Security Industry	2	2	12

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment methods
Unit 1	Centre-devised assessment
Unit 2	Pearson-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details, please see *Section 13 Further information and useful publications*.

### **Pearson-devised assessment (externally set, internally assessed)**

For unit 2: Physical Intervention Skills within the Private Security Industry, Pearson sets the assignment; the centre assesses the learners' responses and these are externally quality assured. This assignment must be completed by the learner in the classroom under the supervision of the tutor. The assignment and marking guide will be available to download from a secure area of the website.

Centres need to make sure that learners are fully prepared to complete the assignment.

Please also refer to *Section 5 of the Requirements for Awarding Organisations and Training Providers* in *Annexe D*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner 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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)



## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

## 10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

# 12 Units

Units have the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

When a learner achieves a unit, they gain the specified number of credits.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

This gives a summary of what the unit aims to do.

## Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.



# **Unit 1:** **Delivering Physical Intervention Training**

**Unit reference number:** F/616/9075

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 27

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## **Unit aim**

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**

Learners who are developing their 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, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> <li>□ Factors that make a venue suitable or unsuitable for training (obstructions, floor surface, size)</li> <li>□ Key components of a risk assessment</li> <li>□ How to apply risk assessment to a training room</li> </ul>
		1.2	Identify and record ways of reducing risk in the training environment	<ul style="list-style-type: none"> <li>□ Sources of risk, e.g. furniture, uneven floor surfaces, pillars, blind spots</li> <li>□ Ways of reducing risk, e.g. removal of furniture, use of mats, tutor positioning, changes to safety briefing</li> </ul>
		1.3	Identify personal factors that may increase risk for the participants	<ul style="list-style-type: none"> <li>□ Gender, size, existing medical conditions or injuries</li> </ul>
		1.4	Conduct a safety briefing	<ul style="list-style-type: none"> <li>□ What to include in a safety briefing (training rules, first aid arrangements, evacuation procedures)</li> <li>□ How to ensure participants have understood, e.g. questioning, tests, requiring them to summarise what they have been told</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Ensure participants are physically prepared to take part in physical intervention skills training	<ul style="list-style-type: none"> <li>□ Importance of checking that people are appropriately dressed</li> <li>□ Importance of checking that people have confirmed their fitness to participate</li> <li>□ Why to conduct a warm up (to prevent injury, physical preparation, mental preparation)</li> <li>□ Importance of ensuring warm up is appropriate and in proportion to activity to be undertaken</li> <li>□ Importance of ensuring that everyone participates in warm up</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to safely and effectively manage the learning environment for physical intervention skills	2.1	Explain factors critical to the effectiveness and safety of delivering physical intervention skills	<ul style="list-style-type: none"> <li>□ Importance of rotation of participant groups to enhance learning</li> <li>□ Importance of managing group dynamics</li> <li>□ Importance of zero tolerance of dangerous behaviour</li> <li>□ Importance of adequate supervision during</li> <li>□ Practice activities</li> <li>□ Use of agreed command word to stop all activity immediately</li> </ul>
		2.2	Explain the potential consequences of deviating from an approved physical intervention programme	<ul style="list-style-type: none"> <li>□ Taking time away from teaching of approved programme; injuries to participants while training</li> <li>□ Consequences for trainer if injury occurs during training</li> <li>□ Repercussions for training organisation if participants injure someone outside class using techniques that are not part of programme</li> </ul>
		2.3	Manage learner behaviour to ensure a safe and effective learning environment	<ul style="list-style-type: none"> <li>□ How to monitor groups effectively during practice</li> <li>□ How to manage group dynamics; how to manage intensity of practice activity</li> <li>□ How to challenge dangerous behaviour</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Identify and manage barriers to learning	<ul style="list-style-type: none"> <li>□ Ways of identifying barriers, e.g. pre-course questionnaires, discussion with participants, observation of performance</li> <li>□ Managing participants' poor physical coordination, e.g. additional coaching, adapting practice activity, changing partners</li> <li>□ Managing participants' overconfidence, e.g. close supervision, group rotation</li> <li>□ Managing participants' lack of motivation, e.g. adapting practice activity, focusing participants on importance of physical skills</li> <li>□ Managing difficulties caused by participants with English as second language, e.g. simplifying language, providing additional physical instruction</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to deliver instruction in physical intervention skills	3.1	Organise and position learners so that they can learn effectively from instruction	<ul style="list-style-type: none"> <li>□ How to position participants so that everyone can see the demonstration</li> <li>□ Importance of demonstrating skills from different angles</li> </ul>
		3.2	Explain the purpose and potential use of the skill about to be taught	<ul style="list-style-type: none"> <li>□ How to explain purpose and uses of a physical intervention skill</li> <li>□ Ways of checking understanding</li> </ul>
		3.3	Provide an accurate and safe demonstration of the skill being taught	<ul style="list-style-type: none"> <li>□ Importance of ensuring environment is appropriate for demonstration of skills</li> <li>□ How to demonstrate a skill accurately, safely and in a way that all participants can see</li> </ul>
		3.4	Break down a skill into component parts for learners	<ul style="list-style-type: none"> <li>□ How to break a demonstration down into bite size chunks and describe the component parts of a skill in a logical sequence</li> </ul>
		3.5	Supervise safe practice of skills	<ul style="list-style-type: none"> <li>□ Importance of visiting each individual during practice, offering support where required or requested</li> <li>□ Importance of tutor positioning while dealing with individuals to allow monitoring of rest of class</li> <li>□ Avoidance of overcomplicating practice activities; importance of adequate spacing between participants</li> </ul>
		3.6	Provide learners with coaching points and feedback	<ul style="list-style-type: none"> <li>□ How to monitor progress and adapt teaching to individual needs</li> <li>□ Different ways of feeding back (individual, group)</li> <li>□ Use of peer demonstration and feedback</li> <li>□ How to provide positive feedback that reinforces learning and correct where necessary</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.7	Adapt teaching to facilitate problem solving and application of skill to the workplace	<ul style="list-style-type: none"> <li>□ How to use practical scenarios and the physical environment to allow approved skills to be applied to relevant workplace situations</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assess physical intervention skills	4.1	Demonstrate knowledge of the agreed standards in the assessment of Physical Intervention skills	<i>Knowledge of agreed standards:</i> <ul style="list-style-type: none"> <li>□ For a programme of physical intervention skills</li> </ul>
		4.2	Assess learners against agreed standards	<ul style="list-style-type: none"> <li>□ Applying assessment criteria to make accurate and valid assessment decisions</li> </ul>
		4.3	Complete accurately required assessment documentation	<ul style="list-style-type: none"> <li>□ How to complete assessment documentation</li> <li>□ Importance of authenticating assessment documentation</li> </ul>



## Information for tutors

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### Delivery

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 also 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 2: Physical Intervention Skills within the Private Security Industry*. 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 2: Physical Intervention Skills within the Private Security Industry*. However, it would be more interesting for the class if trainee tutors took turns at demonstrating different skills.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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 outcome 3 or 4 from Unit 2. 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 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 2, 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

For this unit, centres must ensure the following:

- 1 Centres must use a training programme endorsed by an SIA-endorsed awarding organisation.
  - 2 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.
  - 3 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.
  - 4 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 and also informs 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.
  - 5 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.
  - 6 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 centre 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.
- 7 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.
  - 8 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 at Level 3 as assigned by Ofqual
    - hold either a Level 3 Award in Delivering Physical Intervention Training and complete refresher training 12 months which is certificated

# Unit 2: Physical Intervention Skills within the Private Security Industry

**Unit reference number:** A/616/8619

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 12

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## Unit aim

This unit is intended for people who want to work in the private security industry. It covers the knowledge, understanding and skills relating to physical intervention.

## Unit introduction

People working in the private security industry sometimes find themselves in a position where they need to use physical intervention skills. You 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 only as a last resort. You will learn about how to reduce the risks when physical intervention is used, including dynamic risk assessment, risk factors and responsibilities following a physical intervention. You will also learn about good practice to follow after a physical intervention. You will develop practical skills to protect against assault, including stance and positioning, disengagement and how to separate people who are fighting. You will also learn how to hold and escort, using restrictive and non-restrictive methods.

This unit builds on knowledge covered in previous units and so, when taken as part of the Pearson BTEC Level 2 Award in Door Supervision, must not be taken until Units 1, 2 and 3 have been taught.

## 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 and also informs 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 centre 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 at Level 3 as assigned by Ofqual
  - hold either a Level 3 Award in Delivering Physical Intervention Training and complete refresher training 12 months which is certificated.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
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"> <li>□ Defensive physical skills                             <ul style="list-style-type: none"> <li>• skills used to protect oneself from assault</li> </ul> </li> <li>□ Physical interventions                             <ul style="list-style-type: none"> <li>• the use of direct or indirect force</li> <li>• through bodily, physical or mechanical means, to limit another person's movement</li> </ul> </li> </ul>
		1.2	Identify the differences between non-restrictive and restrictive interventions	<ul style="list-style-type: none"> <li>□ <i>Non-restrictive interventions</i>: allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to (including prompting and guiding an individual to assist them walking)</li> <li>□ <i>Restrictive interventions</i>: the use of force to limit the movement and freedom of an individual; bodily contact; mechanical devices or changes to the person's environment                             <ul style="list-style-type: none"> <li>• Highly Restrictive: limit severely the movement and freedom of an individual</li> <li>• Low Level Restrictive: limit or contain the movement and freedom of an individual who is less resistant with low levels of force</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Identify positive alternatives to physical intervention	<ul style="list-style-type: none"> <li>□ Primary Controls               <ul style="list-style-type: none"> <li>• following employer safety and security policy, procedures and working practices; guidance on physical intervention</li> <li>• use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control)</li> <li>• being positive and proactive in service delivery</li> </ul> </li> <li>□ Secondary Controls               <ul style="list-style-type: none"> <li>• positive and effective interpersonal communication</li> <li>• knowledge and skills of conflict management in reducing the need for physical intervention</li> </ul> </li> </ul>
	1.4	State the importance of only using physical intervention skills as a last resort	<ul style="list-style-type: none"> <li>□ <i>Physical intervention can:</i> <ul style="list-style-type: none"> <li>• increase risk of harm to staff and customers</li> <li>• result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful</li> <li>• lead to allegations against staff and potentially loss of licence and/or employment</li> <li>• lead to becoming a target of violence</li> </ul> </li> <li>□ <i>Situations of 'last resort' include when:</i> <ul style="list-style-type: none"> <li>• other options have failed or are likely to fail</li> <li>• it is not possible or appropriate to withdraw</li> </ul> </li> </ul>

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



Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> <li>□ <i>Dynamic risk assessment</i>: the continuous assessment of risk in a rapidly changing and often unforeseen environment</li> <li>□ <i>Used to</i>: <ul style="list-style-type: none"> <li>• assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not</li> <li>• evaluate options available and inform decision whether to intervene, when and how</li> <li>• identify when assistance is needed</li> <li>• continuously monitor for changes in risks to all parties during and following an intervention</li> <li>• inform decision to de-escalate use of force and/or withdraw</li> </ul> </li> </ul>
		2.2	Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> <li>□ <i>Potential Medical Consequences - serious harm or death can result from</i>: <ul style="list-style-type: none"> <li>• strikes, kicks, pushes and punches</li> <li>• an individual falling or being forced to the ground</li> <li>• interventions involving the neck, spine or vital organs</li> <li>• 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</li> <li>• any forceful restraint that leads to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li>□ Stress and emotional trauma               <ul style="list-style-type: none"> <li>• recognise the potential stress and emotional trauma individuals can suffer in situations where physical methods and restraints are used</li> <li>• considering the difficulty for individuals who have prior experience of abuse and trauma</li> <li>• ensuring staff respect the dignity of individuals they are managing, however challenging they may find them</li> </ul> </li> <li>□ Nature of the restraint can increase risk (method of restraint, position held, duration of restraint)               <ul style="list-style-type: none"> <li>• Situational factors that increase risk (setting and location constraints 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)</li> <li>• Individual factors that can increase risk (age, size and weight, physical health, mental health, alcohol, drug abuse, physical exhaustion, recent ingestion of food, medical conditions/predispositions, history of violence)</li> </ul> </li> <li>□ 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)               <ul style="list-style-type: none"> <li>• Staff likely to physically intervene with people from vulnerable groups should receive additional training</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	2.3	State the specific risks of dealing with physical intervention incidents on the ground	<ul style="list-style-type: none"> <li>□ Potential restraint related deaths occur where an individual is held forcefully face down on the ground</li> <li>□ Potential restraint related deaths occur when an individual has been held forcefully face up on the ground</li> <li>□ Potential restraint related deaths occur when an individual has been held forcefully on the ground with security staff on their chest, neck or head</li> <li>□ Staff and the individual restrained are at risk of harm (during forceful takedowns or falls to the ground and impact with the floor and/or objects, glass or debris on the ground)</li> <li>□ Vulnerable to assault from others</li> </ul>
	2.4	Identify the importance of dealing with physical intervention incidents on the ground appropriately	<ul style="list-style-type: none"> <li>□ To ensure that the individual can breathe without difficulty</li> <li>□ To ensure the safety of the individual.</li> <li>□ To try to de-escalate the situation so as to bring it to an end at the earliest opportunity</li> <li>□ To identify if there are signs of concern or a medical emergency</li> <li>□ So that security staff know the appropriate control measures</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Identify ways of reducing the risk of harm during physical interventions	<ul style="list-style-type: none"> <li>□ 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)</li> <li>□ Avoid high risk positions including ground restraints</li> <li>□ Avoid high risk methods of restraint such as neck holds and other holds that can adversely affect breathing or circulation</li> <li>□ Communication the importance of on-going communication between staff and between staff and the subject during and following restraint</li> <li>□ Monitoring the wellbeing of the subject of intervention for adverse reactions of subject</li> <li>□ Leadership and Teamwork – importance of someone taking a lead role and for others to support as team members</li> <li>□ Ensure practice follows the procedures taught and is not allowed to deviate significantly</li> <li>□ De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk</li> <li>□ <i>Emergency procedures:</i> Immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions</li> </ul>
		2.6	State how to support colleagues during physical intervention	<ul style="list-style-type: none"> <li>□ Switch with colleagues where appropriate</li> <li>□ Monitor staff safety</li> <li>□ Observe the person restrained and inform colleagues of any concerns for their well being</li> <li>□ Contain the immediate area and manage bystanders</li> <li>□ Monitor and communicate with others e.g. colleagues, staff from other agencies</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	2.7	State how to manage and monitor a person's safety during physical intervention	<ul style="list-style-type: none"> <li>□ Ensure that nothing impedes the person's ability to breathe or their circulation</li> <li>□ Talk to the person restrained and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia. Act on 'red flags' which include <ul style="list-style-type: none"> <li>• effort with breathing</li> <li>• blocked airway and/or vomiting</li> <li>• passivity or reduced consciousness</li> <li>• individual being non responsive</li> <li>• signs of head or spinal injury</li> <li>• facial swelling</li> <li>• evidence of alcohol or drug overdose</li> <li>• blueness around lips, face or nails (signs of asphyxia)</li> <li>• individual held complaining of difficulty breathing</li> <li>• high body temperature, profuse sweating/hot skin</li> <li>• exhaustion</li> <li>• confusion, disorientation and incoherence</li> <li>• hallucinations, delusions, mania, paranoia</li> <li>• bizarre behaviour</li> <li>• extreme fear</li> <li>• high resistance and abnormal strength</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> <li>□ Listen to concerns of others present</li> <li>□ Ensure a staff member is continuously monitoring well being</li> <li>□ Act promptly on concerns</li> </ul>
		2.8	State responsibilities during physical interventions	<ul style="list-style-type: none"> <li>□ All staff involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention</li> <li>□ Where more than one member of staff is involved in a physical intervention, one member of staff should be in charge of the intervention</li> <li>□ Duty of care to the subject is maintained following restraint</li> <li>□ Respect the dignity of the people they are dealing with</li> <li>□ Appropriate medical attention is provided to any person who appears to be injured or at risk</li> <li>□ Staff should challenge unnecessary and excessive use of force by colleagues</li> </ul>
		2.9	State responsibilities immediately following physical interventions	<ul style="list-style-type: none"> <li>□ Duty of care to the subject is maintained following use of force/restraint</li> <li>□ Appropriate medical attention is provided to any person who appears to be injured or at risk</li> <li>□ Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event</li> <li>□ Evidence is preserved and witnesses secured</li> <li>□ Staff involved must fully report and account individually for their actions</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	2.10	State the actions to take in a medical emergency	<ul style="list-style-type: none"> <li>□ <i>Follow emergency procedures and training which can include:</i> <ul style="list-style-type: none"> <li>• immediately ceasing the restraint (if restraint was being applied)</li> <li>• find a trained first aider if not trained</li> <li>• checking airway – breathing – circulation</li> <li>• placing in recovery position</li> <li>• calling appropriate emergency services</li> <li>• commencing CPR/defibrillator if necessary</li> <li>• 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.</li> <li>• 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)</li> <li>• clear the immediate area of bystanders</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	2.11	Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis	<ul style="list-style-type: none"> <li>□ <i>Acute Behavioural Disturbance or excited delirium:</i> a combination of physical and psychological               <ul style="list-style-type: none"> <li>• Signs: high temperature, bizarre behaviour, sustained mental and physical exhaustion; metabolic acidosis</li> </ul> </li> <li>□ Psychosis which can result from underlying mental illness and/or be drug induced               <ul style="list-style-type: none"> <li>• Signs: include hallucinations, paranoia and extreme fear as part of delusional beliefs</li> </ul> </li> <li>□ This combination of circumstances can result in sudden death and signs should be treated as a medical emergency</li> </ul>
	2.12	State the specific risks associated with Positional Asphyxia	<ul style="list-style-type: none"> <li>□ <i>Definition:</i> positional asphyxia occurs during forceful restraint resulting in weight or pressure on the preventing the person from breathing adequately</li> <li>□ <i>Risks:</i> <ul style="list-style-type: none"> <li>• Method of restraint: forceful restraints on the ground carry heightened risk</li> <li>• Position: forceful holds face up or face down increase risks of positional asphyxia. Duration</li> <li>• Duration: The longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm and death</li> </ul> </li> </ul>
	2.13	State the specific risks associated with prolonged physical interventions	<ul style="list-style-type: none"> <li>□ The longer the duration of the restraint the greater the exposure to risk and to complications</li> <li>□ Escalation of conflict</li> <li>□ Injuries associated with the intervention</li> </ul>



Learning outcomes	Assessment criteria		Unit amplification
	2.14	State the importance of keeping physical intervention knowledge and skills current	<ul style="list-style-type: none"> <li>□ Changes in legislation and guidance</li> <li>□ To keep knowledge current and up to date</li> <li>□ Proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
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"> <li>□ How to position self in a way that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication</li> </ul>
		3.2	Demonstrate non-aggressive skills used to evade and protect against blows	<ul style="list-style-type: none"> <li>□ How to use of limbs and movement can protect against an assault while using non-aggressive stance/positioning skills</li> </ul>
		3.3	Demonstrate non-aggressive methods of disengagement from grabs and holds	<ul style="list-style-type: none"> <li>□ How to use a method of disengaging from grabs/holds to the wrist</li> <li>□ How to use a method of disengaging from grabs/holds to clothing</li> </ul>
		3.4	Demonstrate non-aggressive methods to stop one person assaulting another	<ul style="list-style-type: none"> <li>□ How to use a one-person physical method to stop one person assaulting another</li> </ul>
		3.5	Demonstrate non-aggressive team methods to separate persons fighting	<ul style="list-style-type: none"> <li>□ How to use a two-person physical method to separate people who are fighting</li> </ul>
		3.6	Communicate professionally with the subject of physical intervention while protecting yourself and others	<ul style="list-style-type: none"> <li>□ How to communicate with the subject of physical intervention in a way that helps calm the individual</li> <li>□ Give instructions and check well being</li> </ul>
		3.7	Demonstrate continuous communication to de-escalate a situation	<ul style="list-style-type: none"> <li>□ <i>Use positive verbal and non-verbal communications to:</i> <ul style="list-style-type: none"> <li>• calm and reassure the individual restrained</li> <li>• calm and reassure others present</li> <li>• check understanding with the person restrained</li> <li>• check the physical and emotional well-being of the person restrained</li> <li>• negotiate and manage safe de-escalation with the person restrained and with the staff involved</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.8	Demonstrate how to protect against risk immediately following disengagement	<ul style="list-style-type: none"> <li>□ <i>Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:</i> <ul style="list-style-type: none"> <li>• Controlled physical de-escalation i.e. transition to less forceful holds</li> <li>• Continuous positive communication with the person held including explanation of what is happening and reassurance</li> <li>• Safe positioning during de-escalation and disengagement</li> <li>• Positive communication with colleagues and other people present</li> <li>• Safe handover to others with a briefing e.g. the police or ambulance personnel</li> </ul> </li> </ul>

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

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

## Information for tutors

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### Delivery

This unit builds on knowledge covered in previous units and so, when taken as part of the Pearson Level Award in Door Supervision, must not be taken until Units 1, 2 and 3 have been taught.

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.

### Learning outcomes 1, 2 and 5

These learning outcomes are best suited to classroom-based delivery prior to the delivery of the practical skills. 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

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be met.

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.

The unit will be assessed by an externally set and internally marked practical assessment and an externally set and internally marked and knowledge assessment. Both assessments will be externally quality assured. A learner must meet all the assessment criteria.

### Learning outcomes 1, 2 and 5

There must be evidence that learners have met each assessment criterion.

Learning outcomes 1, 2 and 5 are to be internally assessed by an externally set written assignment. The assignment must be completed under the direct supervision of the tutor/assessor and while limited learner collaboration is acceptable, learners must complete and evidence achievement individually. Learners may have access to related resources, for example, a course guide, to support them in completing the tasks.

Learners should be given sufficient time to complete the assignment and the assignment can be completed over a number of days. If learners fail to meet a particular assessment criterion, then they can be re-assessed on only those criteria that they have not met. This may be achieved through the learner re-writing the parts of the assignment relating to the assessment criteria they have not met.

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 that learners have met each assessment criterion, demonstrating skills accurately and safely.

Learning outcomes 3 and 4 are to be internally assessed through observation of a scenario-based practical carried out in a simulated environment. The scenarios will be externally set by Pearson. Where possible the assessment of the different learning outcomes should be integrated and linked.

Evidence of learners' performance must be recorded in writing and made available for external verification.

In addition, video evidence must be provided of each learner meeting at least one assessment criterion in either learning outcome 3 or learning outcome 4, which can be made available for external verification. The video evidence for different learners should, if possible, relate to different assessment criteria.

The subject of the physical intervention 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.

## 13 Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.



## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

### **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)

# Annexe A

## Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications for Deliverers of Physical Intervention Training in the Private Security Industry against the underpinning knowledge of the Pearson Edexcel Level 3 Award in Facilitating Learning and Development. Centres can use this mapping when planning holistic delivery and assessment activities.

### KEY

# indicates partial coverage of knowledge in the NVQ/competence-based qualification unit

A blank space indicates no coverage of the knowledge

		BTEC Specialist units	
		Unit 1	Unit 2
NVQ/competence-based units			
	Understanding the Principles and Practices of Learning and Development		
	Facilitate Learning and Development in Groups	#	
	Facilitate Learning and Development for Individuals	#	

## Annexe B

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### Unit mapping overview

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The table below shows the relationship between the new qualification in this specification and the predecessor qualifications: Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (last registration 31/12/2014).

New units \ Old units	Unit 1	Unit 2
	Unit 1	F
Unit 2		X

#### KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

### **SIA Specification for Learning and Qualifications for Common Security Industry Knowledge**

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#### **Foreword**

The SIA recognises that it is essential for security personnel to have undergone a structured programme of learning and education resulting in recognised qualifications if they are to be effective and professional in their role. Increasingly, industry stakeholders also recognise that the individuals who work to provide a more secure leisure environment must have a broad range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from security personnel will increase.

This document is intended to provide a clear specification on the approach that has been agreed by the SIA and industry stakeholders in relation to the core learning and resulting qualifications required by SIA licensing.

# Section 1: Learning Programme Overview

Training leading to an SIA licence-linked qualification must include the following areas:

Session	Topic
Session 1	Awareness of the Law in the Private Security Industry
Session 2	Health and Safety for the Private Security Operative
Session 3	Fire Safety Awareness
Session 4	Emergency Procedures
Session 5	The Private Security Industry
Session 6	Communication Skills and Customer Care

# Section 2: Learning Programme Details

## Session 1: Awareness of the Law in the Private Security Industry

### Aim:

- To have an awareness of legislation as it applies to the individual in carrying out a licensable activity

### Objectives:

By the end of this session learners will be able to:

- Explain the main differences between Civil and Criminal Law
- State the main aims of the Private Security Industry Act 2001
- Demonstrate an understanding of equality and diversity
- Explain the law on the use of force

## Session 2: Health and Safety for the Private Security Operative

### Aim:

- To understand the importance of safe working practices to comply with legal requirements

### Objectives:

By the end of this session learners will be able to:

- State the importance of Health & Safety in the work environment
- Describe the responsibilities of employees, employers and the self-employed under the Health and Safety at Work Legislation
- State the methods of safe manual handling
- Describe how to minimise risk to personal safety and security
- Identify typical risks and hazards (including slips, trips and falls)
- Identify safety signs and signals
- Explain the reporting procedures for Health and Safety accidents and incidents
- Identify who to contact in first aid situations.

## Session 3: Fire Safety Awareness

### Aim:

- To understand fire procedures in the workplace

### Objectives:

By the end of the session learners will be able to:

- Describe basic fire prevention measures
- List the three elements that must be present for fire to exist
- Identify the classifications of fire
- Describe the different types of fire extinguishers and their uses
- State other types of fire fighting equipment
- Explain the actions to be taken upon discovering a fire
- State the importance of understanding fire control panels
- Describe the importance of understanding fire evacuation procedures
- Describe the role and responsibilities of a fire marshal

## Session 4: Emergencies

### Aim:

- To identify emergencies and describe the importance of emergency procedures

### Objectives:

By the end of the session learners will be able to:

- Define the term "emergency" when used in the workplace
- List different types of emergencies, and the associated problems and actions that should be taken when they occur
- Explain the procedure for making emergency calls
- List the actions which may be taken in the event of personal injury, or a security threat
- Describe behaviours that could indicate unusual or suspicious activity
- Identify potential terror threats and how to report suspicious activity
- Identify their role in the business continuity plan after the event

## Session 5: The Private Security Industry

### Aim:

- To identify the main characteristics of the Private Security Industry

### Objectives:

By the end of the session learners will be able to:

- Define the key purpose of the private security industry
- State the aims and functions of the Security Industry Authority (SIA)
- Describe the required qualities of a private security operative in accordance with Appendix A
- Give examples of different sectors within the private security industry
- Identify opportunities to link with local crime reduction initiatives

## Session 6: Communication Skills and Customer Care

### Aim:

- To understand the importance of effective communication skills and good customer care

### Objectives:

By the end of the session learners will be able to:

- Explain the basic elements of effective communication
- Identify the different types of communication
- State the importance of effective communication in delivering good customer care
- Explain diverse customer needs and expectations
- Describe best practice in relation to customer care
- Describe best practice in relation to radio and telephone communications



### **SIA Introduction to Learning Leading towards Licence-linked Qualifications: Requirements for Awarding Organisations and Training Providers**

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#### **Introduction**

The SIA recognises that all holders of a front-line licence, with the exception of Key Holders, need to have undergone learning resulting in recognised qualifications if they are to be effective and professional in their role. Industry stakeholders also recognise that individuals who work to provide a more secure environment must have a range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from people working in the private security industry will increase.

This document provides an overview of the approach agreed between the SIA and awarding organisations in relation to the learning and resulting licence-linked qualifications needed for operatives to gain a front-line licence. The term awarding organisations in this document also refers to awarding bodies operating in Scotland. The requirements for the common industry knowledge and the specialist knowledge for each of the industry areas is detailed in the SIA documents 'Specification for learning and qualifications' and can be found on the SIA website. Each individual specification has been developed with industry and stakeholders, and reflects up to date and relevant core knowledge and skills used in industry.

#### **1 Implications of the Private Security Industry Act 2001**

Section 1 of the Private Security Industry Act 2001 specifies that the functions of the SIA include 'to set or approve standards of training' and 'to make recommendations and proposals for the maintenance and improvements of standards in the provision of security industry services and other services involving the activities of security operatives'.

The Act continues, in Section 7 to state that licensing criteria '*may include such criteria as the Authority considers appropriate for securing that those persons have the training and skills necessary to engage in the conduct for which they are licensed*' and later in Section 9, that the Authority may '*prescribe or impose conditions as to training*'.

The legislation applies to the whole of the UK. As a result the awarding organisations have produced content specific to the needs of the differing legal systems of the nations.

#### **2 National Occupational Standards (NOS)**

NOS are statements of competence and specify performance outcomes. A significant function of the standards has been as a key component for vocational qualifications. However, they have many other uses including training design, training needs analysis, appraisals, recruitment, skills matrices, skills benchmarking and quality assurance. The detailed specialist content of the SIA learning specifications has been mapped to the respective NOS.

### **3 English Language Pre-requisite for Learners**

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

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

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

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- A B1 Common European Framework of Reference for Languages (CEFR)
- an ESOL qualification at (Entry Level 3) on the Ofqual register taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5; and
- Essential Skills Wales Communication Level 1.

### **4 Criteria for Learning Delivery**

#### **4.1 Facilities**

Training for approved licence-linked qualifications must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment. This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and downstairs for the physical intervention skills unit.

Arrangements for the assessment/examination environment are described in 5 and 6 below.

Training facilities must comply with ongoing approval arrangements of the respective awarding organisation.

#### **4.2 Trainers involved in the delivery of licence-linked qualifications**

Approved trainers delivering programmes included in this specification must have successfully completed a formal teaching or training qualification.

##### **Qualification requirements for Trainers**

All trainers seeking to deliver licence-linked qualifications must either have achieved the Level 3 Award in Education and Training (QCF) or a teaching or training qualification at SVQ level 3 (or equivalent), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:

- PTLLS, CTLLS or DTLLS
- Certificate in Education
- Post Graduate Certificate in Education
- SVQ levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Professional Graduate Diploma in Education (PGDE)

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting any SIA endorsed awarding organisation.

#### **4.3 Qualifications for Trainers of Conflict Management**

The SIA requires all trainers delivering scenario-based conflict management training for licence-linked qualifications to have received relevant training. Trainers are required to hold a qualification at or above NQF/QCF Level 3 in The Delivery of Conflict Management Training.

The SIA may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements as communicated by the relevant awarding organisation.

#### **4.4 Additional Criteria for Approved Trainers Wishing to Deliver Physical Intervention Skills Training**

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

- a suitable teaching/training qualification as defined in 4.2
- a suitable level 3 qualification in conflict management training as defined in 4.3
- a level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF); and
- a current certificate (updated annually) from an approved level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved level 2 programme (see 7 below).

#### **4.5 Sector Competence for Approved Trainers**

Trainers delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

Awarding organisations will require sufficient information about a trainer's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that trainers have the right occupational expertise, the SIA and awarding organisations require trainers new to the sector to have three years frontline operational experience in the last ten in the UK, relevant to the qualifications that they are delivering.

Existing trainers must demonstrate to the awarding organisations that they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector. Trainers must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least thirty hours every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

#### **4.6 Delivery of content specific to the devolved nations.**

Whilst the learning and assessment outcomes apply across the UK, the awarding organisations have provided indicative content that is specific to each of the devolved nations. This content mainly deals with differences between the Law of England and Wales, and that of Scotland and of Northern Ireland. Where the indicative content allows for variations, training providers should deliver only the content that reflects the nation where the training is taking place.

### **5 Examination Venue Criteria**

To gain approval for knowledge-based assessment, all examination venues must comply with the policy, standards and regulations specified by the appropriate Qualifications Regulatory Authority:

- The seating arrangement for candidates must ensure there can be no cheating or collusion between candidates.
- Each candidate must be a minimum of 1.25 metres (centre to centre) each way from the next candidate's chair.
- Each candidate must be seated at a separate desk, table or workstation of sufficient size to undertake a written examination.
- There must be a place for the invigilator to sit.
- Walls must be clear of any material that would provide help to the candidates.
- If the room or desks are changed after approval, this should be done in agreement with awarding organisation procedures.
- Awarding organisations retain the right to make spot checks on examination days to ensure the approved room and numbers are being adhered to.
- The awarding organisation must be made aware of the training and assessment venues in advance. Only these can be used; not substitutes, unless there has been an emergency, such as fire in which case this must be notified to the awarding organisation before the examination commences.
- Invigilation can only be carried out by an individual that does not have an interest in any of the candidates passing the qualification. This means that a trainer may not invigilate when the learners take their exam for the subject(s), which the trainer has delivered.

## **6 Additional Centre and Venue Criteria for Delivery of Physical Intervention Training**

### **6.1 Insurance Requirements**

In line with general insurance requirements, the minimum for an approved centre offering this unit of qualification is

Employers Liability

- Public Liability
- Professional Indemnity

In order to ensure that the insurance cover is 'fit for task', it should actively specify inclusion of the activities being carried out. In this case under 'Business activity' on the insurance documentation it must state cover for 'training in physical intervention'.

Insurance details must be evidenced to the awarding organisation by the centre prior to approval being granted, however, it is the centre's responsibility to ensure that their insurance remains valid and current. This level of insurance cover is mandatory for approved centres and individual trainers delivering physical intervention training at the approved centre. Where the individual tutor does not hold their own cover, the approved centre must ensure its insurer is aware of this and extended cover secured where necessary. Documentation should clearly detail the cover for trainers.

### **6.2 Venue Requirements for physical intervention skills training**

Training venues must be risk assessed for suitability for physical intervention training. Venues will need to be assessed for each training episode. Approved centres are responsible for maintaining and updating assessment documentation.

Centres are required to have in place a policy and procedures in relation to risk assessment.

Physical skills training must take place in safe conditions, as regards:

- size and suitability of training rooms, ensuring that learners have space to demonstrate techniques safely
- ratio of trainers to learners (1 trainer to maximum 12 learners for the delivery of practical skills) .

Centres must have a first aid policy which must include:

- access to staff with first aid at work qualifications during physical skills training
- first aid equipment available during physical skills training
- access to water
- access to a telephone in an emergency.

The centre must furnish candidates with safety information prior to attendance that includes;

- informing them that physical activity will be involved and that this carries risk
- what is expected from them in terms of behaviour
- what they should wear
- what they should do if they have any concerns about their health or fitness to participate in this training.

## **7 Rules for the use of Physical Intervention Training Programmes**

Only those physical intervention programmes that appear on the SIA website on the list 'Physical Intervention Skills: Trainer Training' can be used to train learners registered to achieve the licence-linked physical intervention unit.

Only centres who are approved to offer the full qualification may offer this unit as a standalone and centres must adhere to the following conditions:

The SIA regulations state that this unit may only be delivered as a standalone unit under the following conditions:

- Learners need to hold a current SIA licence in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection.

or

- Learners need to have the relevant SIA licence-linked certificate/qualification which is under 3 years old in one of the following: Door Supervision, Security guarding, Vehicle immobilising or Close Protection.

It is the centres responsibility to ensure that all learners sitting this unit as a standalone unit meet these requirements and to keep and maintain the relevant records.

## **8 Additional requirements for the Delivery of Level 2 Award for Upskilling a Door Supervisor Working within the Private Security Industry and the Award for Upskilling a Door Supervisor Working within the Private Security Industry (Scotland)**

All learners must have a Door Supervisors SIA licence. It is the centres responsibility to check this and ensure that relevant records are available for audit purposes.

## **9 Additional requirements for the Delivery of Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry**

It is an SIA requirement that centres must confirm that each learner has a valid first aid qualification OR can evidence sufficient training or experience to the:

- Level of the First Person on Scene (FPOS) Intermediate Award — 30 hours (Pearson/IHCD) or
- Level 3 Award in First Aid Response (HABC) or equivalent.

Learners should present their valid first aid certificate or evidence of equivalent training and experience to their training provider before they start training. If the learner does not have a recognised first aid award and cannot demonstrate equivalent experience they will need to get an award. This is in addition to the minimum 139.5 hours knowledge and practical skills training.

It is the centre's responsibility to check the learners' first aid certificate and maintain relevant records of how a learner meets this requirement for audit purposes.

Centres are permitted to deliver suitable first aid qualifications together with the close protection qualification as part of a training package.

## **10 Additional Requirements for the Delivery of Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry and the Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)**

To be able to deliver and assess the learning outcomes and assessment criteria of the unit: Practical Operation of CCTV Equipment for the Private Security Industry, centres must have at the minimum a control room environment and a CCTV system with at least two PTZ cameras and associated recording and monitoring equipment.

## **11 Standard Delivery Times for Units in Licence-linked Qualifications**

***Please refer to Appendix A/B for details on qualification delivery times***

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time DOES NOT include:

- Breaks in the delivery of the course
- Checking ID.

Appendix A details the minimum number of days over which the learning for the qualifications must be delivered England, Wales and Northern Ireland and Appendix B has the details for Scotland.

Each day should not exceed eight hours of learning. For the delivery of the Level 2 Award for Working as a Door Supervisor within the Private Security Industry or the Award for Working as a Door Supervisor within the Private Security Industry (Scotland). The SIA recognises that one day may be eight and a half hours to accommodate the assessment arrangements.

The SIA also recognises that the delivery of the Close Protection qualifications may include exercises that will exceed eight hour days. To reflect this practice there is no restriction on the length of a training day, although all Close Protection courses should be delivered over a minimum of twelve days.

## **12 Use of Flexible and/or Distance Learning in the Delivery of Licence-linked Qualifications**

The SIA and the awarding organisations recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning.

Where a centre wishes to use flexible learning in this way, they must firstly inform their awarding organisation. The centre must detail within their quality management processes each of the following:

- Which areas of learning are to be delivered by distance learning
- The method of distance learning to be used
- A robust and auditable method for determining that learners have undertaken the distance learning.

This will be quality assured through the awarding organisations external quality assurance processes.



Distance Learning may be used to deliver:

- The learning (NOT assessment) for the unit Working in the Private Security Industry
- Thirty minutes of learning for preparation for training for the Conflict Management unit
- Three hours learning for preparation for training for the Physical Intervention unit
- The learning for the Safety Awareness for Door Supervisors unit.

Suitable methods of flexible learning include:

- Prepared, high quality on-line learning materials or courses that the learner must navigate
- Prepared, high-quality work-books that the learner must work through and complete
- Prepared, high quality learning materials that the learner can use to cover specified areas of content.

### **13 Order of Delivery of the Units**

It is a requirement that learners on the Door Supervision licence-linked qualification are trained in Conflict Management before Physical Intervention.

### **14 Identification Checking**

The training provider must check the ID of learning before assessment. Awarding organisations should provide confirmation of acceptable ID to centres. This will reflect the SIA list of acceptable Group A and Group B ID documents.

A learner unable to produce the correct documents to satisfy the SIA ID may write to the SIA at the following address with an explanation of why they do not possess the required documents, and an explanation of the documents that they do have. The SIA will assess this evidence on a case-by-case basis.

Learners can write to:

Department RA 2  
PO Box 49768  
London  
WC1V 6WY.

### **15 Reasonable Adjustments**

Awarding organisations require each training provider to operate a reasonable adjustments policy.

### **16 Age Restrictions for Qualifications**

Only those aged 18 or over may hold an SIA licence.

Due to the nature of the work and training, only those aged 18 or over should be enrolled to licenced-linked qualifications for Cash and Valuables in Transit, Door Supervision and Close Protection. However, 16-17 year olds may enrol on Security Guarding, CCTV and Vehicle Immobilisation qualifications' providing it is made clear to them, that they cannot possess a licence until the age of 18.



## **17 Use of Role Play in Training**

Awarding organisations will ensure that all training providers are providing practical learning in Conflict Management and Searching that is delivered as part of the Close Protection, Door Supervision, Security Guarding and Vehicle Immobilisation qualifications. Awarding organisations must satisfy themselves that each centre is delivering these areas of learning through role-play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required.

## **18 Assessment of Qualifications**

Each awarding organisation will provide suitable mechanisms for assessment of the qualifications. The following are descriptions of the MINIMUM standards of assessment awarding organisations must fulfil for each unit.

These rules apply to the units in use in England, Wales, Northern Ireland and Scotland.

### **Working within the Private Security Industry**

This unit will be assessed by an externally set and marked multiple choice question paper consisting of a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

### **Working as a Security Officer within the Private Security**

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

### **Conflict Management within the Private Security Industry**

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 20 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

### **Physical Intervention**

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be passed. The practical assessment will be externally quality assured.

This unit will be assessed by an externally set and internally marked practical assessment and an externally set, internally marked and externally marked or verified knowledge assessment. The practical assessment will be externally quality assured. The externally set, internally marked or externally verified knowledge assessment will combine a mix of Multiple Choice Questions and/or short answer questions. A learner must pass all of the assessment criteria.

No learner should pass the knowledge assessment without correctly answering all questions on the risks involved in physical intervention (including positional asphyxia).

### **Working as a Close Protection Operative**

This unit can be assessed by either of the following methods:

- externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain at minimum of 25 questions. The short answer question/portfolio will contain a minimum of 13 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above. The practical task can only be passed by those demonstrating 100% achievement
- internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above

### **Planning, Preparing and Supporting a Close Protection Operation**

This unit can be assessed by either of the following methods:

- externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain a minimum of 28 questions. The short answer question/portfolio will contain a minimum of 21 questions. The assessment can only be passed by those demonstrating 70% achievement or above.
- internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

### **Working as a CCTV Operator within the Private Security Industry**

Assessment for this unit will be by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

### **Practical Operation of CCTV Equipment within the Private Security Industry**

This unit will be assessed by an externally set and internally marked practical assessment. The practical assessment will be externally quality assured. The learner should achieve all the learning outcomes.

### **Working as a Door Supervisor within the Private Security Industry**

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 45 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

### **Introduction to the Cash and Valuables in Transit Industry**

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 30 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

## **Working as a Cash and Valuables in Transit Operative within the Private Security Industry**

Assessment of this unit will be by an externally set and marked multiple choice paper containing a minimum of 25 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

### **Vehicle Immobilisation**

This unit will be assessed by an internally set, internally marked and externally verified assignment

### **Safety Awareness for Door Supervisors**

This unit will be assessed by an externally-set and externally-marked multiple choice question paper containing a minimum of 15 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

## **19 Certification**

Only full certification from a recognised and approved awarding organisation or a QAA higher education body will be acceptable evidence of successful achievement of the core competency training.

## **20 Audit Criteria**

Centres offering this training are required to allow representatives from the SIA, awarding organisations and associated organisations including relevant qualifications regulators to inspect and/or audit training venues and/or training delivery and/or assessment, in order to ensure consistent quality of delivery and assessment. Each awarding organisation, as part of the process of gaining SIA endorsement, will have given assurances as to the quality assurance processes that they intend to run, which include the commitment that every new centre is visited, and that centres continue to be monitored on the basis of risk thereafter.

## **21 Exemption from Core Competency Training**

Learners with previous relevant qualifications, training and/or experience may be exempt from part or all of the licence-linked qualifications. Details of specific exemptions, and the SIA Exemptions policy, can be viewed on the SIA website training pages.

## Appendix A

### Guided Learning Hours, required contact time and credit value for new units (England, Wales and Northern Ireland)

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry	CCTV Unit 1: Working as a CCTV Operator within the Private Security Industry	14	14	1
	CCTV Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry	8	8	1
	CU: Working within the Private Security Industry	1	1	1
	<b>Total</b>	<b>23</b>	<b>23 (min 3 days)</b>	<b>3</b>
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	CP Unit 1: Working as a Close Protection Operative	56	56	7
	CP Unit 2: Planning, Preparing and Supporting a Close Protection Operation	76	76	9
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>140</b>	<b>139.5 (min 12 days)</b>	<b>17</b>

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a Cash and Valuables in Transit Operative within the Private Security Industry	CViT: Introduction to the CViT industry	10	10	1
	CViT: Working as a CViT operative within the Private Security Industry	18	18	2
	<b>Total</b>	<b>28</b>	<b>28 (min 4 days)</b>	<b>3</b>
Level 2 Award for Working as a Door Supervisor within the Private Security Industry	DS: Working as a Door Supervisor within the Private Security Industry	12	12	1
	CU: Working within the Private Security Industry	1	1	1
	PI: Physical Intervention Skills within the Private Security Industry	12	12	2
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>33</b>	<b>32.5 (min 4 days, see Section 9 of guidance)</b>	<b>5</b>
Level 2 Award for Working as a Security Officer within the Private Security Industry	SO: Working as a Security Officer within the Private Security Industry	10	10	1
	CU: Working within the Private Security Industry	1	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>19</b>	<b>18.5 (min 3 days)</b>	<b>3</b>

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry	VI: Working as a Vehicle Immobiliser within the Private Security Industry	9	9	1
	CU: Working within the Private Security Industry	1	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	<b>Total</b>	<b>18</b>	<b>17.5 (min 3 days)</b>	<b>3</b>
Level 2 Award for Upskilling a Door Supervisor Working within the Private Security Industry	SA: Safety Awareness for Door Supervisors within the Private Security Industry	1	0.5	1
	PI: Physical Intervention Skills within the Private Security Industry	12	12	2
	<b>Total</b>	<b>13</b>	<b>12.5 (min 2 days)</b>	<b>3</b>

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