Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills

Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills

Specification

BTEC Specialist qualification

For first teaching December 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. 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

These qualifications were previously known as:

Edexcel BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills (QCF)

Edexcel BTEC Level 2 Award in Disengagement and Physical Intervention Skills (QCF)

The QNs remain the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Summary of specification Issue 2 changes for:
Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills
Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	3, 4
QCF references removed from unit titles and unit levels in all units	15-44
Guided learning definition updated	10

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.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills

Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills

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

The Qualification Numbers (QNs) for the qualifications in this publication are:

Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills	600/0090/9
Pearson BTEC Level 2 Award Disengagement and Physical Intervention Skills	600/0070/3

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Welcome to the BTECs in Disengagement and Physical Intervention Skills

BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills/BTEC Level 2 Award in Disengagement and Physical Intervention Skills

These qualifications are designed to provide training for people who may need to use physical intervention skills in the workplace to deal with people who display 'challenging' and aggressive behaviour. They are aimed at people who have already taken some form of conflict management training (involving non-physical ways of managing and avoiding conflict), but whose job roles mean that they also need training in disengagement and physical intervention skills.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the workplace by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case **Skills for Security**, the standards setting body for the security business sector. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Contents

What are BTEC Specialist qualifications?

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

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).

About these qualifications

Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills

This qualification is designed to provide training for people who may need to use physical intervention skills in the workplace to deal with people who display 'challenging' behaviour. It is aimed at people who have already taken some form of conflict management training (involving non-physical ways of managing and avoiding conflict), but whose job roles mean that they also need training in disengagement and non-restrictive physical intervention skills.

Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills

This qualification is designed to provide training for people who may need to use physical intervention skills in the workplace to deal with people who display 'challenging', aggressive or violent behaviour. It is aimed at people who have already taken some form of conflict management training (involving non-physical ways of managing and avoiding conflict), but whose job roles mean that they also need training in disengagement and physical intervention skills that range from the non-restrictive (for low-level challenging behaviour) to the restrictive (for higher-level challenging, aggressive or violent behaviour).

Qualification structures

The **Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills** is a 2 credit and 14-guided-learning-hour (GLH) qualification that consists of one optional unit (either Unit 1 or Unit 2) plus one mandatory unit, making a combined total of 2 credits.

The Total Qualification Time (TQT) for this qualification is 20.

Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills			
Unit	**Optional units**	**Credit**	**Level**
1	Law and Risks of Physical Intervention When Working with Young People and Vulnerable Adults	1	2
2	Law and Risks of Physical Intervention for People who Perform Security Functions	1	2
Unit	**Mandatory unit**		
3	Disengagement and Non-restrictive Physical Intervention Methods	1	2

The **Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills** is a 3 credit and 22-guided-learning-hour (GLH) qualification that consists of one optional unit (either Unit 1 or Unit 2) plus two mandatory units, making a combined total of 3 credits.

The Total Qualification Time (TQT) for this qualification is 30.

Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills			
Unit	Optional units	Credit	Level
1	Law and Risks of Physical Intervention When Working with Young People and Vulnerable Adults	1	2
2	Law and Risks of Physical Intervention for People who Perform Security Functions	1	2
Unit	Mandatory units		
3	Disengagement and Non-restrictive Physical Intervention Methods	1	2
4	Restrictive Physical Intervention Methods	1	2

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

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

Guidance

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

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

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

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

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

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues

- local, ie to reflect the employment context of the delivering centre

- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the required units will achieve the qualification at pass grade.

Quality assurance of centres

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

Centres delivering the Pearson BTEC must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for the qualifications

- quality review of the centre verification practice

- centre risk assessment by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes.

Because this qualification carries additional risks compared with other programmes, as part of the approval process, centres will need to meet additional requirements listed below and complete a supplementary qualification approval form specific to these qualifications.

This will include requirements that relate to:

- centre/tutor insurance

- centre policies and procedures

- centre resources

- tutor experience and qualifications.

The supplementary qualification approval form for these qualifications is available from wbl@pearson.com

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Specialist qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Units 1 and 2 may be offered using any mode of delivery that meets the needs of learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Units 1 and 2 must be completed before Unit 3.

Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the unit specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Units 3 and 4 must be delivered and assessed face-to-face by suitably experienced tutors. Further information on the resource requirements for these units is contained within the Essential resources in the units. Unit 3 must be completed before Unit 4.

Resources

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

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

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

Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

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

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level qualification.

Before recruitment, centres make clear to learners the practical nature of the physical intervention skills and the demands that this will place on them in terms of being physically able to undertake such training.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

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

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether 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 whether inside or out of 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. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has 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

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

Guided learning hours

Guided Learning Hours (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

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

Unit introduction

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

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

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

Content structure and terminology

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

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

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

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Specification – Pearson BTEC Level 2 Awards in Disengagement and Non-restrictive Physical
Intervention Skills/Disengagement and Physical Intervention Skills – Issue 2 –
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Unit 1: Law and Risks of Physical Intervention When Working with Young People and Vulnerable Adults

Unit reference number: H/502/5976

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

This unit provides learners with an understanding of different types of physical intervention and of the laws and risk factors related to physical intervention on young people and vulnerable adults.

Unit introduction

People working with young people and vulnerable adults may have to deal with challenging behaviour from service-users. They may need to use disengagement and physical intervention skills as part of an overall strategy for preventing and managing challenging behaviour.

Disengagement and physical intervention carry risks to both the learner and the service-user. It is therefore essential that learners understand different types of physical intervention, and the legal and ethical implications of using disengagement and physical intervention skills in relation to the service-user group. In this unit they will learn about the difference between restrictive and non-restrictive interventions and about the relevant laws and regulations. Some of these, such as health and safety legislation, apply in all situations, but the relevance of others will depend on the situation and the service-users that learners are working with.

Learners will also be introduced to the associated risk factors. Firstly, they will learn about those factors that increase the chances of physical intervention being required. Secondly, learners will consider the factors that increase the risk of injury, such as weapons and personal characteristics of the service-user, for example existing medical conditions. Finally, learners will be taught how these risks can be reduced.

Learners taking this unit must complete it before taking Unit 3 (and Unit 4 if applicable).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the difference between restrictive and non-restrictive physical intervention	1.1	Define the term 'physical intervention'
		1.2	Define the term 'restrictive intervention' in terms of low-level restrictive and highly-restrictive interventions
		1.3	Define the term 'non-restrictive intervention'
2	Understand the law relating to disengagement and physical intervention when working with young people and vulnerable adults	2.1	Explain the concepts of 'reasonable force', 'necessity' and 'proportionality'
		2.2	Explain how legislation and guidance relating to disengagement and physical intervention impacts upon work with young people and vulnerable adults
3	Know the risk factors associated with physical intervention	3.1	Describe the factors that increase the likelihood that physical intervention will be required
		3.2	Describe the individual factors which may increase the risk of injury
		3.3	Describe the situational factors which may increase the risk of injury
		3.4	Describe how to reduce risks associated with physical intervention

Unit content

1 **Understand the difference between restrictive and non-restrictive physical intervention**

   1.1 *Definition of 'physical intervention'*: the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement

   1.2 *Definition of 'restrictive intervention'*: the use of force to limit the movement and freedom of an individual eg, through bodily contact, mechanical devices or changes to the person's environment; 'highly restrictive' interventions as those that severely limit the movement and freedom of an individual; 'low-level restrictive' interventions as those that limit or contain the movement and freedom of a less-resistant individual with low levels of force

   1.3 *Definition of 'non-restrictive intervention':* an intervention that allows a greater degree of freedom where the subject can move away from the physical intervention if they wish to, eg defensive and disengagement interventions, prompting and guiding an individual to assist them in walking

2 **Understand the law relating to disengagement and physical intervention when working with young people and vulnerable adults**

   2.1 *Key areas of law and guidance relevant to all:* Criminal Law Act 1967 (section 3 (1) and concepts of reasonable force, necessity, and proportionality); self-defence in common law; Human Rights Act 1998 (articles 2, 3 and 5); Health and Safety at Work Act 1974 (sections 2, 3 and 7); Management of Health and Safety Regulations 1999 (regulations 3 and 8); National Occupational Standards for the Prevention and Management of Work-related Violence

   2.2 *Other relevant legislation, regulations and guidance:* eg DfES/DoH Guidance for Restrictive Physical Interventions (Valuing People Document) 2002, Children's Act 1989, Children's Homes Regulations 2001, Education Act 1997, Education and Inspection Act 2006 (section 93), Mental Capacity Act 2005, NHS Security Management Service National Conflict Resolution Guidance, Mental Health Act 2007, Health and Social Care Act (Regulated Activities) Regulations 2008

3 **Know the risk factors associated with physical intervention**

   3.1 *Factors that increase the chance that physical intervention will be necessary*: service-user group dynamics; restrictions placed on service-users' lives by society and the service; available resources, eg staffing levels, transport, clinical support; staff attitudes and service culture

3.2 *Individual factors that increase risk of injury*: age; size; weight; existing medical conditions; substances eg alcohol, medication, drugs; physical exhaustion; physical and mental health

3.3 *Situational factors that increase risk of injury*: potential weapons, eg sharps, objects that could be thrown; availability of help; threats presented by others, options available; increased risk of falls with one-on-one restrictive holds; environmental hazards, eg stairs, kitchen, workshops, public places

3.4 *Reducing the risks relating to the use of disengagement and physical intervention*: assault avoidance using dynamic risk assessment; continuous communication between staff and subject during and following use of a physical intervention; using the least aversive or intrusive method; de-escalation of the physical intervention at earliest opportunity; immediate release and assistance if subject complains or shows signs of adverse reactions; alternatives to managing incidents on the floor; avoidance of pressing on the trunk; avoidance of neck holds/restraints; avoidance of single- person restraint

Essential guidance for tutors

Delivery

Learning outcome 1 relates to the core definitions required for learning about physical intervention. It is essential that learners are aware of the key differences in the definitions and the limitations placed upon their use, dependant upon the level of training received by the practitioner. With reference to the definition of 'restrictive intervention', tutors should explain the differences between highly restrictive techniques that severely limit the movement and freedom of an individual, and low-level restrictive interventions that limit or contain the movement and freedom of an individual who is less resistant with low levels of force.

The best way of teaching this would be to support the definitions with the tutor demonstrating each category on a volunteer in front of the class.

Learning outcome 2 relates to the various laws, regulations and guidance which cover the use of disengagement and physical interventions. It is essential that learners understand the concepts of reasonable force, necessity and proportionality. Tutors could provide one or more of the following to facilitate discussion and highlight different possible interpretations of reasonable force, necessity and proportionality: case studies, written/video scenarios or role play.

For the Unit Content that relates to assessment criterion 2.2, all of the legislation is in the form of listed examples; tutors will need to select what is relevant to the needs of learners and their service-users.

Learning outcome 3 deals with the risk factors associated with physical intervention and the factors that increase the chances of physical intervention being necessary. This is best suited to a classroom-based scenario with the use of visual aids, prepared handouts, and tutor-led group discussion. Question and answer sessions after each section will allow learners to consolidate their knowledge and reinforce learning.

Tutors will need to encourage learners to think about the specific factors that relate to their service-user group and service delivery, such as things that they could implement or change to help eliminate or reduce the risks or promote positive behaviours.

Assessment

Learning outcome 1 focuses on the core definitions associated with physical interventions.

- For assessment criterion 1.1, learners will need to define the term 'physical intervention'.

- To meet assessment criterion 1.2, learners should define the term 'restrictive intervention', supporting this with examples of restrictive interventions that may be used in the context of their service-user group (if applicable). The examples should include both highly restrictive and low level restrictive interventions.

- To meet assessment criterion 1.3, learners should define the term 'non-restrictive intervention', supporting this with examples of non-restrictive interventions that may be used in the context of their service-user group (if applicable). The examples should include defensive and disengagement interventions and interventions for prompting and guiding.

Learning outcome 2 focuses on the law and key sections of various other regulations and guidance.

- For assessment criterion 2.1, learners will need to explain the meaning of 'reasonable force' with regard to the Criminal Law Act 1967, as well as the concepts of 'necessity' and 'proportionality'. They will need to relate this to their service-user group and give examples of what is or is not reasonable, necessary and proportional.

- To meet assessment criterion 2.2, learners should refer to other legislation and guidance and describe how this relates to the use of disengagement and physical interventions in relation to their service-user group. For example, learners should show that they are aware of how other legislation, regulations and guidance are interpreted in local policy and staff guidance.

Learning outcome 3 requires learners to understand the risk factors associated with physical intervention. If learners are producing written evidence, all three assessment criteria could be covered in a single assignment, eg a written report or individual care plan. Alternatively, learners could demonstrate their knowledge through oral or written questioning, both of which would need to be recorded.

- For assessment criterion 3.1, learners need to describe the factors that increase the chance of physical intervention being necessary.

- To meet assessment criteria 3.2 and 3.3, learners need to describe the individual and situational factors that increase the risk of injury to themselves and service-users. They should contextualise their answers where appropriate with examples that are relevant to their own service-users.

- Assessment criterion 3.4 requires learners to describe the measures that can be taken to reduce the risks associated with physical intervention. Learners could give examples of how to respond to escalating behaviour from service-users, using the least restrictive intervention methods at each level of behaviour.

Essential resources

None.

Indicative resource materials

Books

Bowie V, Fisher B S and Cooper G — *Workplace Violence: Issues, Trends, Strategies* (Willan Publishing, 2005) ISBN 1843921340

Gill M, Bowie V and Fisher B S — *Violence at Work: Causes, Patterns and Prevention* (Willan Publishing, 2001) ISBN 190324062X

Hollins L and Hardy P — *Managing Challenging, Disruptive and Violent Behaviour: A Guide to Risk Assessment, 2nd edition* (Elysium Publishing, 2007) ISBN 0954313380

Mason T and Chandley M — *Management of Violence & Aggression: A Manual for Nurses and Health Care Workers* (Churchill Livingstone, 1999) ISBN 0443059349

Turnbull J and Patterson B — *Managing Aggression and Violence (*Palgrave Macmillan, 1999) ISBN 0333622510

Waddington P A J, Badger D and Bull R — *The Violent Workplace* (Willan Publishing, 2006) ISBN 1843921685

Websites

www.bild.org.uk	British Institute of Learning Disabilities
www.cfsms.nhs.uk	NHS Counter Fraud and Security Management Service: on this website can be found *Conflict Resolution Training — Implementing the National Syllabus*
www.conflictmanagement.org	Institute of Conflict Management
www.dh.gov.uk	Department of Health: *Guidance for Restrictive Physical Interventions — How to Provide Safe Services for People with Learning Disabilities and Autism Spectrum Disorder*
www.hse.gov.uk	Health and Safety Executive: information on workplace safety, including managing work-related violence
www.nice.org.uk	National Institute for Health and Clinical Excellence: on this website can be found *The Short-Term Management of Disturbed/Violent Behaviour in in-patient psychiatric settings and emergency departments*

Unit 2: Law and Risks of Physical Intervention for People Who Perform Security Functions

Unit reference number: D/502/5975

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

This unit provides learners who perform security functions with an understanding of different types of physical intervention and of the laws and risk factors related to physical intervention.

Unit introduction

People performing security functions may have to deal with challenging behaviour from customers. They may need to use disengagement and physical intervention skills as part of an overall strategy for preventing and managing work-related violence.

Disengagement and physical intervention carry risks to both the learner and the customer. It is therefore essential that learners understand different types of physical intervention, and the legal and ethical implications of using disengagement and physical intervention skills in relation to the customer profile. In this unit they will learn the difference between restrictive and non-restrictive interventions and about the laws and regulations that are relevant to disengagement and physical intervention. Some of these, such as health and safety legislation, apply in all situations, but the relevance of others will depend on the situation and type of customers that learners are working with.

Learners will also be introduced to the associated risk factors. Firstly, they will learn about those factors that increase the chances of physical intervention being required. Secondly, learners will consider the factors that increase the risk of injury, such as having to undertake a specific task or job role, weapons and personal characteristics of the customer, for example anti-social behaviour. Finally, learners will be taught how these risks can be reduced.

Learners taking this unit must complete it before taking Unit 3 (and Unit 4 if applicable).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the difference between restrictive and non-restrictive physical intervention	1.1	Define the term 'physical intervention'
		1.2	Define the term 'restrictive intervention' in terms of low-level restrictive and highly-restrictive interventions
		1.3	Define the term 'non-restrictive intervention'
2	Understand the law relating to disengagement and physical intervention when performing security functions	2.1	Explain the concepts of 'reasonable force', 'necessity' and 'proportionality'
		2.2	Explain how legislation and guidance relating to disengagement and physical intervention impacts upon work when performing security functions
3	Know the risk factors associated with physical intervention	3.1	Describe the factors that increase the likelihood that physical intervention will be required
		3.2	Describe the individual factors which may increase the risk of injury
		3.3	Describe the situational factors which may increase the risk of injury
		3.4	Describe how to reduce risks associated with physical intervention

Unit content

1 **Understand the difference between restrictive and non-restrictive physical intervention.**

   1.1 Definition of 'physical intervention': the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement

   1.2 Definition of 'restrictive intervention': the use of force to limit the movement and freedom of an individual eg, through bodily contact, mechanical devices or changes to the person's environment; 'highly restrictive' interventions as those that severely limit the movement and freedom of an individual; 'low-level restrictive' interventions as those that limit or contain the movement and freedom of a less-resistant individual with low levels of force

   1.2 Definition of 'non-restrictive intervention': an intervention that allows a greater degree of freedom where the subject can move away from the physical intervention if they wish to, eg includes defensive and disengagement interventions, prompting and guiding an individual to assist them walking

2 **Understand the law relating to disengagement and physical intervention when performing security functions**

   2.1 Key areas of law and guidance relevant to all: Criminal Law Act 1967 (section 3 (1) and concepts of reasonable force, necessity, and proportionality); self-defence in common law; Human Rights Act 1998 (articles 2, 3 and 5); Health and Safety at Work Act 1974 (sections 2, 3 and 7); Management of Health and Safety Regulations 1999 (regulations 3 and 8); National Occupational Standards for the Prevention and Management of Work-related Violence

   2.2 Other relevant legislation, regulations and guidance: eg NHS Security Management Service National Conflict Resolution Guidance; licensing law; Private Security Industry Act 2001

3 **Know the risk factors associated with physical intervention**

   3.1 Factors that increase the chance that physical intervention will be necessary: service-user/customer group dynamics; available resources, eg staffing levels, venue capacity; staff attitudes and service culture; duties connected to specific job role, eg escorting and ejection, intervening in disputes, dealing with anti-social behaviour

   3.2 Individual factors that increase risk of injury: age; size; weight; existing medical conditions; substances, eg alcohol, medication, drugs; physical exhaustion; physical and mental health

3.3   *Situational factors that increase risk of injury*: potential weapons, eg sharps, objects that could be thrown; availability of help; threats presented by others, options available; increased risk of falls with one-on-one restrictive holds; environmental hazards, eg stairs, kitchen, workshops, public places

3.4   *Reducing the risks relating to the use of disengagement and physical intervention*: assault avoidance using dynamic risk assessment; continuous communication between staff and subject during and following use of a physical intervention; using least forceful method; de-escalation of the physical intervention at earliest opportunity; immediate release and assistance if subject complains or shows signs of adverse reactions; alternatives to managing incidents on the floor; avoidance of pressing on the trunk; avoidance of neck holds/restraints; avoidance of single person restraint

Essential guidance for tutors

Delivery

Learning outcome 1 relates to the core definitions required for learning about physical intervention. It is essential that learners are aware of the key differences in the definitions and the limitations placed upon their use, dependant upon the level of training received by the practitioner. With reference to the definition of 'restrictive intervention', tutors should explain the differences between highly restrictive techniques that severely limit the movement and freedom of an individual, and low-level restrictive interventions that limit or contain the movement and freedom of an individual who is less resistant with low levels of force.

The best way of teaching this would be to support the definitions with the tutor demonstrating each category on a volunteer in front of the class.

Learning outcome 2 relates to the various laws, regulations and guidance covering the use of disengagement and physical interventions. It is essential that learners understand the concepts of reasonable force, necessity and proportionality. Tutors could provide one or more of the following to facilitate discussion, and highlight different possible interpretations of reasonable force, necessity and proportionality: case studies, written/video scenarios or role play.

For the Unit Content that relates to assessment criterion 2.2, the legislation takes the form of listed examples; tutors will need to select what is relevant to the needs of learners and their service-users.

Learning outcome 3 deals with the risk factors associated with physical intervention and the factors that increase the chances of physical intervention being necessary. This is best suited to a classroom-based scenario with the use of visual aids, prepared handouts, and tutor-led group discussion. Question-and- answer sessions after each section will allow learners to consolidate their knowledge and reinforce learning.

Tutors will need to encourage learners to think about the specific factors that relate to their service-user group and service delivery, such as things that they could implement or change to help eliminate or reduce the risks or promote positive behaviours.

Assessment

Learning outcome 1 focuses on the core definitions associated with physical interventions.

- For assessment criterion 1.1, learners will need to define the term 'physical intervention'.

- To meet assessment criterion 1.2, learners should define the term 'restrictive intervention', supporting this with examples of restrictive interventions that may be used in the context of their service-user group (if applicable). The examples should include both highly restrictive and low-level restrictive interventions.

- To meet assessment criterion 1.3, learners should define the term 'non-restrictive intervention', supporting this with examples of non-restrictive interventions that may be used in the context of their service-user group (if applicable). The examples should include defensive and disengagement interventions and interventions for prompting and guiding.

Learning outcome 2 focuses on the law and key sections of various other regulations and guidance.

- For assessment criterion 2.1, learners will need to explain the meaning of 'reasonable force' with regard to the Criminal Law Act 1967 as well as the concepts of 'necessity' and 'proportionality'. They will need to relate this to their customer group and give examples of what is or is not reasonable, necessary and proportional.

- To meet assessment criterion 2.2, learners should refer to other legislation and guidance and describe how this relates to the use of disengagement and physical intervention in relation to their customer group. For example, learners should show that they are aware of how other legislation, regulations and guidance are interpreted in local policy and staff guidance.

Learning outcome 3 requires the learner to understand the risk factors associated with physical intervention. If learners are producing written evidence, all three assessment criteria could be covered in a single assignment, eg a written report or case study. Alternatively, learners could demonstrate their knowledge through oral or written questioning, both of which would need to be fully recorded.

- For assessment criterion 3.1, learners need to describe the factors that increase the chance of physical intervention being necessary.

- To meet assessment criteria 3.2 and 3.3, learners need to describe the individual and situational factors that increase the risk of injury to themselves and service-users. They should contextualise their answers where appropriate with examples that are relevant to their own service-users.

- Assessment criterion 3.4 requires learners to describe the measures that can be taken to reduce the risks associated with physical intervention. Learners could give examples of how to respond to escalating behaviour from customers, using the least restrictive intervention methods at each level of behaviour.

Essential resources

None.

Indicative resource materials

Books

Bowie V, Fisher B S and Cooper G — *Workplace Violence: Issues, Trends, Strategies* (Willan Publishing, 2005) ISBN 1843921340

Gill M, Bowie V and Fisher B S — *Violence at Work: Causes, Patterns and Prevention* (Willan Publishing, 2001) ISBN 190324062X

Hollins L and Hardy P — *Managing Challenging, Disruptive and Violent Behaviour: A Guide to Risk Assessment, 2nd edition* (Elysium Publishing, 2007) ISBN 0954313380

Turnbull J and Patterson B — *Managing Aggression and Violence (*Palgrave Macmillan, 1999) ISBN 0333622510

Waddington P A J, Badger D and Bull R — *The Violent Workplace* (Willan Publishing, 2006) ISBN 1843921685

Guidance document

British Institute of Innkeepers and Skills for Security — *Physical Intervention: Reducing the Risk — a guide to good practice for employers in the licensed retail sector*

Websites

www.beerandpub.com	British Beer and Pub Association
www.cfsms.nhs.uk	NHS Counter Fraud and Security Management Service: on this website can be found *Conflict Resolution Training — Implementing the National Syllabus*
www.conflictmanagement.org	Institute of Conflict Management
www.nfps.info/news-intro.htm	National Federation for Personal Safety: news and resources relating to physical intervention
www.noctisuk.org	The Voice of the Nighttime Economy (formerly the Bar Entertainment and Dance Association)
www.hse.gov.uk	Health and Safety Executive: information on workplace safety, including managing work-related violence
www.skillforsecurity.org.uk	Skills for Security, the standards setting body for the security industry

Unit 3: Disengagement and Non-restrictive Physical Intervention Methods

Unit reference number: K/502/5977

Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit covers the key principles of disengagement/non-restrictive physical intervention. Learners will also develop practical skills in using non-restrictive physical intervention skills.

Unit introduction

People working with service-users who present a risk of displaying physically aggressive or violent behaviour may need to use disengagement and physical intervention skills as part of an overall strategy for preventing and managing physically aggressive or violent behaviour.

It is better not use disengagement or physical intervention techniques if at all possible, and so learners will look at the control measures that can reduce the chance that these techniques will be required. They will also learn about non-physical skills to defuse and pre-empt conflict.

However, in case such non-physical strategies are unsuccessful, learners will need to achieve an acceptable level of competency in using disengagement and non-restrictive physical intervention skills. Disengagement training will include responding positively to physically aggressive behaviours, such as taking evasive action from hitting and kicking, and releasing themselves from grabs and holds. For the purposes of this qualification, 'non-restrictive' methods of physical intervention will include skills such as prompting, guiding, escorting and holding but not those that involve use of force to fully restrain an individual.

Unit 4 covers restrictive physical interventions for situations where force is required to restrain an individual to prevent them harming themselves or others.

They will also learn about when to use these skills, how to de-escalate these situations and about post-incident issues, such as how and what to report and post incident support.

Learners must already have completed either Unit 1 or Unit 2 before taking this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the key principles of disengagement and physical intervention as part of an overall strategy for managing challenging behaviour	1.1	Identify control measures that reduce the risk that physical intervention will be required
		1.2	Describe non-physical methods that can be adopted to pre-empt or defuse conflict
		1.3	Describe the principles of disengagement and physical intervention
		1.4	Explain what should happen after an incident in terms of reporting and support
2	Be able to use disengagement and non-restrictive physical intervention methods	2.1	Demonstrate methods to protect self or another from assault
		2.2	Demonstrate how to disengage from grabs and holds
		2.3	Demonstrate a method to rescue a person from a strangle hold
		2.4	Demonstrate a method of physically prompting and guiding a person
		2.5	Demonstrate the use of a non-restrictive standing hold that can be used as an escort
		2.6	Demonstrate non-restrictive methods to manage behaviour in seated positions and on the floor

Unit content

1 **Understand the key principles of disengagement and physical intervention as part of an overall strategy for managing challenging behaviour**

1.1 *Control measures to reduce the risk that disengagement and physical intervention will be required*: development and review of effective policy, procedures and working practices; environmental control measures, eg sensory rooms, ergonomics, access control; technological control measures, eg summoning assistance, CCTV

1.2 *Non-physical methods to pre-empt or defuse conflict*: using physical intervention as a last resort when other strategies have failed or are likely to fail; valuing people (showing respect for people, their property and their rights); adopting a person-centred approach; distraction and de-escalation techniques; effective communication; alertness to triggers of violence; signs that situations can escalate; when to summon assistance or leave the scene

1.3 *Principles of disengagement and physical intervention:* when physical intervention may be justified; pre-emption; the use of force in direct relation to the behaviour or amount of resistance/effort; correct positioning/stance/posture; initial approach; reducing the intervention and de-escalating

1.4 *Post-incident issues*: why complete a report; what to report; what post-incident support should be provided

2 **Be able to use disengagement and non-restrictive methods of control**

2.1 *Protecting self or another from assault*: how to evade/protect self or another, eg against hitting, kicking, nipping, scratching, spitting, and throwing objects; how to use posture, stance and positioning

2.2 *Disengagement from grabs and holds*: how to disengage from grabs and holds eg wrist, hair, clothes, strangle holds

2.3 *Rescuing a person from a strangle hold*: how to rescue another person who is being strangled

2.4 *Prompting and guiding*: how to use a method of prompting and guiding a person

2.5 *Holding and escorting*: how to use a non-restrictive standing hold that can be used as an escort

2.6 *Managing behaviour in seated positions and the floor*: how to prevent service-users who are displaying challenging behaviour injuring themselves or others, eg by using cushions or by removing objects that could cause injury; appropriate use by staff of non-restrictive body positioning to interrupt a subject's movement

Essential guidance for tutors

Delivery

Learning outcome 1 requires the learner to understand the key principles of disengagement and physical intervention as part of an overall strategy for dealing with challenging behaviour. Learners need to know that their own organisation is likely to have a violence-reduction policy, which will identify local control measures, eg how to summon assistance. They must learn the importance of becoming familiar with this policy. It would be useful to base the teaching of this on real examples of such policies.

Learners need to understand individual triggers of changes in behaviour and other factors, such as service and social restrictions that influence behaviour. They need to understand non-physical techniques for defusing situations and it must be emphasised that non-physical approaches should be used as far as practicable, and that disengagement or physical intervention techniques should be used only as a last resort when other strategies have failed or are likely to fail.

Learners must understand the principles of disengagement and physical intervention. Disengagement skills refer to a person responding to the service-user's physically challenging behaviours, eg making a positive response to being grabbed. A physical intervention is a conscious decision to 'intervene' in a situation to prevent injury or harm by limiting a person's movement. Learners must understand post-incident issues, such as why incidents are reported, what needs to be reported and who should be involved in the process. All of the above would be included in a person-centred approach to managing challenging behaviour.

Learning outcome 2 focuses on the physical skills required for disengagement and non-restrictive physical intervention techniques. These are techniques which involve physical contact and will include skills such as prompting, guiding, escorting and holding, but not those that involve use of force to fully restrain an individual, as opposed to interventions used to limit the risk of injury or harm by using force to restrict movement. A non-restrictive physical intervention is characterised by the ability of the subject to move way from the intervention if he or she chooses to. Tutors should consider the needs of learners and their service- users carefully when deciding how to teach these skills. For example, the skills that are needed when dealing with children or elderly service-users may differ considerably from those needed to deal with a strong healthy adult. Individual care plans can be used to identify specific responses to challenging behaviours. Similarly, tutors will need to bear in mind that learners may be constrained by particular organisational policies, for example when supporting a person to the floor during an incident and managing incidents on the floor thereafter.

Ideally, the theory element of this training, particularly the key principles of using disengagement and physical intervention as part of an overall strategy for dealing with challenging behaviour from learning outcome 1, should come before any physical skills training. Learners should be taught that, except in exceptional circumstances, holding and restraining techniques need to be carried out by more than one person.

This is best taught in a room suitably prepared for the practice of these techniques, ensuring all health and safety requirements are met. The use of practical scenarios allows the tutor to assess learners' competency in a range of skills to ensure that the correct level of achievement has been met. Demonstration and instruction by the tutor, followed by time for learners to practise whilst being coached, is an effective method for this type of learning. Individual skills can be taught in bite-size sessions and re-visited over the duration of the course. Splitting the group into smaller sub-groups allows all learners to continue to learn throughout the session. Periodic rotation of the groups maintains group dynamics and allows learners to gain further learning opportunities.

There is always a possibility of injury during physical intervention training and this should be reduced through a range of controls. It can be difficult to add realism to training without compromising safety. One straightforward way to achieve this is to have access to the workplace or similar area during training. This allows realistic but tightly controlled problem-solving scenarios where staff can be guided/walked through situations they experience at work considering the skills they could use.

Generally speaking, simulations or scenarios where situations are acted out under high levels of resistance should be avoided, due to the high risk of falls and/or injury. If such training is provided, it should be regarded as an advanced level with suitable control measures in place.

With regard to 'managing behaviour in seated positions and on the floor' (assessment criterion 2.6), the emphasis is not on holding or restraining, but on preventing service-users who are displaying challenging behaviour from causing injury to themselves and others, for example by using cushions or by removing objects that could cause injury.

Tutors should also remind learners that physical skills need to be refreshed over time in order for them to remain competent. This may differ for individual learners, but it is generally accepted as best practice that refresher training takes place annually.

Assessment

Learning outcome 1 deals with the key principles of disengagement and physical intervention. All of the assessment criteria for learning outcome 1 could be done as part of a single assignment, eg a person-centred intervention strategy. Ideally, learners should relate this to their own job and service-user behaviour.

- Assessment criterion 1.1 will be met by learners identifying effective control measures, such as environmental, technological, policies, procedures and working practices.

- Assessment criterion 1.2 requires learners to describe the appropriate non-physical methods for defusing and pre-empting conflict.

- For assessment criterion 1.3, learners need to describe the principles of disengagement and physical intervention. They should relate this to the types of behaviour displayed by choosing the appropriate response.

- Assessment criterion 1.4 will be met by learners describing what, why and how incidents should be reported, and how both service-users and staff should be supported after an incident.

Learning outcome 2 requires learners to accurately and safely demonstrate disengagement and non-restrictive methods of control. Tutor assessment of each learner should be continuous and the competency of each learner must be recorded in writing. Video can be used to support development and assessment.

- Assessment criterion 2.1 requires learners to demonstrate disengagement techniques with regard to evasive/protective actions in response to any or all of the following: kicking, biting, hitting, spitting, nipping and thrown objects. Learners must demonstrate the correct use of posture, stance and positioning

- For assessment criterion 2.2, learners must demonstrate the disengagement from a minimum of two grabs or holds chosen by the tutor.

- For assessment criteria 2.3 to 2.6, learners need to demonstrate the various skills for disengagement and non-restrictive physical intervention with regards to the following scenarios: rescuing from a strangle hold; prompting and guiding; holding and escorting; and managing behaviour in seated positions and on the floor. Learners must demonstrate the skills in a way that is appropriate to the service-users that they work with.

Essential resources

There are a number of resource requirements, relating to:

- centre/tutor insurance

- centre policies and procedures

- centre resources

- tutor experience and qualifications.

The exact requirements are contained within the supplementary qualification approval form for this qualification. This can be obtained from wbl@pearson.com.

Indicative resource materials

Books

Bowie V, Fisher B S and Cooper G — *Workplace Violence: Issues, Trends, Strategies* (Willan Publishing, 2005) ISBN 1843921340

Gill M, Bowie V and Fisher B S — *Violence at Work: Causes, Patterns and Prevention* (Willan Publishing, 2001) ISBN 190324062X

Hollins L and Hardy P — *Managing Challenging, Disruptive and Violent Behaviour: A Guide to Risk Assessment, 2nd edition* (Elysium Publishing, 2007) ISBN 0954313380

Mason T and Chandley M — *Management of Violence & Aggression***:** *A Manual for Nurses and Health Care Workers* (Churchill Livingstone, 1999) ISBN 0443059349

Turnbull J and Patterson B — *Managing Aggression and Violence (*Palgrave Macmillan, 1999) ISBN 0333622510

Waddington P A J, Badger D and Bull R — *The Violent Workplace* (Willan Publishing, 2006) ISBN 1843921685

Websites

www.bild.org.uk	British Institute of Learning Disabilities
www.cfsms.nhs.uk	NHS Counter Fraud and Security Management Service: on this website can be found *Conflict Resolution Training — Implementing the National Syllabus*
www.conflictmanagement.org	Institute of Conflict Management
www.dh.gov.uk	Department of Health: *Guidance for Restrictive Physical Interventions — How to Provide Safe Services for People with Learning Disabilities and Autism Spectrum Disorder*
www.hse.gov.uk	Health and Safety Executive: information on workplace safety, including managing work-related violence
www.nice.org.uk	National Institute for Clinical Excellence: on this website can be found *The Short-Term Management of Disturbed/Violent Behaviour in in-patient psychiatric settings and emergency departments*
www.cqc.org.uk	Care Quality Commission: the body that regulates care provided by the NHS, local authorities, private companies and voluntary organisations. The CQC also seeks to protect the interests of people whose rights are restricted under the Mental Health Act
www.nfps.info/news-intro.htm	National Federation for Personal Safety: news and resources relating to physical intervention

Unit 4: Restrictive Physical Intervention Methods

Unit reference number: M/502/5978

Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit covers the knowledge related to which restrictive physical interventions should be avoided. Learners will also develop practical skills in using restrictive physical intervention skills.

Unit introduction

People working with service-users who present a risk of displaying physically challenging or violent behaviour may need to use restrictive physical intervention skills as part of an overall strategy for preventing and managing physically challenging or violent behaviour.

It is better not to use these techniques if at all possible. Learners should already have looked at ways of pre-empting and avoiding conflict in Unit 3: Disengagement and Non-restrictive Methods of Physical Intervention.

However, when it becomes necessary, they will need to achieve an acceptable level of competency in using restrictive physical intervention skills in various situations. This unit equips learners with skills that can be used in situations, and with service-users, that are more physically challenging and consequently the physical intervention skills learned are 'restrictive' ie force is used to restrict a person's movement.

It is vital that they also learn about the high-risk techniques that should be avoided and the reasons for this. These are typically techniques that interfere with breathing, circulation or where there is risk of injury or harm.

Learners must already have completed either Unit 1 or Unit 2 as well as Unit 3 before taking this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand which types of physical intervention should be avoided	1.1	Explain which types of physical intervention carry a high risk and should be avoided
2	Be able to use restrictive physical intervention skills safely	2.1	Demonstrate a two-person restrictive standing hold that can be used as an escort
		2.2	Demonstrate a two-person restrictive seated hold
		2.3	Demonstrate a team method to separate persons fighting
		2.4	Demonstrate how to support a person to and from the floor
		2.5	Demonstrate how to restrict a person's movement when in a horizontal position
		2.6	Demonstrate how to move a person held horizontally to a safer position

Unit content

1 **Understand which types of physical intervention should be avoided**

1.1 *High-risk techniques*: restraints that interfere with respiratory or circulatory systems; pressure on any part of the spine; striking or hitting; single-person, highly-restrictive restraint (except in exceptional circumstances); hyper extension of a joint; head or neck locks

2 **Be able to use restrictive physical intervention techniques safely**

2.1 *Two-person restrictive standing/escorting holds*: how to use a two-person restrictive standing hold that can be used as a restrictive escort

2.2 *Two-person restrictive seated holds*: how to use a two-person restrictive seated hold

2.3 *Breaking up fights*: how to use a team technique to separate people who are fighting

2.4 *Supporting a person to and from the floor*: how to use staff-supported descent when a service-user is determined to go to ground; staff supported ascent from the floor

2.5 *Restricting a person's movement when in a horizontal position*: how to use physical intervention to safely restrict the movement of a person who is in a horizontal position on the ground or other horizontal surface

2.6 *Moving a person held horizontally to a safer position*: how to safely move a person being held in a horizontal position to a safer position

Essential guidance for tutors

Delivery

Learning outcome 1 deals with those techniques that should not be used. This is best delivered in a classroom situation with the use of visual aids and handouts. This can be supplemented by a tutor demonstration, but without the learner being given the opportunity to practise.

Tutors need to highlight high-risk techniques and the possible consequences if they were to be used, eg any technique that interferes with respiratory or circulatory systems. Case studies documenting incidents where serious injury or death has resulted are a valuable resource to help highlight these risks.

Learning outcome 2 requires learners to be able to use restrictive physical intervention techniques. These techniques are those in which force is used to restrict the service-user's movements.

Learning outcome 2 requires learners to be able to use restrictive physical intervention techniques. These techniques are those in which force is used to restrict the service-user's movements.

The risk of serious injury is increased when restrictive holds are used in circumstances where the subject is in a horizontal position facing upwards (supine) or downwards (prone). Whilst the safest approach is avoid getting into such situations, there are occasions when it cannot be avoided and therefore appropriate skills need to be taught and practiced in a safe and controlled manner. Common examples are where the subject is attempting to go to the floor whilst being held in a standing position or where the subject is already on the floor or other surface such as a bed or trolley. To manage such situations skills need to be taught which will safely support a person the floor (often known as 'staff-supported descent') and manage the person whilst in a horizontal position. The aim is to move the subject to a safer position as soon as it is safe to do so and skills need to be taught to achieve this effectively and safely.

This is best taught in a room suitably prepared for the practice of these techniques, ensuring all health and safety requirements are met. The use of practical scenarios allows the tutor to assess learners' competency in a range of skills to ensure that the correct level of achievement has been met. Demonstration and instruction by the tutor, followed by time for learners to practise whilst being coached, is an effective method for this type of learning. Individual skills can be taught in bite-size sessions and re-visited over the duration of the course. Splitting the group into smaller sub-groups allows all learners to continue to learn throughout the session. Periodic rotation of the groups maintains group dynamics and allows learners to gain further learning opportunities.

There is always a possibility of injury during physical intervention training and this should be reduced through a range of controls. It can be difficult to add realism to training without compromising safety. One straightforward way to achieve this is to have access to the workplace or similar area during training. This allows realistic but tightly controlled problem-solving scenarios where staff can be guided/walked through situations they experience at work considering the skills they could use.

Generally speaking, simulations or scenarios where situations are acted out under high levels of resistance should be avoided, due to the high risk of falls and/or injury. If such training is provided, it should be regarded as an advanced level with suitable control measures in place.

The trainer may want staff to experience the skills with a degree of resistance to enhance confidence and technique. This should be done through tightly controlled exercises stipulating the level of resistance to be offered and safety boundaries. For added control the trainer may adopt the role of the subject being controlled.

Trainers should continually examine and reinforce primary and secondary responses, in other words, alternatives to physical intervention during any problem-solving or practical scenario (if used).

As with Unit 3, tutors should remind learners that physical skills need to be refreshed over time in order for them to remain competent. This may differ for individual learners. It is generally accepted as best practice that refresher training takes place annually. Learners should be reminded that, except in exceptional circumstances, holding and restraining techniques need to be carried out by more than one person.

Assessment

Learning outcome1 requires the learner to explain the reasons why certain types of physical intervention should be avoided due to the high risks involved. This could be assessed in a variety of ways. For example, it could be done through question-and-answer sessions with individual learners after classroom delivery. If questions and answers are used, both must be recorded for each learner.

Learning outcome 2 requires learners to demonstrate, accurately and safely, each of the restrictive physical intervention techniques covered in the assessment criteria. It is useful to define the observable criteria which need to be met to accurately demonstrate each skill and incorporate this into an assessment checklist. The tutor's assessment of each learner could be continuous and the competency of each learner must be recorded in writing. Video can also be used to support development and assessment. The training needs to provide learners with the opportunity to practise dealing with relevant and realistic scenarios applying the knowledge and techniques. This can take the form of controlled scenarios, carefully managed by the tutor as there is an increased potential for training injuries. Learners should be able to accurately and safely demonstrate the techniques before applying them in practical scenarios.

If the trainer wishes to assess the level of skill under a degree of resistance then the trainer should adopt the role of aggressor. This should be done through tightly controlled exercises stipulating the level of resistance to be offered and safety boundaries.

Essential resources

There are a number of resource requirements, relating to:

- centre/tutor insurance
- centre policies and procedures
- centre resources
- tutor experience and qualifications.

The exact requirements are contained within the supplementary qualification approval form for this qualification. This can be obtained from wbl@pearson.com.

Indicative resource materials

Textbooks

Bowie V, Fisher B S and Cooper G — *Workplace Violence: Issues, Trends, Strategies* (Willan Publishing, 2005) ISBN 1843921340

Gill M, Bowie V and Fisher B S — *Violence at Work: Causes, Patterns and Prevention* (Willan Publishing, 2001) ISBN 190324062X

Hollins L and Hardy P — *Managing Challenging, Disruptive and Violent Behaviour: A Guide to Risk Assessment, 2nd edition* (Elysium Publishing, 2007) ISBN 0954313380

Mason T and Chandley M — *Management of Violence & Aggression: A Manual for Nurses and Health Care Workers* (Churchill Livingstone, 1999) ISBN 0443059349

Turnbull J and Patterson B — *Managing Aggression and Violence* (Palgrave Macmillan, 1999) ISBN 0333622510

Waddington P A J, Badger D and Bull R — *The Violent Workplace* (Willan Publishing, 2006) ISBN 1843921685

Websites

www.bild.org.uk	British Institute of Learning Disabilities
www.cfsms.nhs.uk	NHS Counter Fraud and Security Management Service: on this website can be found *Conflict Resolution Training — Implementing the National Syllabus*
www.conflictmanagement.org	Institute of Conflict Management
www.dh.gov.uk	Department of Health: *Guidance for Restrictive Physical Interventions — How to Provide Safe Services for People with Learning Disabilities and Autism Spectrum Disorder*
www.hse.gov.uk	Health and Safety Executive: information on workplace safety, including managing work-related violence
www.nice.org.uk	National Institute for Clinical Excellence: on this website can be found *The Short-Term Management of Disturbed/Violent Behaviour in in-patient psychiatric settings and emergency departments*
www.nfps.info/news-intro.htm	National Federation for Personal Safety: news and resources relating to physical intervention

Further information and useful publications

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

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.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.

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 in our published training directory or through customised training at your centre.

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

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

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

Our customer service numbers are:

BTEC and NVQ   0844 576 0026

GCSE   0844 576 0027

GCE   0844 576 0025

The Diploma   0844 576 0028

DiDA and other qualifications   0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

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

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

Annexe A

The Pearson/BTEC qualification framework for the security sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist qualifications	NVQ/competence-based qualifications
3			Pearson BTEC Level 3 Certificate in Close Protection	
2			Pearson BTEC Level 2 Award in CCTV Operations (Public Space Surveillance)	Pearson Edexcel Level 2 Certificate in Providing Security Services
			Pearson BTEC Level 2 Award in Disengagement and Non-Restrictive Physical Intervention	
			Pearson BTEC Level 2 Award in Disengagement and Physical Intervention	
			Pearson BTEC Level 2 Award in Door Supervision	
			Pearson BTEC Level 2 Award in Security Guarding	
			Pearson BTEC Level 2 Award in Vehicle Immobilisation	

Specification – Pearson BTEC Level 2 Awards in Disengagement and Non-restrictive Physical
Intervention Skills/Disengagement and Physical Intervention Skills – Issue 2 –
June 2017 © Pearson Education Limited 2017

Annexe B

Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
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.
Performance tables	If relevant, qualifications may be listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualification Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	Where relevant, qualifications are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe C

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry-level Specialist qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry-level qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits