



Pearson BTEC Level 2 Award Working as a Door Supervisor within the Private Security Industry

Unit 4: Physical Intervention Skills within the Private Security Industry

About this Assignment

This assignment has been written for centres:

- To assess learner knowledge and understanding of physical intervention skills and to demonstrate use of PI techniques
- To comply with the SIA licence linked qualification requirements.

The SIA requires that this assignment is externally set, internally marked and subject to Standards Verification; therefore **the assignment must be used as provided and must not be altered in any way.**

Learners must **complete the workbook under the supervision of a tutor/assessor.**

Assessors must fully complete the **observation record for the practical learning outcomes 3 & 4** and ensure video evidence is available.

Learners must **achieve all the learning outcomes and meet the associated assessment criteria** stipulated in the assignment.

Learners' marked workbooks and the assessor observation records (plus video evidence) must be kept securely to allow Standards Verification to take place.

All workbooks must be retained until a Standards Verification visit has taken place.

All assessment and verification records, including the video evidence and assessor observation records must be retained for a minimum of three years after certification has been issued.

Assignment cover sheet

Centre		
Student name		
Course	Pearson BTEC Level 2 Award in Working as a Door Supervisor within the Private Security Industry	
Unit title	Unit 4 Physical Intervention Skills within the Private Security Industry	
Assignment title	Understand Physical Intervention Skills and demonstrate effective use of Physical Intervention techniques	
Tutor name		
Issue date	Submission date	Re-submission date(s)

Learner declaration

I declare that the work submitted for this assignment is entirely my own. I understand that false declaration is a form of malpractice.

Signed (learner) _____ Date _____

Assessor declaration

I declare that the work for submitted for assessment is entirely the learner's own work.

Signed (assessor) _____ Date _____

Assignment Context

In your role as a Door Supervisor you may find yourself in a position where you need to use physical intervention skills.

You will demonstrate your knowledge and understanding by completing all workbook tasks in this assignment.

You will complete the **practical activities** through **demonstration and participation in a number of role play / scenario based activities** which will be observed by your tutor and **recorded on the observation form attached.**

Practical activity will also be video recorded and will be made available for the Pearson SV to review.

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To complete the practical activities you are working as a door supervisor of a busy nightclub in the centre of town. The club holds regular promotions, which often include high profile DJs, which can result in a capacity crowd.

Practical Activity 1

It is early evening and people are starting to arrive at the club. A group of 2 males, who have been drinking, make their way to the door.

There is a strict dress code, which one of them does not comply with, so you politely refuse him entry. He is insistent that you should allow him entry to the club and starts to become verbally aggressive. In order to ensure things remain calm you (3.1) demonstrate a non-aggressive stance and positioning skill.

He is still unhappy that you will not allow him entry and makes an attempt to raise his fists.

(3.2) demonstrate non-aggressive skills used to evade and protect against blows.

After failing to punch you, he makes an attempt to grab your wrist/clothing.

(3.3) demonstrate non-aggressive methods of disengagement from grabs and holds.

The 2 males then become impatient and start an argument with some bystanders.

(3.4) demonstrate non-aggressive team methods to separate persons assaulting another and (3.5) demonstrate non-aggressive team methods to separate persons fighting.

Throughout activity one, it is important that you demonstrate that you can (3.6) communicate professionally with the subject of physical intervention while protecting yourself and others from assault. (3.7) Demonstrate continuous communication to de-escalate a situation

Practical Activity 2

The promotional evening has come to an end and most of the customers have now left the club. A small group of people are unwilling to leave. (4.1) demonstrate the use of a method for physically prompting a person.

This method works with one of the customers, but a couple of customers become increasingly uncooperative. You are required to clear the club immediately.

(4.2) demonstrate the use of a non-restrictive method of escorting one of the customers and (4.3) demonstrate the use of a one-person low level restrictive standing hold on another customer that can be used as an escort.

Your colleague comes to your assistance in order for the safe removal of the last customer (4.4) demonstrate the use of a two-person low level restrictive standing hold to escort the customer from the premises. During your escort you come to a set of stairs with the customer who is still uncooperative (4.7) demonstrate how to escort an individual on stairways. Once you get the customer to the bottom of the stairs and outside the premises (4.5) demonstrate how to de-escalate and disengage a physical intervention ensuring safety for all parties and (3.8) demonstrate how to protect against risk immediately following disengagement.

Throughout activity two, it is important that you demonstrate that you can (4.6) communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques.

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Knowledge workbook (Learning outcomes 1, 2 and 5)

Q1: Identify the **differences** between defensive physical skills and physical intervention skills. (AC 1.1)

Defensive physical skills are

Physical interventions are

Q2: Identify the **differences** between non-restrictive and restrictive interventions. (AC 1.2)

Non-restrictive interventions allow the subject to

Highly restrictive interventions mean the subject cannot

Low level restrictive interventions limit

Q3: Identify **positive alternatives** to physical intervention. (AC 1.3)

Give **one** example of a **primary control**

Give **one** example of a **secondary control**

Q4: Give **one reason** why physical intervention skills should only be used as a **last resort**. (AC 1.4)

Q5: State **two legal restrictions** imposed on the use of physical intervention. (AC 1.5)

1)

2)

Q6: Give **two reasons** why you should keep your physical intervention knowledge up to date. (AC 2.14)

1)

2)

Q7: State **two implications** of failing to keep up to date with professional guidance and standards regarding physical intervention. (AC 1.6)

1)

2)

Q8: State the **importance** of Dynamic Risk assessment in situations where physical intervention is used. (AC 2.1)

What is Dynamic Risk assessment?

Give **one example** of how Dynamic Risk assessment may be used

Q9: State **two specific risks** when holding an individual **on the ground**. (AC 2.3)

1)

2)

Q10: Identify **risk factors** when using physical intervention. (AC 2.2)

Give **two** examples of actions that can result in serious harm when using physical intervention.

1)

2)

Complete the table below

Situational factors that can increase risk include:

1)

2)

Individual factors that can increase risk include:

1)

2)

Q11: Give **two reasons** why it is important to deal with incidents on the ground appropriately. (AC 2.4)

1)

2)

Q12: Identify **three** ways to reduce the risk of harm during a physical intervention. (AC 2.5)

1)

2)

3)

Q13: Your colleague has asked you for assistance while restraining a violent customer. State **two** ways in which you could support your colleague. (AC 2.6)

1)

2)

Q19: **Positional asphyxia** can happen during forceful restraint and can prevent the person being restrained from breathing properly. State **two risks** associated with positional asphyxia. (AC 2.12)

1)

2)

Q20: Give **one reason** why prolonged physical interventions have specific risks. (AC 2.13)

Q21: Give **one reason** why it is important to access help and support following an incident. (AC 5.1)

Q22: Give **one reason** why you should reflect on and learn from previous physical interventions. (AC 5.2)

Q23: State **three reasons** why you should report in full on any incident involving the use of force. (AC 5.3)

1)

2)

3)

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ASSESSOR OBSERVATION RECORD

Qualification	Pearson BTEC L2 Award for Working as a Door Supervisor	Assessor name	
Unit 4: Physical Intervention		Learner name	
		Internal Verifier name	
LO 3: Be able to use non-aggressive physical skills to protect yourself and others		ASSESSOR COMMENTS Please summarise how the assessment criterion was met	Achieved? Tick if yes
3.1 Demonstrate non-aggressive stance and positioning skills <ul style="list-style-type: none"> position self in a way that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, nonthreatening non-verbal communication 			
3.2 Demonstrate non-aggressive skills used to evade and protect against blows <ul style="list-style-type: none"> use of limbs and movement can protect against an assault while using non-aggressive stance/positioning skills 			
3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds <ul style="list-style-type: none"> use of a method of disengaging from grabs/holds to the wrist use of a method of disengaging from grabs/holds to clothing 			
3.4 Demonstrate non-aggressive methods to stop one person assaulting another <ul style="list-style-type: none"> use of a one-person physical method to stop one person assaulting another 			
3.5 Demonstrate non-aggressive team methods to separate persons fighting <ul style="list-style-type: none"> use of 2 person physical method to separate people who are fighting 			

<p>3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others</p> <ul style="list-style-type: none"> • communicate with the subject of physical intervention in a way that helps calm the individual • give instructions and check well being 		
<p>3.7 Demonstrate continuous communication to de-escalate a situation</p> <p>Use positive verbal and non-verbal communications to:</p> <ul style="list-style-type: none"> • calm and reassure the individual restrained and others present • check understanding & physical and emotional well-being of the person restrained • negotiate and manage safe de-escalation 		
<p>3.8 Demonstrate how to protect against risk immediately following disengagement</p> <p>Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:</p> <ul style="list-style-type: none"> • Controlled physical de-escalation i.e. transition to less forceful holds • Continuous positive communication with the person held – explain & reassure • Safe positioning during de-escalation and disengagement • Positive communication with colleagues and others present • Safe handover to others with briefing e.g. police/ambulance 		
<p>LO 4: Be able to use non-pain related standing, holding, escorting techniques</p>		
<p>4.1 Demonstrate use of a method for physically prompting a person</p> <ul style="list-style-type: none"> • Use of non-restrictive prompt when verbal/non-verbal persuasion not achieved/ likely to achieve, the legitimate objective 		
<p>4.2 Demonstrate use of a non-restrictive method of escorting a person</p> <ul style="list-style-type: none"> • Use of non-restrictive use of force to escort a subject where prompting is not sufficient 		

<p>4.3 Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort</p> <ul style="list-style-type: none"> • Low level intervention option for use to hold and escort • Use of one-person low-level restrictive standing hold for escorting 		
<p>4.4 Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort</p> <ul style="list-style-type: none"> • Use of more restrictive hold and escort skill involving minimum 2 persons • Use of 2 person restrictive standing hold for escort 		
<p>4.5 Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties</p> <ul style="list-style-type: none"> • Controlled reduction of use of force to point where staff can safely disengage • Use of appropriate positioning to observe potential threats to colleagues /customers/ help contain the situation 		
<p>4.6 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques</p> <ul style="list-style-type: none"> • Helping to calm individual, give instructions and check well being • Reduce force in a controlled way to point where staff can safely disengage 		
<p>4.7 Demonstrate how to escort an individual on stairways</p> <p>Escorting individual on stairway</p> <ul style="list-style-type: none"> • when they are intoxicated or ill and require assistance • when they are non-compliant and need to be moved 		

Assessor summative comments

I confirm video evidence is available for this learner showing that they meeting at least one assessment criterion in either learning outcome 3 or learning outcome 4, which will be made available for Standards Verification

Learner signature		Date	
Assessor signature		Date	
IV signature		Date	

Assessor Summative Feedback Report

Qualification	Pearson BTEC L2 Award in Door Supervision (QCF)	Assessor name	
Unit title	Unit 4 Physical Intervention Skills within Private Security Industry	Learner name	
		Internal Verifier name	
Learning outcome/Assessment criteria		EVIDENCE REQUIRED	Achieved? Please tick
LO 1 Understand physical interventions and the implications of their use			
1.1 Identify the differences between defensive physical skills and physical interventions		Workbook Q1	
1.2 Identify the differences between non-restrictive and restrictive interventions		Workbook Q2	
1.3 Identify positive alternatives to physical intervention		Workbook Q3	
1.4 State the importance of only using physical intervention skills as a last resort		Workbook Q4	
1.5 State legal implications relating to the use of physical intervention		Workbook Q5	
1.6 State the professional implications relating to the use of physical intervention		Workbook Q7	
LO 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		Workbook Q8	
2.2 Identify the risk factors involved with the use of physical intervention		Workbook Q10	
2.3 State the specific risks of dealing with physical intervention incidents on the ground		Workbook Q9	
2.4 Identify the importance of dealing with physical intervention incidents on the ground appropriately		Workbook Q11	
2.5 Identify ways of reducing the risk of harm during physical interventions		Workbook Q12	
2.6 State how to support colleagues during physical intervention		Workbook Q13	
2.7 State how to manage and monitor a person's safety during physical intervention		Workbook Q14	
2.8 State responsibilities during physical interventions		Workbook Q15	
2.9 State responsibilities immediately following physical interventions		Workbook Q16	
2.10 State the actions to take in a medical emergency		Workbook Q17	
2.11 Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis		Workbook Q18	
2.12 State the specific risks associated with Positional Asphyxia		Workbook Q19	
2.13 State the specific risks associated with prolonged physical interventions		Workbook Q20	

2.14 State the importance of keeping physical intervention knowledge and skills current	Workbook Q6	
LO 3: Be able to use non-aggressive physical skills to protect yourself and others	Assessor observation report	
LO 4: Be able to use non-pain related standing, holding, escorting techniques		
LO 5 Understand good practice to follow after physical intervention		
5.1 State the importance of accessing help and support following an incident	Workbook Q21	
5.2 State the importance of reflecting on and learning from previous physical intervention situations	Workbook Q22	
5.3 State the importance of fully reporting on the use of force	Workbook Q23	
Learner signature		Date
Assessor signature		Date
IV signature		Date

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