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Qualification Specification

Highfield Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)

Qualification Number: 610/1301/8

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Highfield Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The **Highfield Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)** has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a Qualification Framework regulated by Ofqual. The qualification is also regulated by Qualifications Wales.

This qualification is supported by the Security Industry Authority (SIA), who regulate the private security industry.

Key facts

Qualification number:	610/1301/8
Learning aim reference:	61013018
Credit value:	5
Assessment method:	Multiple-choice examinations and practical demonstrations
Guided learning hours (GLH):	45
Minimum contact time (MCT):	45
Number of days	5
Total qualification time (TQT):	53

* The SIA stipulates a minimum number of contact hours and a minimum number of training days.

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. It is designed for learners who currently hold a licence from the Security Industry Authority (SIA) to work as a Close Protection Operative and need to be brought up to date with the new licence-linked qualification requirements.

Entry requirements

To register for this qualification, learners **must** be aged 18 and over.

Learners must hold a valid Level 3 (RQF/QCF) (Level 6 (SCQF)) 3-day full first-aid qualification before they can begin any close protection training.

Learners should present their first-aid certificate to their training provider before they start training. This certificate must be valid for at least 12 months from the course start date.

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

It is good practice for centres to include a copy of the relevant first-aid certificate in the learner's portfolio if it has been provided prior to or gained during their course.

Training centres are permitted to deliver suitable first-aid qualifications together with the close protection qualification as part of a training package. Learners must complete and pass all first-aid training before starting the close protection training.

Training centres must retain this information for a minimum of 3 years in line with retention of assessment evidence requirements.

Language prerequisite

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

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All initial language assessments must be conducted in the medium of English and/or Welsh as appropriate and be marked before commencement of the course to confirm capability.

Learners should, as a minimum, have language skills in reading, writing, speaking, and listening equivalent to the following.

- A B2 Level qualification on the Home Office's list of recognised English tests and qualifications.
- A B2 Common European Framework of Reference for Languages (CEFR).
- An ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland.
- An ESOL qualification at Scottish Credit and Qualifications Framework Level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland.
- Functional Skills Level 1 in English.
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework Level 5.
- Essential Skills Wales Communication Level 1.
- Level 1 in Essential Skills – Communication Northern Ireland.

Training centres must ensure that all learners have sufficient reading, writing, speaking and listening language skills before putting the learners forward for any training and assessment.

All English/Welsh language assessments used by training centres must be agreed with their awarding organisation (AO) as part of their security approval.

Training centres must retain this information for all learners against all four competencies for a minimum of 3 years in line with the retention of assessment evidence requirements.

Geographical coverage

This qualification is suitable for learners in England and Wales.

Delivery/assessment ratios

The ratio of trainers to learners is **1 trainer to a maximum of 12 learners** for the delivery and assessment of the practical skills.

When invigilating examinations, the maximum ratio is **1 invigilator to 30 learners**.

Centre requirements

To effectively deliver and assess this qualification, centres must meet the following:

Training and assessment of this qualification must be undertaken in a suitable training and assessment environment, which has been approved and quality assured by Highfield Qualifications. The environment must be adequately equipped for training, conducive to effective learning and must comply with current health and safety requirements. Equipment for practical activities must be readily available and fit for purpose.

For practical activities, the SIA considers it best practice to provide a realistic work environment for the training and assessment aspects of all practical activities stipulated. Those training and assessing physical intervention must provide an environment with a minimum of three stairs for the demonstration, practice, and assessment of escorting an individual up and down stairs.

Training and assessment facilities must comply with ongoing approval arrangements by Highfield Qualifications.

Centre Insurance

In line with general insurance requirements and the Employers Liability (Compulsory Insurance) Act 1969, the minimum for an approved centre offering licence-linked qualifications is as follows:

- Employers Liability- £5 million
- Public Liability
- Professional Indemnity

Training centres are reminded of the importance of making sure their Public Liability and Professional Indemnity Insurance is set at the appropriate level whilst considering their business.

Insurance Requirements for Physical Intervention Skills Training

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

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

Examination Venue Criteria

Centres must adhere to the following when carrying out examinations.

- The seating arrangement for learners must ensure there can be no cheating or collusion between learners. All learners must be facing the same way (with the exception of some on-screen testing as detailed in bullet point 4).
- Each learner must be a minimum of 1.25 metres (centre to centre) each way from the next learner's workspace.
- Seating plans should be completed for the delivery of tests and retained for external quality assurance (EQA) purposes.
- If on-screen testing is being used each workstation must be isolated by a minimum space of 1.25 metres measured from the nearest outer edge of one screen to the next unless the monitors are positioned back-to-back. Under certain circumstances, 1.25 metres may prove to be an insufficient distance to prevent learners from seeing, intentionally or otherwise, the work of others. Privacy screens can be used. The principal objective is to ensure that no learner's work can be overseen by others.
- There must be a place for the invigilator to sit with a clear view of all learners.
- Maximum ratio is 1 invigilator to 30 learners.
- Walls must be clear of any material that would provide help to the learners.
- Examination signage and a clock must be in clear view of all learners.
- Highfield Qualifications must be made aware of assessment venues in advance. Only these can be used; not substitutes, unless there has been an emergency, such as fire in which case this must be recorded, and the awarding organisation notified at the first possible opportunity in accordance with individual awarding organisation requirements.
- Trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam for that subject(s).
- Training centres need to consider all potential conflicts of interest and have an appropriate policy in place to support this.
- All invigilators must receive an induction to the role of invigilation and its policies and procedures.
- Training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction.
- All test papers **must** be stored securely. Ideally, this should be a lockable safe. If a safe is not available a suitable lockable cabinet/storage unit will suffice. This unit should only be accessed by appropriate personnel and records of key holders should be kept. This cabinet/storage unit must be kept in a secure location.
- All test papers must be transported securely to and from the training centre and any satellite centre where tests are administered. The centre must have an appropriate policy to support this.
- Highfield Qualifications, the SIA and qualification regulators retain the right to make spot checks on examination days to ensure that exam conditions are being maintained.

Venue and delivery requirements for practical skills training and assessment (physical intervention and conflict management)

Training environments must be appropriate for training and assessment. Venues must be risk assessed by the centre for suitability for physical intervention training. Venues must be assessed for each training course.

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

Practical skills training must take place in safe conditions, as regards the following:

- The size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely. (See below)
- As a guide, an unobstructed area of approximately 2 x 2 metres per person, (including the trainer) would provide the necessary room for movement and activity therefore a maximum class size of 12 excluding the trainer would require a floor area of approximately 52 square metres.
- A minimum of 3 stairs needs to be available for the demonstration, practice, and assessment of escorting an individual up and down stairs.
- The ratio of trainers to learners; 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills (this is not a requirement for the delivery and assessment of the knowledge).
- A minimum of 3 participants is required for each course, to deliver the practical skills for physical interventions effectively.
- A qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units.
- We recommend that trainers/assessors delivering physical skills obtain a 3-day first aid at work qualification.

Training centres must have the listed items below available throughout the physical skills delivery and assessment.

- A BS 8599-1:2019 approved first-aid kit
- Ice packs
- Access to water and a telephone

Learner requirements for physical intervention practical skills training

The centre must provide learners with safety information prior to attendance that includes:

- informing learners that physical activity will be involved, and this carries risks
- what standards of behaviour are expected
- what they should wear
- what they should do if they have any concerns about their health or fitness with regard to participating in this training

Training centres **must** ensure that learners sign a declaration that they are fit to participate in practical skills training

Guidance on delivery

The total qualification time (TQT) for this qualification is **53-hours**, and of this, **45-hours*** are guided learning hours (GLH).

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT values are advisory and assigned to a qualification as guidance.

This section of the specification provides information on the specific delivery requirements of the qualification.

Minimum contact time (stipulated by the SIA)

The following table outlines the minimum contact time for each of the units contained within the Highfield Level 2 Award for Close Protection Operatives in the Private Security Industry (Top up)

Minimum contact time is defined as the time that a learner must spend under the immediate guidance or supervision of a trainer, assessor, or invigilator (including assessment). It does not include time spent checking ID or assessing English language skills, or breaks. This time will be monitored and **enforced** by Highfield Qualifications.

Unit No.	Unit reference	Unit title	Minimum Contact Time	GLH
1	M/618/6843	Principles of Terror Threat Awareness in the Private Security Industry	20 minutes*/ 2 hours	2
2	R/650/2038	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	10**	10
3	F/650/1231	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	20	20
4	Y/617/9689	Application of physical intervention skills in the private security industry	13	13

The SIA recognises that there is some learning that contributes to the achievement of the licence-linked qualifications that can be completed through self-study., as long as this is maintained with some form of support. It is therefore a requirement for centres wishing to use self-study to notify Highfield in advance and provide the details of how they intend to support learners and evidence this self-study.

***The Principles of Terror Threat Awareness in the Private Security Industry (M/618/6843) unit has a GLH of 2 hours, however, 1h 40 minutes can be delivered through self-study (via ACT and ACT Security e-learning). The remaining 20 minutes must be minimum contact time. If self-study is not applied, then the MCT for this unit is 2 hours.**

**** Where a learner has completed the Principles of Working in the Private Security Industry and Principles of Working as a Door Supervisor in the Private Security Industry, then the minimum contact time (MCT) will be 45 mins.**

The centre must detail within their quality management processes each of the following.

- The areas of learning delivered by self-study.
- The method of self-study to be used.
- The number of hours to be covered by the self-study material.
- A robust and auditable method for determining that learners have undertaken the self-study.

It is important the materials used clearly show learners, how many hours of learning they are expected to undertake and that they are given sufficient time to allow them to complete it before

their course begins. It is also a requirement that the centre checks these during training to ensure appropriate learning has occurred. This will be quality assured through Highfield’s external quality assurance processes.

Suitable methods of self-study resources include prepared, high-quality:

- online learning materials or courses that the learner must navigate
- workbooks that the learner must work through and complete
- learning materials that the learner can use to cover specific areas of content

Centres are reminded that any self-study material used must be retained for a minimum of 3 years in line with the retention of assessment evidence requirements.

In addition to the above, the training, delivery and assessment of this qualification must take place over a **minimum of 5 days (whether self-study is used or not)** and each day of training, delivery and assessment **must not exceed 11.5 hours**.

Centres must retain detailed registers that include start/end/break times of training for each day, and these must be signed daily by the learners. This includes a record of any late arrivals/early leavers and how these learners made up the required hours that they missed. These must be retained for audit purposes. **Training centres must retain this information for a minimum of 3 years in line with the retention of assessment evidence requirements.**

Virtual learning delivery guidance

Virtual learning is an online platform that enables synchronous learning (live) and interactive delivery of training. This learning environment means that the tutors and learners can communicate (sound and visual) and interact with each other in an online group setting. Virtual learning may also be referred to as ‘remote delivery training’ or ‘online classroom’.

Please note: Centres wishing to deliver using virtual learning must first be approved to do so. For further information on the approval process and requirements, centres should contact their account manager.

The tables below indicate which learning outcomes and assessment criteria can or cannot be delivered through virtual learning:

1. Principles of Terror Threat Awareness in the Private Security Industry*	Virtual Delivery Acceptable	
	Yes	No
1. Understand terror threats and the role of the security operative in the event of a threat	All ACs	

*Identifies content that can also be taught through self-study. RPL can be used if a learner has completed the ACT e-learning and ACT for Security e-learning and provides certificates dated after January 2020.

2. Principles Of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry		Virtual Delivery Acceptable	
Learning outcome	Yes	No	
1. Understand how to keep vulnerable people safe	All ACs		
2. Understand licensing law relevant to the role of a door supervisor	All ACs		
3. Understand queue management and venue capacity responsibilities relevant to a door supervisor	All ACs		

3. Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry		Virtual Delivery Acceptable	
Learning outcome	Yes	No	
1. Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations		All ACs	
2. Know how to respond to a change in operational conditions from standard operating procedures (SOP) to emergency operating procedures (EOP)		All ACs	
3. Know the responsibilities of the close protection team when there is an immediate physical threat to the principal		All ACs	
4. Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal		All ACs	
5. Understand the implications of common and criminal law when using force on another person		All ACs	
6. Know the positive alternatives to using physical intervention skills in a close protection environment		All ACs	
7. Understand associated threats as a result of an attempted assault or unwarranted attention towards a principal		All ACs	
8. Know how to apply physical intervention skills in a justifiable, ethical, and professional manner		All ACs	
9. Be able to use non-pain compliant soft skills to prevent harm to a principal		All ACs	

10. Be able to use defensive non-pain compliant skills to protect self from assault		All ACs
11. Be able to use non-pain compliant methods of protecting the inner cordon		All ACs
12. Be able to protect the principal from assault		All ACs
13. Be able to communicate effectively to encourage de-escalation		All ACs

4. Application of physical intervention skills in the private security industry	Virtual Delivery Acceptable	
	Yes	No
1. Understand physical interventions and the implications of their use	All ACs	
2. Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
3. Understand how to reduce the risks associated with physical intervention	All other ACs	3.2 Identify how to deal with physical interventions on the ground appropriately 3.5 State how to manage and monitor a person's safety during physical intervention
4. Be able to use physical skills to protect yourself and others		All ACs
5. Be able to use non-pain compliant standing, holding and escorting techniques		All ACs

Additional unit delivery requirements – Order of delivery/assessment of units:

Learners undertaking this qualification must be **trained** in the Application of Conflict Management in the Private Security Industry **before**:

- the delivery of Application of Physical Intervention Skills in the Private Security Industry
- the delivery of Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

The **assessment** of the Application of Conflict Management in the Private Security Industry unit can be done **after** the physical intervention has been delivered.

When delivering the conflict management unit, the **training** must include at least **one** practical scenario from each of the 4 headings.

- Enforcement scenario
- Defusing scenario
- Confronting scenario
- High risk scenario

For further information, please refer to the tutor, assessor and IQA (TAI) pack for this qualification, available in the Download Area of the Highfield Qualifications website.

Guidance on assessment

This qualification is graded as pass/fail.

This section of the specification provides information on how the qualification’s individual components are assessed, along with any further specific requirements:

Unit No.	Unit reference	Unit title	Knowledge assessment method	Practical assessment method
1.	M/618/6843	Principles of Terror Threat Awareness in the Private Security Industry	Externally set and marked multiple-choice question (MCQ) examination made up of 10 questions (20 minutes) Pass mark = 70%	
2.	R/650/2038	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	Externally set and marked multiple-choice question (MCQ) examination made up of 29 questions (45 minutes) Pass mark = 72%	
3.	F/650/1231	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry**	Externally set and marked multiple-choice question (MCQ) examination made up of 30 questions (45 minutes) Pass mark = 80%	Externally set, internally assessed observation of each learner performing every technique with observation sheet and Question and answer session to cover critical areas of PI knowledge Pass mark = 100% The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner

4.	Y/617/9689	Application of physical intervention skills in the private security industry **	Externally set and marked multiple-choice question (MCQ) examination made up of 30 questions (45 minutes) Pass mark = 80%	Externally set, internally assessed observation of each learner performing every technique with an observation sheet And Question and answer session to cover critical areas of PI knowledge Pass mark = 100% The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner
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** The assessor will only pass a learner when **all** of the techniques have been demonstrated successfully. Each learner should introduce themselves, state the date and the techniques they are demonstrating.

Each learner **MUST** be assessed individually when undertaking the practical demonstrations.

Following the assessments, all knowledge paperwork and assessment packs must be returned to Highfield. Upon successful processing, a list of results will be provided to the centre contact stating whether learners have passed or failed, along with certificates for those learners that have met the required standard.

All knowledge and written practical assessment evidence must be retained by all centres for a minimum of 3 years for audit purposes. All practical assessments must be video recorded and retained by all centres for a minimum of 1 year for audit purposes.

All internal assessments must be internally quality assured and are subject to external quality assurance.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Please note: tutors/assessors who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam for that subject(s). Centres need to consider all potential conflicts of interest and have an appropriate policy in place to support this.

Guidance on quality assurance

To support with quality assurance, Highfield requires centres to undergo a security approval visit prior to the delivery of the qualification. Upon successful completion of this, centres are then permitted to register and deliver courses. This security approval is revisited on at least an annual basis.

In addition to the regular monitoring/support visits, Highfield recommends that centres have a quality assurance system in place prior to the return of assessment material to Highfield for external assessment/moderation. This is to ensure assessments are of the highest standard for every course.

Highfield Qualifications requires centres to have in place a robust mechanism for the quality assurance of training delivery and invigilated assessment arrangements. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. **For further guidance on IQA processes, please refer to the tutor, assessor and IQA (TAI) support pack for this qualification, found in the Download Area of the Highfield Qualifications website.**

Recognition of prior learning (RPL)

Where the following units are contained within several Highfield qualifications, learning can be transferred from these units, however the assessment **must** still be completed. Therefore the minimum contact time will be 45 minutes*.

The **Principles of Terror Threat Awareness in the Private Security Industry** unit is contained in the following Highfield qualifications:

- Highfield Level 2 Award for Door Supervisors in the Private Security Industry (Top up)
- Highfield Level 2 Award for Security Officers in the Private Security Industry (Top up)

The content of the **Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry** unit is contained in the following units*:

- Principles of Working in the Private Security Industry
- Principles of Working as a Door Supervisor in the Private Security Industry

*If a learner can evidence completion of the above units, then they will only be required to complete the examination (45 minutes) for this unit, therefore the minimum contact time will be 45 minutes.

Where units are contained within several Highfield qualifications, learners can transfer the achievement of these units.

The **Application of physical intervention skills in the private security industry** unit is contained in the following Highfield qualifications:

- Highfield Level 2 Award for Door Supervisors in the Private Security Industry
- Highfield Level 2 Award for Door Supervisors in the Private Security Industry (Top up)
- Highfield Level 3 Award for Deliverers of Physical Intervention Trainers for Close Protection Operatives
- Highfield Level 3 Award for Physical Intervention Train in the Private Security Industry
- Highfield Level 2 Certificate in Spectator Safety (RQF)
- Highfield Level 3 Certificate in Spectator Safety Supervision (RQF)
- Highfield Level 3 Extended Certificate in Spectator Safety Supervision (RQF)

The **Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry unit** is contained in the following Highfield qualification:

- Highfield Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives

Learners cannot transfer unit achievement from previous security qualifications (those available before April 2021) to this qualification.

Tutor/assessor requirements

It is expected that in most cases the tutor and the assessor will be the same person.

To deliver this qualification (and the units contained within it) tutors/assessors are required to hold the following.

Training Qualification

Tutors are required to hold a teaching or training qualification at Level 3 or above, which has been accredited by SQA Accreditation/QCA/Ofqual/CCEA Regulation or validated by an HEI, or an equivalent such as:

- Level 3 Award in Education and Training or equivalent
- Certificate in Education
- Post Graduate Certificate in Education
- SVQ levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Masters in Education

Assessor Qualification

Assessors **must** achieve one of the below by **30 September 2022***.

Assessors to hold any of the following qualifications.

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence

Or the following unit from a teaching/assessing qualification.

- Understanding the Principles and Practices of Assessment

Or the following units from a teaching qualification.

- Understanding Assessment in Education and Training unit from a Level 3 Award in Education and Training
- Understand the Principles and Practices of Assessment from a 12 credit Preparing to Teach in the Lifelong Learning Sector
- Principles of Assessment in Lifelong Learning from a 12 credit Preparing to Teach in the Lifelong Learning Sector
- Understanding the Principles and Practices of Assessment from a Level 3 Certificate/Level 4 Diploma in Learning and Development
- Assess Occupational Competence in the Work Environment from a Level 3 Certificate/Level 4 Diploma in Learning and Development

- Assess Vocational Skills, Knowledge and Understanding Level 3 Certificate/Level 4 Diploma in Learning and Development

Sector Competence

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

To demonstrate this, Highfield will require sufficient information about a tutor/assessor's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry. There is no requirement for a tutor/assessor to have a current SIA licence.

Other relevant experience could come from employment in:

- armed services
- police service
- security industry
- prison service

To ensure that tutors have the right occupational expertise, the SIA requires that:

- new tutors to the sector (i.e. this is their first role in the security sector as identified by their CV) have a minimum of **2 years'** frontline operational experience in the last 5 years, which is relevant to the qualifications that they are delivering. This experience should have been gained in the UK, although some overseas** experience in close protection may also be relevant. Highfield will judge this on individual merit.
- tutors/assessors **must** demonstrate evidence of a suitable level of continuing professional development (CPD) in the sector, which should include the equivalent of at least **40-hours** every year spent in a combination of training, increasing professional knowledge through other means, or working in the industry. This CPD record **must** show that the National Counter Terrorism Security Office (NaCTSO)/SIA endorsed counterterrorism programme such as the ACT (Action Counters Terrorism) awareness training **AND** the ACT Security training has been completed on an annual basis.

It is the responsibility of training centres to retain the CPD information of trainers and assessors. Awarding organisations and the SIA reserve the right to spot check this information for accuracy and quality assurance (QA) purposes. **This evidence must be retained for a minimum of 3 years for audit purposes.**

Additional unit-specific requirements

In addition to the core requirements for this qualification, the SIA requires tutors/assessors to have additional competencies to deliver the following units:

Unit 3: Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

- Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives in the Private Security Industry (RQF)
- Level 3 Delivery of Conflict Management Training (NQF/QCF/RQF)
- A current certificate (updated annually) from an approved Level 3 programme provider (for close protection physical intervention) which details that the trainer is authorised to

deliver the skills in the approved Level 2 physical intervention programme. It is the responsibility of the trainer to submit this to the training centre for Highfield to check the authenticity of these on an annual basis.

If you hold a Level 3 Award for Physical Intervention Trainers in the Private Security Industry or a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF), you can request for this training to be recognised against the Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operative in the Private Security Industry. You will then need to take the training for the Level 2 physical intervention close protection requirement to complete your training.

Unit 4: Application of physical intervention skills in the private security industry

- Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry/ Level 3 Award for Physical Intervention Trainers in the Private Security Industry
- Level 3 Delivery of Conflict Management Training (NQF/QCF/RQF)
- A current certificate (updated annually) from an approved Level 3 programme provider which details that the trainer is authorised to deliver the skills in the approved Level 2 physical intervention programme. It is the responsibility of the trainer to submit this to the training centre for Highfield to check the authenticity of these on an annual basis.

The SIA may publish additional requirements for tutor/assessors as and when they are agreed. Tutors looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements detailed within the qualification specification and the SIA's get training document.

Tutors/assessors who are unsure about their current qualifications or who wish to check their eligibility should contact their Highfield account manager.

***Note:**

If trainers do not achieve the required qualification/units by 30 September 2022, they will not be permitted to continue in their roles unless all their decisions are counter signed. This will continue until they achieve the required qualification/units.

A trainer will be allowed to continue to deliver training, but will not be permitted to conduct assessments, until they have achieved the required qualification/units.

All **new** trainers who do not have the required assessor qualification/units, will have six months from the date of approval with a centre to achieve this. If they do not achieve the required qualification/units within six months, the trainer will not be permitted to continue in their role, unless all their decisions are counter signed. This will continue until they achieve the required qualification/units.

Internal quality assurance (IQA) requirements

Internal quality assurers (IQAs) **must** hold one of the qualifications below. If they do not hold one of these qualifications currently, they must achieve one of the qualifications below by **30 September 2022***:

Internal quality assurer (IQA) to hold any of the following qualifications:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and

Practices (RQF)

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practices (RQF)
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Or the following unit from an IQA qualification:

- Understanding the principles and practices of internally assuring the quality of assessment.

Additional unit-specific requirements

In addition to the above, the SIA requires IQAs to have additional competencies to quality assure the following units.

Unit 3: Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry and

Unit 4: Application of physical intervention skills in the private security industry

The IQA does not need to hold a formal qualification in physical intervention but does need to have appropriate competence in physical intervention such as in the sector (PSI, Armed forces, Police).

Highfield will require sufficient information about the occupational competence of an IQA which will be considered by Highfield on a case-by-case basis.

***Note:**

If IQAs do not achieve the required qualification/units by 30 September 2022, they will not be permitted to continue in their roles unless all their decisions are counter signed. This will continue until they achieve the required qualification/units.

A trainer will be allowed to continue to deliver training, but will not be permitted to conduct assessments, until they have achieved the required qualification/units.

All **new** IQAs who do not have the required IQA qualification/units, will have six months from the date of approval with a centre to achieve this. If they do not achieve the required qualification/units within six months, the IQA will not be permitted to continue in their role, unless all their decisions are counter signed. This will continue until they achieve the required qualification/units.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of each centre to have systems in place to ensure that the person taking licence-linked qualifications is indeed the person they are claiming to be.

All centres are therefore required to ensure that each learner's photograph and formal identification documents are checked and recorded before they are allowed to sit the examination/assessment.

When completing the ID validation sheet, all photographs supplied by the learners must be checked to ensure each one is a true representation of the individual. Once satisfied, they must print the learner's name on the reverse of the photograph before sticking it onto the adhesive film on the identification validation sheet.

A list of current documentation that is accepted by the SIA as proof of identification is available on the SIA website [here](#).

Any learner who does not produce the required documents to satisfy the ID requirements cannot take any assessments and therefore will not be able to complete the qualification. Anyone in this situation should contact the SIA directly via their online account to:

- explain why they do not possess the required documents
- tell the SIA what documents they do have

The SIA will then assess this evidence on a case-by-case basis.

Useful websites

- British Security Industry Authority www.bsia.co.uk/
- Home Office www.gov.uk/government/organisations/home-office
- SIA www.gov.uk/government/organisations/security-industry-authority
- The Information Commissioner ico.org.uk

Recommended training materials

- Working as a Door Supervisor: Course Book. Walker, A. and Porter, S. Highfield.co.uk Ltd
- Door Supervisor Physical Intervention Skills: Course Book. Walker, A. and Porter, S. Highfield.co.uk Ltd

Appendix 1: Qualification structure

To complete the **Highfield Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)** learners must complete **all units** contained within the following mandatory group.

Unit reference	Unit title	Level	GLH	TUT	Credit
M/618/6843	Principles of Terror Threat Awareness in the Private Security Industry	2	2	3	1
R/650/2038	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	2	10	13	1
F/650/1231	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	2	20	20	2
Y/617/9689	Application of physical intervention skills in the private security industry	2	13	17	2

Important note:

There are **no** RPL opportunities for old units (linked with historic security qualifications) that will allow for certification of the above qualification. Therefore, all units linked to this qualification must be completed in full for a learner to be awarded.

Appendix 2: Qualification content

Unit 1:	Principles of Terror Threat Awareness in the Private Security Industry
Unit number:	M/618/6843
Min. contact time:	20 minutes (If self-study is applied. If self-study is not used, then the minimum contact time (MCT) is 2 hours)
GLH:	2
Level:	2
Credit:	1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand terror threats and the role of the security operative in the event of a threat	1.1 Identify the different threat levels 1.2 Recognise the common terror attack methods 1.3 Recognise the actions to take in the event of a terror threat 1.4 Identify the procedures for dealing with suspicious items 1.5 Identify behaviours that could indicate suspicious activity 1.6 Identify how to respond to suspicious behaviour

Indicative Content	
LO1	Understand terror threats and the role of the security operative in the event of a threat
1.1	Identify the different threat levels <ul style="list-style-type: none"> • The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have: <ul style="list-style-type: none"> ○ LOW means an attack is highly unlikely ○ MODERATE means an attack is possible, but not likely ○ SUBSTANTIAL means an attack is likely ○ SEVERE means an attack is highly likely ○ CRITICAL means an attack is highly likely in the near future • Have an understanding of how UK threat level may impact the response level for the location in which you are working
1.2	Recognise the common terror attack methods <ul style="list-style-type: none"> • Awareness of attack planning phases • Most current terrorist attack methodologies: <ul style="list-style-type: none"> ○ Marauding Terror Attack (MTA), including firearms, knives, blunt objects, etc. ○ Explosive device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED), Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED)

- VAAW (Vehicle As A Weapon) also known as vehicle ramming
- Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks.
- Cyber-attacks
- Insider threat

1.3 Recognise the actions to take in the event of a terror threat

- Understand the role security operatives have to play during a terror attack
- Understand what Run, Hide, Tell means for a security operative:
 - keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place
- Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority
- Use your knowledge of the location and make dynamic decisions based on available information to keep yourself and the public safe.
- Know the difference between evacuation and invacuation (lockdown), including the pros and cons of both options:
 - in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities
- Report incidents requiring immediate response from the police on 999
- Know what information emergency response requires:
 - what you have seen and what has happened
 - who you saw, what they looked like, what they were wearing
 - where did the situation happen and where you are?
 - when did it happen?
- Awareness of emergency services response time
- Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
- Know who the public sector counter-terrorism experts are and how to access their information:
 - Centre for the protection of national infrastructure (CPNI)
 - National Counter Terrorism Security Office (NaCTSO)
- Awareness of current initiatives:
 - Run, hide, tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place
 - ACT - Action Counters Terrorism
 - SCaN - See, Check and notify
 - The pros and cons of evacuation/invacuation

1.4 Identify the procedures for dealing with suspicious items

- Hot Principles:
 - Hidden
 - Obviously suspicious
 - Typical
- Four Cs:
 - Confirm
 - Clear

- Communicate
- Control
- Safety distance, including:
 - distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m)
 - how to visually represent safety distance (e.g., football field)
 - difficulty involved in setting up safety distances and not using radio/mobile phone within 15m

1.5 Identify behaviours that could indicate suspicious activity

- Suspicious activity is any observed behaviour that could indicate terrorism or terrorism-related crime
- Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act
- Understand examples of what this might look like, including:
 - individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities
 - individuals avoiding security staff
 - individuals carrying out activities inconsistent with the nature of the building or area
 - individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings
 - parked vehicles with people inside, empty parked vehicles left unattended for long period
 - multiple sightings of same suspicious person, vehicle, or activity
- Understands actions that can deter or disrupt hostile reconnaissance, including:
 - ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals
 - maintaining organised search procedures
 - ensuring emergency exits are secured when not in use to prevent unauthorised entry

1.6 Identify how to respond to suspicious behaviour

- Use your customer service skills to disrupt potential hostile reconnaissance
- Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance
- Know where to report suspicious behaviour including:
 - internal procedure for site
 - confidential (Anti-Terrorist) Hotline: 0800 789 321
 - British Transport Police (BTP) "See it, Say it, Sorted": text 61016 or call 0800 40 50 40
 - non-emergency: 101
 - ACT online reporting
 - life-threatening emergency or requiring immediate response: 999

Unit 2: Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry

Unit number: R/650/2038

Min. contact time: 10

GLH: 10

Level: 2

Credit: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to keep vulnerable people safe</p>	<p>1.1 Recognise duty of care with regard to vulnerable people 1.2 Identify factors that could make someone vulnerable 1.3 Identify actions that the security operative should take towards vulnerable individuals 1.4 Identify behaviours that may be exhibited by sexual predators 1.5 Identify indicators of abuse 1.6 State how to deal with allegations of sexual assault 1.7 State how to deal with anti-social behaviour</p>
<p>2. Understand licensing law relevant to the role of a door supervisor</p>	<p>2.1 Identify the licensing objectives 2.2 State the law in relation to refusing entry and ejecting customers 2.3 Identify police powers regarding licensed premises 2.4 State the rights and duties of licensees and door supervisors as their representatives 2.5 State the role of the designated premises supervisor (DPS)/premises manager (PM) 2.6 State the law regarding children and young persons on licensed premises 2.7 State conduct that is unlawful under licensing, gaming and sexual offences legislation 2.8 Identify acceptable forms of proof of age</p>
<p>3. Understand queue management and venue capacity responsibilities relevant to a door supervisor</p>	<p>3.1 State the responsibilities of a door supervisor when controlling queues 3.2 Recognise the benefits of queue control 3.3 Identify the importance of following dispersal procedures 3.4 State why communication is important throughout the queuing process 3.5 State the responsibilities of a door supervisor in relation to crowd capacity regulations</p>

	<p>3.6 Identify how and when to monitor a queue for potential safety issues</p> <p>3.7 State the factors to consider when ejecting or refusing entry to a person who may be vulnerable</p>
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Assessment Guidance

All criteria is assessed via multiple-choice questions.

Indicative Content

LO1 Understand how to keep vulnerable people safe

1.1 Recognise duty of care with regard to vulnerable people

- Duty of care is: ‘a moral or legal obligation to ensure the safety or well-being of others’
- People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone

1.2 Identify factors that could make someone vulnerable

- Vulnerable:
 - being under the influence of alcohol or drugs
 - alone or receiving unwanted attention
 - separated from friends
 - appearing lost or isolated
 - being followed or threatened
 - victims of domestic violence
 - young people under the age of 18
 - mental ill-health
 - learning disabilities
 - physical disabilities
 - being elderly
 - being acutely ill
 - key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person’s movements, senses or activities that is invisible to the onlooker)
- Indicators of child sexual exploitation:
 - children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way
 - intoxicated
 - arriving and departing a location with different adults
 - getting into and out of several different cars

1.3 Identify actions that the security operative should take towards vulnerable individuals

- Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people
- Offer to call a relative or friend to give assistance
- Offer to call a licensed taxi to take the vulnerable person home
- Using ‘safe havens’ or other local initiatives run by organisations such as St John’s Ambulance

- Be aware of current safety initiatives e.g. 'Ask Angela' campaign
- Reporting indicators of child sexual exploitation:
 - contact the police or call Crimestoppers
 - report as soon as possible

1.4 Identify behaviours that may be exhibited by sexual predators

- Close monitoring of vulnerable people
- Buying drinks or gifts for vulnerable people
- Suspicious behaviour around certain times and venues
- Unusual use of technology, e.g., upskirting with phones

1.5 Identify indicators of abuse

- Restricting freedom of individuals
- Unexplained bruising
- Lack of confidence and insecurity
- Change in circumstances, e.g., cleanliness, appearance

1.6 State how to deal with allegations of sexual assault

- Follow organisation's policies and procedures
- Notify police
- Safeguard victim
- Separate victim from assailant
- Record and document all information

1.7 State how to deal with anti-social behaviour

- Follow your organisation's policies and procedures
- Speak to the person
- Explain the situation and the risks of the anti-social behaviour
- Explain the consequences if the anti-social behaviour continues
- Remain calm
- Ensure that your colleagues know about the situation and that you have backup if needed
- Vigilance
- High-profile patrols
- Early intervention
- Positive non-aggressive communication
- Prompt reporting of incidents
- Accurate recording of incidents
- Liaison with police and other appropriate agencies

LO2 Understand licensing law relevant to the role of a door supervisor

2.1 Identify the licensing objectives

- Listed in the Licensing Act 2003
 - prevent crime and disorder
 - securing public safety
 - preventing public nuisance
 - protection of children and young persons from harm
- The Licensing (Northern Ireland) Order 1996 (part IV):

- although there are no specific licensing objectives written into this order, the content of the order specifically covers:
- the prevention of disorder (Section 64)
- the protection of children (Section 60)

2.2 State the law in relation to refusing entry and ejecting customers

- Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives
- Anyone refusing to leave the premises when asked becomes a trespasser and can be lawfully ejected from the premises using only such force as is reasonable and necessary

2.3 Identify police powers regarding licensed premises

- Have right of entry/inspection
- Have right to search premises
- Have powers of closure

2.4 State the rights and duties of licensees and door supervisors as their representatives

- Licence holder is responsible for ensuring that the premises complies with licensing objectives and all other relevant legislation
- Licence holder decides on admission policy and other house rules
- Door supervisors, acting on behalf of licence holders should promote those policies
- Door supervisors and the licence holder should know the differences between personal and premises licenses and how to obtain them

2.5 State the role of the designated premises supervisor (DPS)/premises manager (PM) In Northern Ireland they have a ‘responsible person’

- Must only have one DPS for that premises
- A DPS has day-to-day ultimate responsibility for the running of the premises
- Must be named in the operating schedule (which is completed when applying for a premises licence)
- Point of contact for police and local government

2.6 State the law regarding children and young persons on licensed premises

- Protection of children from harm is a licensing objective
- Selling alcohol to a person under 18 is illegal
- Penalties can be imposed on venues
- Test purchasing may take place
- Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol

2.7 State conduct that is unlawful under licensing, gaming and sexual offences legislation

- Allowing drunkenness on licensed premises
- Serving someone who is drunk
- Serving alcohol to someone under the legal age
- Unlawful gaming
- Contravening the Policing and Crime Act 2009
- Contravention of licence terms, conditions and/or restrictions as described by local authorities
- Running establishments without a licence granted by the local authority

- Soliciting on licensed premises

2.8 Identify acceptable forms of proof of age

- Follow venue policy/assignment instructions
- Passports
- Photocard driving licenses
- Proof-of-age scheme cards (PASS in Northern Ireland)
- Local Challenge 21 and Challenge 25 schemes (not applicable in Northern Ireland)

LO3 Understand queue management and venue capacity responsibilities relevant to a door supervisor

3.1 State the responsibilities of a door supervisor when controlling queues

- Access the most up-to-date guidance from gov.uk
- Venue management e.g., queues, rules that impact socialising, venue access, PPE
- To have a professional appearance and attitude
- To ensure that only appropriate people can enter
- To ensure that only the appropriate numbers of customers can enter
- To ensure safe entry for customers

3.2 Recognise the benefits of queue control

- Decreases the potential for conflict outside of the venue
- Demonstrates good customer service
- Allows assessment of attitude and behaviour of different customers
- Allows enforcement of admissions policy
- Improves customer safety
- Ensures customer enjoyment

3.3 Identify the importance of following dispersal procedures

- Ensures safe exit of customers
- Prevents disorder
- Shows good customer service
- Assists outside agencies
- Help compliance with licensing objectives

3.4 State why communication is important throughout the queuing process

- Manages customer expectations
- Decreases potential conflict
- Provides good customer service
- Allows assessment of the customer's attitude and sobriety
- Builds positive relationships with customers who may then return to the venue

3.5 State the responsibilities of a door supervisor in relation to crowd capacity regulations

- Monitor the queue at all times
- Use of devices to count customers in and out of the premises
- Halt entry once capacity is reached
- Ensures compliance with:
 - health and safety legislation
 - fire safety regulations
 - venues licence

- licensing objectives

3.6 Identify how and when to monitor a queue for potential safety issues

- Monitor at all times
- Monitor for attitude and welfare issues
- Maintain observations throughout the queue
- Use of barriers, lines or signs to ensure safe entry

3.7 State the factors to consider when ejecting or refusing entry to a person who may be vulnerable

- People being ejected are more vulnerable to specific crimes or attacks which are more common in the night-time economy
- Sobriety
- Drug use
- Age
- Mental capacity
- Attitude
- Crimes and licensing offences

Unit 3: Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

Unit number: F/650/1231
 Min. contact time: 20
 GLH: 20
 Level: 2
 Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations</p>	<p>1.1 Identify situations where the principal’s personal safety is likely to be compromised</p> <p>1.2 Recognise situations that do not compromise safety but are likely to cause embarrassment or delays to the principal’s schedule</p> <p>1.3 Explain the importance of using agreed ‘intervention words’ and ‘non-verbal cues’ between the principal and team</p> <p>1.4 Explain the implications of ineffective communication in high-risk situations</p>
<p>2. Know how to respond to a change in operational conditions from standard operating procedures (SOP) to emergency operating procedures (EOP)</p>	<p>2.1 Describe how to trigger a change of operational conditions</p> <p>2.2 Explain the considerations when responding to heightened threat, risk, or incidents</p>
<p>3. Know the responsibilities of the close protection team when there is an immediate physical threat to the principal</p>	<p>3.1 Identify the priorities for each role in the immediate close protection team when a physical threat is realised</p>
<p>4. Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal</p>	<p>4.1 Identify the purpose of narrowing the concentric layers of protection for a principal</p> <p>4.2 Explain the considerations of the personal escort section (PES) team members within a protective formation</p> <p>4.3 Explain the considerations of the personal protective officer (PPO) within a protective formation</p>
<p>5. Understand the implications of common and criminal law when using force on another person</p>	<p>5.1 Describe the requirements of common law to justify the use of force towards another person</p> <p>5.2 Explain the requirements of criminal law to justify the use of force towards another person</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.3 State the importance of only using physical intervention skills as a last resort
6. Know the positive alternatives to using physical intervention skills in a close protection environment	6.1 Identify alternative methods of protecting a principal from assault which do not involve physical contact with others
7. Understand associated threats as a result of an attempted assault or unwarranted attention towards a principal	7.1 Identify secondary potential threats to the principal and team
8. Know how to apply physical intervention skills in a justifiable, ethical, and professional manner	8.1 Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation.
9. Be able to use non-pain compliant soft skills to prevent harm to a principal	9.1 Demonstrate soft skills to redirect others 9.2 Demonstrate soft skills to restrict a subject's movements 9.3 Demonstrate non pain compliant skills to redirect others 9.4 Demonstrate non pain compliant skills to restrict a subject's movements
10. Be able to use defensive non-pain compliant skills to protect self from assault	10.1 Demonstrate skills to evade and protect self from blows 10.2 Demonstrate skills to protect self from choke holds and strangulation 10.3 Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm 10.4 Demonstrate methods of disengagement of yourself from grabs and holds
11. Be able to use non-pain compliant methods of protecting the inner cordon	11.1 Demonstrate methods of preventing subject from penetrating inner cordon 11.2 Demonstrate methods of applying a restrictive hold 11.3 Demonstrate method of removing a person 11.4 Demonstrate a two-person method of removing a person
12. Be able to protect the principal from assault	12.1 Demonstrate a method of disengaging the principal from unwelcome embraces and holds 12.2 Demonstrate a method of protecting the principal from blows

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
13. Be able to communicate effectively to encourage de-escalation	13.1 Demonstrate effective communication with the subject throughout a physical intervention

Amplification and Assessment Guidance

Amplification

Second in command (2IC) - person assumes leadership of operation when Team Leader (TL) is operationally restricted/rested

3rd Party take off - Use of team members or others (not the Personal Protection Officer) to remove a person/people from the immediate scene

Close protection operative (CPO) - generic term for any member of the close protection team

Intervention words – A word or phrase used by either the principal or CPO to trigger a pre-planned action or response to a situation

Non-verbal cues - Body language, signs, gestures

Personal escort section (PES) - traditionally the team member/s working around the principal & PPO to manage threat

Principal protection officer (PPO) - the individual who is directly responsible for the body protection of the principal

Residential security team (RST) - CPOs that secure premises and protect those within, prevent unauthorised access

Security advance party (SAP) - CPOs who work ahead of principal’s next movement to ensure the safety of transition, provide ad-hoc support to immediate CP team if required

Weapon - Any item which is made, adapted, or intended to cause harm

Assessment Guidance

Learning outcomes 1-7 are assessed via a multiple-choice examination

Learning outcome 8 is assessed via verbal questioning as part of the practical assessment

Learning outcomes 9-13 are assessed via a practical assessment

Indicative Content

LO1 Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations

1.1 Identify situations where the principal’s personal safety is likely to be compromised.

- Obsessive behaviour from a person they are interacting with (professional or public)
- Anomalous behaviour identified with individuals within close proximity to principal.
- Potential hostile surveillance and communication identified to be focused on principal
- Chaos events (baseline behaviours rapidly changing into fast-paced and erratic movements/behaviours)
- Identification of a weapon (made, adapted, or intended perceptions,
- Identification of a suspicious package
- A known/identified threat becoming activated

- 1.2 Recognise situations that do not compromise safety but are likely to cause embarrassment or delays to the principal's schedule**
- Offensive or inappropriate behaviour or conversation from an individual engaging with the principal
 - Nonresponsive to principal's attempts to close a conversation
 - Nonreciprocal holds or embraces from individuals engaging with the principal
 - Unplanned high-pressure media (paparazzi) questioning/photographs (situation and context dependent)
 - Blocking/disruption of planned routes (foot or vehicle)
- 1.3 Explain the importance of using agreed 'intervention words' and 'non-verbal cues' between the principal and team**
- Enables a covert method of communicating without alerting others that an action has been triggered.
 - Supports the ability to perform a successful task
 - Empowers the principal to control their environment with a close protection resource
 - Provides the ability to communicate in situations that typically deny communications with others (mid-conversation with a third party, covert tasks)
- 1.4 Explain the implications of ineffective communication in high-risk situations**
- Embarrassment for principal or team
 - Task failure
 - Serious harm to principal or team members through non-responsive teamwork
 - Confusion of requirements
 - Delay in response
- LO2 Know how to respond to a change in operational conditions from standard operating procedures (SOP) to emergency operating procedures (EOP)**
- 2.1 Describe how to trigger a change of operational conditions**
- Intervention words
 - Overtly
 - Covertly
 - Radio
 - Team Leader (TL) activation
- 2.2 Explain the considerations when responding to heightened threat, risk, or incidents**
- Second in Command (2IC) change of responsibilities
 - PES and security advance party (SAP) change of responsibilities
 - Increased readiness of Driver/s and vehicles
 - Increased readiness of Medics
 - Preparation of support resources
 - Change of environment (safe rooms)
 - Extraction of Principal
 - Contraction of protective layers/circles
 - Diversion of security advance party (SAP)
 - Calling in security advance party (SAP) to support (if required)
 - Removal of others (except principal) from within protective layers
 - Possible contact with 3rd parties (emergency services, other CP teams)
 - Communication with wider CP team (control room, RST)

LO3 Know the responsibilities of the close protection team when there is an immediate physical threat to the principal

3.1 Identify the priorities for each role in the immediate close protection team when a physical threat is realised

- PES – Contraction of protective layers/circle, removal of persons from within the layers, neutralising immediate threat, separating threat from principal, clearing extraction route, creating time for PPO to operate
- SAP – Reconnaissance and readiness of extraction location or transport, advance or abort commands, potential support to PES and PPO

LO4 Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal

4.1 Identify the purpose of narrowing the concentric layers of protection for a principal

- To increase the overall body protection of the principal
- To reduce response times to the source of the threat
- Create a safe area around the principal
- To shield the principal and PPO from attacks
- Creates a psychological barrier for the potential assailant which may cause them to abort

4.2 Explain the considerations of the PES team members within a protective formation

- To divert or proportionately remove or reduce hostile parties and prevent them from achieving close proximity to the principal and PPO
- To proportionately and legally remove/restrain hostile parties away from principal and PPO to buy the PPO time to shield, evacuate (or both) the principal. To dynamically assess the situation for additional threats
- To assist with the evacuation of the principal or restore normality (whichever appropriate).
- To assist with the possible detention of an individual so long as the CP team resilience is not compromised

4.3 Explain the considerations of the personal protection officer (PPO) within a protective formation

- To assess the threat and capability of Personal Escort Section (PES) to defend the outer layer of protection
- To shield the principal and remove the principal from the threat as part of the evacuation process
- To make informed decisions based on information received from Personal Escort Section (PES), own or other team members.
- Restoration of normality
- Assessing the situation, neutralising threats who have entered personal space of the principal

LO5 Understand the implications of common and criminal law when using force on another person

5.1 Describe the requirements of common law to justify the use of force towards another person

- Honestly held belief
- Imminent danger

- Force reasonable in the circumstances
- To avert the danger (no more than is required)

5.2 Explain the requirements of criminal law to justify the use of force towards another person

- Reasonable
- Proportionate
- Necessary
- Plan
- Accountable

5.3 State the importance of only using physical intervention skills as a last resort

- Negative media (professional and social)
- Damage to reputation (Principal and Close Protection team)
- Risk of harm to all parties
- Accountable to a court of law
- Excessive force may result in criminal conviction, loss of licence and fines

LO6 Know the positive alternatives to using physical intervention skills in a close protection environment

6.1 Identify alternative methods of protecting a principal from assault which do not involve physical contact with others

- Narrowing the concentric layers of protection to create a psychological deterrent
- Effective conflict management communication
- Distraction techniques
- Early recognition of escalating risk and removal of principal
- Effective screening of individuals allowed into proximity of principal where possible
- threat avoidance
- Effective eye contact with threat
- Assertive communication
- Ask the threat to desist (low-level threat e.g., Prolonged handshake or clinging to principal)

LO7 Understand associated threats as a result of an attempted assault or unwarranted attention towards a principal

7.1 Identify secondary potential threats to the principal and team

- Additional hostile individuals
- Dry run (to analyse close protection team responses)
- Chaos trigger to separate and weaken close protection team
- Distraction technique
- Extraction location may be compromised
- Negative publicity stunt
- Loss of close protection team members (injury or incapacitation)

LO8 Know how to apply physical intervention skills in a justifiable, ethical, and professional manner

8.1 Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation.

- Context

- reasonable, proportionate, necessary, imminent
- Boundaries
 - minimum duration required
 - minimum force required
 - avert the danger
 - escalate and deescalate in proportion to threat
- Legal
 - potential prosecution
- Medical
 - potential injuries to operative and individual
- Ethical
 - consideration if the individual may be in mental crisis and require post-incident support
 - consideration if the intervention can be delayed or deferred to another person to apply
 - third-party (public) view of the intervention - visually aggressive (client & professional reputation)

LO9 Be able to use non-pain compliant soft skills to prevent harm to a principal

9.1 Demonstrate soft skills to redirect others

- Prompts
- Passive redirection – allowing the subject to approach and use their own momentum (shoulder turn, elbow turn)
- Body positioning (own) to restrict direction of travel
- Body positioning (own) to gently displace subjects centre of gravity from a static position
- Body positioning (own) to gently displace subjects centre of gravity to adjust direction of travel at slow pace.

9.2 Demonstrate soft skills to restrict a subject’s movements

- Assessment touch
- Subtle limb range restrictions
- Limit the movement of arms in a particular direction.
- Strategic Positioning
- Lowering of cameras or similar devices

9.3 Demonstrate non pain compliant skills to redirect others

- Active redirection
- Applied force to redirect the subject
- Hip or shoulder turns to actively redirect or move the subject
- Displacement of centre of gravity to encourage movement from the subject

9.4 Demonstrate non pain compliant skills to restrict a subject’s movements

- Active limb range restrictions
- Close down a potential fighting arc
- Restrict subject’s ability to reach or withdraw from pockets, holders, bags, or holsters
- Active movement of limbs away from self or principal
- Leg positioning to restrict subject’s ability to transition body weight
- Leg positioning to restrict subject’s ability to rotate hips

LO10 Be able to use defensive non-pain compliant skills to protect self from assault

10.1 Demonstrate skills to evade and protect self from blows

- Proactive or pre-emptive hand positioning to protect disabling strike areas (head, jawline, throat)
- Proactive or pre-emptive stance and manoeuvrability
- Repositioning of self to transition from proactive or pre-emptive to positive positioning
- Blocks to kicks and blows
- Closing of fighting arc (body position and subject limb restriction)
- Protection against head butts and eye strikes

10.2 Demonstrate skills to protect self from choke holds and strangulation

- Protection of windpipe from rear naked choke
- Escape or reduction of impact when encountering chokeholds (front and rear)
- Escape from strangulation (open space and against immovable object e.g., wall or vehicle)

10.3 Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm

- Priority of alerting team and direct (non-contact) escape
- Body positioning outside of fighting arc (lateral and tight)
- Limitation of subject's limb movement to create temporary arc restriction as means of escape
- Weapon = Made, Adapted, or Intended item

10.4 Demonstrate methods of disengagement of yourself from grabs and holds

- Handshake
- Lower arm grab (including wrist) front and rear
- Clothing grab belt and jacket/coat(rear)
- Clothing grab front

LO11 Be able to use non-pain compliant methods of protecting the inner cordon

11.1 Demonstrate methods of preventing subject from penetrating inner cordon

- Team block and redirection
- 3rd party take off
- Assertive commands (fluster)
- Arm link

11.2 Demonstrate methods of applying a restrictive hold

- Standing non-turbulent
- Standing turbulent

11.3 Demonstrate method of removing a person

- Restrictive intervention with transition to movement

11.4 Demonstrate a two-person method of removing a person

- Restrictive intervention with transition to movement – Standing start
- Restrictive intervention with transition to movement - From seated start (subject is seated)

LO12 Be able to protect the principal from assault

12.1 Demonstrate a method of disengaging the principal from unwelcome embraces and holds

- Handshake
- Embrace
- Holds
 - lower arm
 - upper arm
 - headlock (front/rear)
 - choke (front/rear)
 - clothing single hand (front/rear)
 - clothing double hand (front/rear)

12.2 Demonstrate a method of protecting the principal from blows

- Principal immediate positional displacement
- Body shield positions
- Arm wrap, belt hold or of principal
- Swift extraction

LO13 Be able to communicate effectively to encourage de-escalation

13.1 Demonstrate effective communication with the subject throughout a physical intervention

- Assertive
- Professional
- Confident
- Calm
- De-escalation

Unit 4: Application of physical intervention skills in the private security industry

Unit number: Y/617/9689
Min. contact time: 13
 GLH: 13
 Level: 2
 Credit: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand physical interventions and the implications of their use</p>	<p>1.1 State the legal implications of using physical intervention 1.2 State the professional implications of using physical intervention 1.3 Identify positive alternatives to physical intervention 1.4 Identify the differences between defensive physical skills and physical interventions</p>
<p>2. Understand the risks associated with using physical intervention</p>	<p>2.1 Identify the risk factors involved with the use of physical intervention 2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis 2.3 State the specific risks associated with positional asphyxia 2.4 State the specific risks associated with prolonged physical interventions</p>
<p>3. Understand how to reduce the risks associated with physical intervention</p>	<p>3.1 State the specific risks of dealing with physical intervention incidents on the ground 3.2 Identify how to deal with physical interventions on the ground appropriately 3.3 Identify ways of reducing the risk of harm during physical interventions 3.4 State the benefits of dynamic risk assessment in situations where physical intervention is used 3.5 State how to manage and monitor a person’s safety during physical intervention 3.6 State the responsibilities of all involved during a physical intervention 3.7 State the responsibilities immediately following a physical intervention 3.8 State why it is important to maintain physical intervention knowledge and skills</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Be able to use physical skills to protect yourself and others</p>	<p>4.1 Demonstrate stance and positioning skills</p> <p>4.2 Demonstrate skills used to evade and protect against blows</p> <p>4.3 Demonstrate methods of disengagement from grabs and holds</p> <p>4.4 Demonstrate non-aggressive intervention methods to stop assaults or fights</p> <p>4.5 Communicate professionally throughout the physical intervention</p>
<p>5. Be able to use non-pain compliant standing, holding and escorting techniques</p>	<p>5.1 Demonstrate how to physically prompt a person</p> <p>5.2 Demonstrate low-level restrictive standing holds that can be used to escort an individual</p> <p>5.3 Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual</p> <p>5.4 Demonstrate transitions between disengagement techniques and escorting techniques</p> <p>5.5 Demonstrate how to escort an individual on stairways</p> <p>5.6 Demonstrate how to disengage safely</p> <p>5.7 Demonstrate how to manage risk immediately following disengagement</p>

Assessment Guidance

Please find guidance below regarding the practical assessments associated with this unit. All practical assessment templates are available from the Download Area of the Highfield Qualifications website.

- AC 2.1: Identify the risk factors involved with the use of physical intervention
- AC 2.2: Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis
- AC 2.3: State the specific risks associated with positional asphyxia
- AC 2.4: State the specific risks associated with prolonged physical interventions
- AC 3.2: Identify how to deal with physical interventions on the ground appropriately
- AC 3.5: State how to manage and monitor a person’s safety during physical intervention
- AC 4.1: Demonstrate stance and positioning skills
- AC 4.2: Demonstrate skills used to evade and protect against blows
- AC 4.3: Demonstrate methods of disengagement from grabs and holds

- **AC 4.4: Demonstrate non-aggressive intervention methods to stop assaults or fights**
- **AC 4.5: Communicate professionally throughout the physical intervention**
- **AC 5.1: Demonstrate how to physically prompt a person**
- **AC 5.2: Demonstrate low-level restrictive standing holds that can be used to escort an individual**
- **AC 5.3: Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual**
- **AC 5.4: Demonstrate transitions between disengagement techniques and escorting techniques**
- **AC 5.5: Demonstrate how to escort an individual on stairways**
- **AC 5.6: Demonstrate how to disengage safely**
- **AC 5.7: Demonstrate how to manage risk immediately following disengagement**

Each candidate will be assessed performing each of the techniques listed in the assessment criteria for LOs 4 and 5 **and** will be asked questions covering six critical knowledge areas from LOs 2 and 3. Candidates will only pass the practical assessment if **ALL** of the techniques have been demonstrated successfully **and all** questions are satisfactorily answered.

The practical skills assessment and Q&A session must be video recorded. The video recording must capture the candidate introducing themselves, stating their full name; the date and that they will be demonstrating the techniques taught during their Physical Intervention course. Either on the same recording or a separate recording, the candidate must be video recorded completing the Q&A session with the assessor. All questions relating to the critical knowledge areas must be asked by the assessor and verbally answered by the candidate. The candidate will need to state their full name and the date at the beginning of the recording. Video evidence must be kept securely to allow standards verification to take place.

For each criterion demonstrated, the assessor will be required to indicate whether the learner passed or failed, and will also have the opportunity to provide further feedback where necessary. For each open response question asked, the assessor should record the learner’s response as well as the outcome.

Further guidance as to what should be demonstrated is available within the Tutor, Assessor and IQA (TAI) support pack found in the Download Area.

Indicative Content

LO1 Understand physical interventions and the implications of their use

1.1 State the legal implications of using physical intervention

- *Legal authority to use force* under statute and common law (as it applies to England and Wales, Scotland and Northern Ireland)
- Relevant legislation relating to licensing and criminal law
- *Duty of care* – considerations concerning use of physical intervention
- Principle of pain compliance and application
- Last resort

1.2 State the professional implications of using physical intervention

- *Sector-specific legislation*
- *Professional guidance and standards* relevant to area of employment (and how standards may vary according to context – e.g., in health and social care, prisons, etc. – but also be based on common principles)
- Ethical implications
- Financial implications
- Last resort

1.3 Identify positive alternatives to physical intervention

- *Primary controls:*
 - following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g., radio for summoning assistance, CCTV, access control)
 - positive and proactive service delivery
- *Secondary controls:*
 - positive and effective interpersonal communication
 - knowledge and skills of conflict management in reducing the need for physical intervention

1.4 Identify the differences between defensive physical skills and physical interventions

- *Defensive physical skills* – skills used to protect oneself from assault
- *Physical interventions* – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person’s movement

LO2 Understand the risks associated with using physical intervention

2.1 Identify the risk factors involved with the use of physical intervention

- nature of the restraint:
 - method of restraint (risk of falls with restrictive holds)
 - position held
 - duration of restraint
- situational factors:
 - setting and location constraints and risks (open and confined spaces)
 - environmental hazards
 - staff numbers
 - availability of help
 - access to medical attention
 - threats presented by others
 - options available
- individual factors:
 - age
 - size
 - weight
 - physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs)
 - mental health (history of violence, prior experience of abuse and trauma)
- vulnerable groups
 - children and young people
 - older adults
 - individuals with mental health issues

(Staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention.)

2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis

- *Acute behavioural disturbance* is a term used to cover a combination of physical and psychological factors including:
 - high temperature
 - bizarre behaviour
 - sustained mental and physical exhaustion and metabolic acidosis
- *Psychosis* can result from underlying mental illness and/or be drug-induced. Signs include:
 - hallucinations
 - paranoia
 - extreme fear as part of delusional beliefs
- Acute behavioural disturbance and psychosis can result in sudden death – so both should be treated as a medical emergency. Use de-escalation (verbal and non-verbal communication, distraction and calming techniques) as appropriate to the situation

2.3 State the specific risks associated with positional asphyxia

- *Positional (or restraint) asphyxia* occurs mostly on ground restraints where a person is held forcefully face down or face-up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation
- Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:
 - on the ground or any other surface (e.g., on a bed) face up or face down, using methods that compromise breathing and circulation
 - in a seated position (e.g., being bent forward when seated) using methods that compromise breathing and circulation
 - in a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/object
- *Key risk factors include:*
 - *method of restraint:* positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso – whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia
 - *position:* forceful holds in certain positions increase risks of positional asphyxia – these include:
 - face up or face down restraint on the ground or other surface such as a bed
 - seated or standing positions where breathing and/or circulation are compromised, e.g., by being bent forward
 - *duration:* the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death

2.4 State the specific risks associated with prolonged physical interventions

- The longer the duration of forceful restraint, the greater the exposure to risk and complications.

LO3 Understand how to reduce the risks associated with physical intervention

3.1 State the specific risks of dealing with physical intervention incidents on the ground

- *Specific risks:*
 - restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints)
 - impact with floor and/or objects (during forceful takedowns or falls to the ground)
 - injury from glass or debris on the ground
 - vulnerable to assault from others

3.2 Identify how to deal with physical interventions on the ground appropriately

- Although no physical intervention is risk-free, taking a person to the ground carries additional risks and should be avoided wherever possible
- Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground
- If a situation goes to the ground:
 - try to get the individual up, or to a comfortable seated or recovery position as quickly as possible
 - in the meantime:
 - monitor the individual to ensure they can breathe without difficulty
 - where there is more than one member of the security team involved, designate a ‘team leader’ to take charge of the team and take responsibility for the safety of the individual
 - the team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity
 - if not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject’s head to fulfil this function
 - de-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency
- If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training

3.3 Identify ways of reducing the risk of harm during physical interventions

- Risk of harm to all parties
- *Types of harm:*
 - serious injury or death can result from:
 - strikes and kicks
 - an individual falling or being forced to ground
 - interventions involving the neck, spine or vital organs
 - restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia
 - any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present

- stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma
- Staff must respect the dignity of individuals they are managing, however challenging they may find them
- *Reducing the risk of harm:*
 - choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective)
 - avoid high-risk positions including ground restraints
 - avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation
 - maintain ongoing communication between staff and between staff and the subject during and following restraint
 - monitor the wellbeing of the subject for adverse reactions
 - work as a team and designate a team leader
 - follow established procedures (take care not to deviate)
 - de-escalate at the earliest opportunity to reduce exposure to risk
 - immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions

3.4 State the benefits of dynamic risk assessment in situations where physical intervention is used

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

3.5 State how to manage and monitor a person’s safety during physical intervention

- *Monitor and manage the subject:*
 - observe fully the risk factors (situational and individual)
 - ensure that nothing impedes the subject’s ability to breathe or their circulation - checking airway – breathing – circulation (ABC)
- *Actions to take:*
 - if the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the *recovery position*
 - *commencing CPR/defibrillator* should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths – they still need CPR at this point)
 - if the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress
 - act on ‘red flags’:
 - effort with/difficulty in breathing

- blocked airway and/or vomiting
- passivity or reduced consciousness
- non-responsiveness
- signs of head or spinal injury
- facial swelling
- evidence of alcohol or drug overdose
- blueness around lips, face or nails (signs of asphyxia)
- high body temperature (profuse sweating/hot skin)
- exhaustion
- confusion, disorientation and incoherence
- hallucinations, delusions, mania, paranoia
- bizarre behaviour
- extreme fear
- high-resistance and abnormal strength
- employ de-escalation (calming and/or distraction) techniques
- if a medical emergency is suspected – release immediately and call first aider/emergency services
- provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration

3.6 State the responsibilities of all involved during a physical intervention

- All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention
- *Responsibilities include:*
 - duty of care to the subject at all times (during and after restraint)
 - duty of care to colleagues
 - respecting the dignity of the subject
 - providing appropriate care for any person who appears to be injured or at risk
 - challenging unnecessary and excessive use of force by colleagues
- *Supporting colleagues:*
 - switch roles within the team where appropriate
 - monitor staff safety
 - monitor the subject and if you have any concerns for their wellbeing inform colleagues
 - contain the immediate area and manage bystanders
 - monitor the situation and communicate with others, e.g., staff from other agencies

3.7 State the responsibilities immediately following a physical intervention

- *Responsibilities include:*
 - duty of care to the subject at all times (during and after restraint)
 - duty of care to colleagues (support services)
 - providing appropriate care for any person who appears to be injured or at risk
 - briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event
 - preserving evidence and securing witnesses testimony
 - all staff involved must complete a full report individually accounting for their actions

3.8 State why it is important to maintain physical intervention knowledge and skills

- Maintaining knowledge and skills is important because:
 - legislation and best practice guidance can change
 - proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD)

LO4 Be able to use physical skills to protect yourself and others**4.1 Demonstrate stance and positioning skills**

- Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, while maintaining positive, non-threatening non-verbal communication
- Verbal communication in line with conflict management training to assist the exit or intervention should also be used

4.2 Demonstrate skills used to evade and protect against blows

- With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault
- Verbal communication in line with conflict management training should be used

4.3 Demonstrate methods of disengagement from grabs and holds

- A small number of skills relevant to the security role that address the most common types of assault

4.4 Demonstrate non-aggressive intervention methods to stop assaults or fights

- At least 2 methods that can be adapted to different scenarios
- Including an individual and a team method

4.5 Communicate professionally throughout the physical intervention

- Helping to calm the individual, give instructions and check wellbeing
- Use positive verbal and non-verbal communications to:
 - calm and reassure the individual restrained
 - calm and reassure others present
 - check understanding with the person restrained
 - check the physical and emotional wellbeing of the person restrained
 - negotiate and manage safe de-escalation with the person restrained and with the staff involved

LO5 Be able to use non-pain compliant standing, holding and escorting techniques**5.1 Demonstrate how to physically prompt a person**

- Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. Candidates should continue to apply customer service skills even if the person they are escorting is not responding

5.2 Demonstrate low-level restrictive standing holds that can be used to escort an individual

- Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort
- One *and* 2-person holds (in motion, not just static) to be assessed

5.3 Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual

- Risks of dealing with a violent person in different contexts
- Show one-and multiple-person restraining and escorting techniques in the approved programme
- Remind learners of the dangers of prolonged restraint

5.4 Demonstrate transitions between disengagement techniques and escorting techniques

- Moving from disengagement or defence/blocks into a restraint/escorting move

5.5 Demonstrate how to escort an individual on stairways

- Escorting an individual on a stairway may be required, either because they are:
 - intoxicated or ill and require assistance
 - non-compliant and need to be moved
- Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are violent or if you reasonably foresee that they might become violent during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort
- A dynamic risk assessment should be carried out and door supervisors should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs
- Demonstrate escorting an individual on a stairway made up of a minimum of 3 stairs

5.6 Demonstrate how to disengage safely

- Controlled physical de-escalation i.e., transition to less restrictive holds and complete release*
- Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding
- Safe positioning during de-escalation and disengagement

*Where there are concerns as to the wellbeing of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.

5.7 Demonstrate how to manage risk immediately following disengagement

- Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:
 - create space
 - positive communication with colleagues and other people present
 - safe handover to others, e.g., the police or ambulance personnel, with a briefing including:
 - risk behaviours presented by the person (to themselves and/or others)
 - method of restraint and its duration
 - any concerns you have for their wellbeing

Appendix 3: Sample assessment material



Learner Assessment Pack

Highfield Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)

Qualification Number: xxx/xxxx/x

Learner Name:			
Date of Birth:			
Centre Name:		Centre no:	
Tutor/Assessor Name:		Tutor no:	
IQA Name (if sampled):			
Assessment Date:		Course ID:	

ASSESSMENT SUMMARY			
Unit title	Assessment Method	PASS	REFER
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	Multiple Choice Examination	Highfield Office Use Only	
	Open Response (Q1-4)	<input type="checkbox"/>	<input type="checkbox"/>
	Practical Tasks (P1)	<input type="checkbox"/>	<input type="checkbox"/>
Application of physical intervention skills in the private security industry	Multiple Choice Examination	Highfield Office Use Only	
	Open Response (Q1-6)	<input type="checkbox"/>	<input type="checkbox"/>
	Practical Tasks (P2)	<input type="checkbox"/>	<input type="checkbox"/>

Declarations

Learner: I confirm that the work contained in this assessment pack is my own.

Tutor: I confirm I have read and abided by the requirements of this qualification when assessing the learner's work and have checked the learner's identification.

Learner signature:	<input type="text"/>	Date:	<input type="text"/>
Tutor signature:	<input type="text"/>	Date:	<input type="text"/>
IQA signature:	<input type="text"/>	Date:	<input type="text"/>

Unit: Application of Physical Intervention Skills for Close Protection Operatives
Oral Questions and Answers



Learner name:	<input type="text"/>	Centre no:	<input type="text"/>
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Each question must be asked on a minimum of 2 occasions following demonstration of a technique

1. In what circumstances do you believe this technique would be justifiable within the boundaries of UK legislation?			
Trainer/assessor record of learner response		Pass (place ✓)	Fail (place ✓)
Occasion 1:	Technique questioned on: <input type="text"/>		
Occasion 2:	Technique questioned on: <input type="text"/>		
2. What are the possible injuries that may result from application of this technique to both yourself and the recipient?			
Trainer/assessor record of learner response		Pass (place ✓)	Fail (place ✓)
Occasion 1:	Technique questioned on: <input type="text"/>		
Occasion 2:	Technique questioned on: <input type="text"/>		

Appendix 4: Standards of behaviour for security operatives

<https://www.gov.uk/government/publications/standards-of-behaviour-for-security-operatives/standards-of-behaviour-for-security-operatives>

Personal appearance

A security operative should at all times:

- wear clothing that is smart, presentable, easily identifies the individual as a security operative and is in accordance with the employer's guidelines

Professional Attitude and Skills

A security operative should:

- greet visitors to the premises in a friendly and courteous manner
- act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the security operatives' responsibility.
- carry out his/her duties in a professional and courteous manner with due regard and consideration to others.
- behave with personal integrity and understanding
- use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues
- be fit for work and remain alert at all times
- develop knowledge of local services and amenities appropriately

General Conduct

In carrying out his/her duty, a security operative should:

- never solicit or accept any bribe or other consideration from any person.
- not drink alcohol or be under the influence of alcohol or drugs
- not display preferential treatment towards individuals
- never abuse his/her position of authority
- never carry any item which is or could be considered to be threatening
- report all incidents to the management
- co-operate fully with members of the police and partners, local authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run.

Organisation/Company Values and Standards

A security operative should:

- adhere to the employing organisation/company standards
- be perceptive of the employing organisation/company culture and values
- contribute to the goals and objectives of the employing organisation/company.