

# Qualification Specification

## Level 2 Award for Upskilling Door Supervisors (QCF)

Qualification Number: 600/5777/4

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## HABC Level 2 Award for Upskilling Door Supervisors (QCF)

### Introduction

This Qualification Specification is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your Account Manager.

### Qualification Details

The HABC Level 2 Award for Upskilling Door Supervisors has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF).

It is supported by the SIA to meet the mandatory SIA top-up requirements for Door Supervisors who undertook their qualification prior to launch of the QCF Door Supervision qualifications.

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### Key facts

<b>QAN:</b>	600/5777/4
<b>Learning Aim Reference:</b>	60057774
<b>Guided learning hours (GLH):</b>	12
<b>Mandatory Contact Hours</b>	Unit 1: 7 ½ hours
<b>Credit Value:</b>	2
<b>Assessment Method:</b>	Practical, written and multiple-choice tests

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### Qualification Overview

It is supported by the SIA to meet the mandatory SIA top-up requirements for Door Supervisors who undertook their qualification prior to the QCF Door Supervision qualifications and who need to renew their licence. It comprises two units:

1. **Physical Intervention Skills for the Private Security Industry** covering knowledge and practical skills
2. **Safety Awareness for Door Supervisors** which covers knowledge of counter terrorism issues, first aid awareness and requirements in dealing with children and young people.

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### Entry Requirements

Door Supervisors who undertook their qualification prior to the QCF Door Supervision qualifications and who need to renew their licence.

**The Centre is responsible for ensuring that the licence expired no longer than 3 years prior to their attendance on this qualification. This is in line with the SIA requirements which can be found here <http://www.sia.homeoffice.gov.uk/pages/training-previous-qualifications-ds.aspx>**

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### Age ranges

These qualifications are approved for delivery to the age ranges 18+ and 19+.

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## Geographical Coverage

These qualifications are suitable for learners in England, Wales or Northern Ireland.

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## Special Needs

HABC have measures in place for learners with special needs. Please see the Reasonable Adjustments Policy Annex 17 of the HABC Core Manual.

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## Qualification Structure

This qualification is made up of two mandatory units. Please see the end of this specification for unit details.

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## How this qualification is assessed

Details on assessment for each of the units is below:

### Unit 1: Physical Intervention Skills for the Private Security Industry

This unit is assessed in two parts. Part one is a practical test and part two is a written True/False test, set by HABC and marked by the tutor.

### Unit 2: Safety Awareness for Door Supervisors

This unit is assessed by a 10-question multiple-choice examination which is set by HABC and **marked by the tutor**.

The duration of the examination is 20 minutes. Successful learners must achieve a score of at least 7 out of 10. Marking schemes can be found in the Members Area of the website.

The SIA have stipulated a **maximum** ratio of 12:1 learners to tutor for **unit 1**.

**All examination papers for units 1 and 2 must be returned to HABC.**

Following the assessment, a list of results will be provided to the Centre Contacts stating whether learners have passed or failed. Certificates for successful learners will be dispatched for distribution by the Centre Contacts.

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## Tutor Requirements

HABC require that Nominated Tutors have teaching experience and hold a qualification in the relevant subject area.

HABC Centres wishing to deliver this qualification must adhere to the SIA requirements set out in the document 'Introduction to Learning Leading Towards Licence-Linked Qualifications':

[www.sia.homeoffice.gov.uk/Documents/training/modules/sia\\_specifications\\_intro.pdf](http://www.sia.homeoffice.gov.uk/Documents/training/modules/sia_specifications_intro.pdf)

Please also see below sections on *Sector Competence* and *Guidance on Delivery*.

## Teaching Qualifications

All Nominated Tutors delivering SIA licence-linked qualifications are required to hold a teaching qualification, many of which are listed below. Further information on equivalencies of teaching qualifications can be found at the [Standards Verification UK](http://standardsverification.org.uk) website.

### *Suitable Teaching Qualifications include:*

- Level 3 or 4 PTLLS or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- Level 3 or 4 NVQ in Training and/or Development

Please note Nominated Tutors will need to upload appropriate certificates to their application before HABC will be able to approve. For this qualification, this includes a Level 3 Delivery of Conflict Management Training certificate, a Level 3 Deliverers of Physical Intervention Training in the Private Security Industry QCF certificate as well as an up-to-date certificate/licence agreement for the physical intervention programme they use.

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## Sector Competence

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

Awarding Organisations may require additional information about a Nominated Tutor's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that Nominated Tutors have the right occupational expertise, the SIA and Awarding Organisations require Nominated Tutors to have a minimum of **three years frontline operational experience in the last 10 years**, relevant to the area they are training.

It is also a requirement that Nominated Tutors must demonstrate to Awarding Organisations that they are keeping their own knowledge (and skills where appropriate) up to date and relevant to industry. This is best demonstrated by evidence of professional development and/or ongoing workplace experience.

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## Guidance on Delivery

Regarding learners whose first language is not English, the SIA, in consultation with Skills for Security, specifies the following:

“Communication in English is an integral requirement of the SIA competencies. This is made explicit in particular competence statements and in relation to the title of the Part, or Session, which deals with “Communication and Conflict Management”. Learners also need to demonstrate their competence in English in an applied context in relation to other areas of the specifications and competence needs to be considered holistically, with the aim that the learner should be able to demonstrate these same competencies effectively in the workplace. To not be able to do so could have health and safety implications for the individual, and for others, in the workplace.

For the above reasons, it would not be appropriate for learners for whom English is their second language to be provided with a scribe or reader to assist them in their assessment. To do so would also provide an unfair advantage to such learners.

Centres should be advised to carry out an initial assessment of learners to identify their particular needs at the earliest stage. In the case of learners for whom English language communication skills are a weakness (and other particular needs considerations do not apply) it would be appropriate to direct them to undertake additional learning to develop these skills.”

The SIA have stipulated **minimum** contact hours and GLH.

For Unit 1 - Physical Intervention Skills for the Private Security Industry – the SIA have stipulated a **maximum** ratio of 12:1 learners to tutor.

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## ID requirements

It is the responsibility of each approved HABC Centre to have systems in place to ensure that the person taking any of the security licence-linked qualifications is indeed the person they are purporting 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.

**The Invigilator must check all photographs supplied by the learners and ensure each is a true representation of the individual about to take the examination. Once satisfied, the Invigilator must print the learner’s name on the reverse of the photograph before sticking to the adhesive film on the Identification Validation Sheet.**

Please see link below for a list of documentation that the SIA will accept as proof of identification:

[http://www.highfieldabc.com/Assets/Files/HABC\\_ID\\_Validation\\_Group\\_AB.pdf](http://www.highfieldabc.com/Assets/Files/HABC_ID_Validation_Group_AB.pdf)

**PLEASE NOTE: A current SIA Door Supervisors licence is NOT a valid form of ID; ID must come from the list above.**

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## Useful Websites

### SIA

<http://www.sia.homeoffice.gov.uk/Pages/home.aspx>

<http://sia.homeoffice.gov.uk/Pages/olympics-counter-terrorism.aspx>

### Skills for Security

<http://www.skillsforsecurity.org.uk/index.php>

### Home Office

<http://www.homeoffice.gov.uk/>

### British Security Industry Authority

<http://www.bsia.co.uk/>

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## Recommended Training Materials

*Safety Awareness for Door Supervisors* Walker, A. Highfield.co.uk Ltd

*Physical Intervention Skills Course Book* Walker, A. Highfield.co.uk Ltd

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## Appendix 1: All Units

### Unit 1: Physical Intervention Skills for the Private Security Industry

Unit no: R/600/6303  
 Level: 2  
 Credit: 1  
 GLH: 10

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand physical interventions and the legal and professional implications of their use</b>	1.1 Identify the differences between defensive physical skills and physical interventions 1.2 Identify the differences between non-restrictive and restrictive interventions 1.3 Identify positive alternatives to physical intervention 1.4 State the importance of only using physical intervention skills as a last resort 1.5 State legal implications relating to the use of physical interventions
<b>2. Understand how to reduce the risk of harm when physical intervention skills are used</b>	2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used 2.2 Identify the risk factors involved with the use of physical interventions 2.3 Identify ways of reducing the risk of harm during physical interventions 2.4 State responsibilities immediately following physical interventions 2.5 State the importance of keeping physical intervention knowledge and skills current
<b>3. Be able to use non-pain related physical skills to protect yourself and others from assault</b>	3.1 Demonstrate non-aggressive stance and positioning skills 3.2 Demonstrate non-aggressive skills used to evade and protect against blows 3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds 3.4 Demonstrate non-aggressive methods to stop one person assaulting another 3.5 Demonstrate non-aggressive team methods to

	<p>separate persons fighting</p> <p>3.6 Communicate professionally with the subject of physical intervention, colleagues and other customers while protecting yourself and others from assault</p>
<p><b>4. Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills</b></p>	<p>4.1 Demonstrate the use of a method for physically prompting a person</p> <p>4.2 Demonstrate the use of a non-restrictive method of escorting a person</p> <p>4.3 Demonstrate the use of a one-person low level restrictive standing hold that can be used as an escort</p> <p>4.4 Demonstrate the use of a two-person restrictive standing hold that can be used as an escort</p> <p>4.5 Demonstrate how to provide support to colleagues during a physical intervention</p> <p>4.6 Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties</p> <p>4.7 Communicate professionally with the subject of physical intervention, other customers and colleagues, while using prompting, holding and escorting techniques</p>
<p><b>5. Understand good practice to follow after physical interventions</b></p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from physical intervention situations</p> <p>5.3 Identify additional factors when reporting and accounting for use of force</p>

## Unit Content

### LO1: Understand physical interventions and the legal and professional implications of their use

- Differences between defensive physical skills and physical interventions
  - *Defensive physical skills* – PI 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.
  
- Differences between non-restrictive and restrictive interventions
  - *Restrictive interventions*:
    - Involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person’s environment. Such interventions can be:
    - Highly Restrictive i.e. severely limit the movement and freedom of an individual, or:
    - Low Level Restrictive i.e. limit or contain the movement and freedom of an individual who is less resistant with low levels of force
  - *Non-restrictive interventions*
    - Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish. This would include prompting and guiding an individual to assist them walking and also defensive, self-protective interventions.
  
- 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).
  - *Secondary Controls* - Positive and effective interpersonal communication as well as the knowledge and skills of conflict management in reducing the need for physical intervention.

(Note: Underpinning knowledge of interpersonal communication will have been completed as part of Common unit and Conflict Management unit)

- Why it is important to only use physical intervention skills as a last resort
  - Because physical intervention can:
    - Increase risk of harm to staff and customers
    - Result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful
    - Lead to allegations against staff and potentially loss of licence and/or employment
  - Examples of ‘last resort’ include when:
    - Other options have failed or are likely to fail
    - It is not possible or appropriate to withdraw
    -

- Legal and professional implications relating to the use of physical interventions:
  - **Legal authority** to use force under Statute and Common Law (Please note: content will be different as applicable for each of the 4 nations)
  - **Duty of care** considerations concerning use of physical intervention

(Note: Learners will have underpinning knowledge surrounding use of force, arrest, human rights and duty of care within Common and Specialist Units – Door ACs 2.1 and 2.4; Security Guarding 6.4; Common 2.2 and 3.2)

- **Sector specific legislation and professional guidance:** Importance of familiarising oneself with legislation, professional guidance and standards relevant to area of employment.
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## **LO2: Understand how to reduce the risk of harm when physical intervention skills are used**

- Use of dynamic risk assessment in situations where physical intervention skills are used
  - Dynamic risk assessment used to:
    - Assess threat and risk of assault to staff and harm to others through a decision to use physical intervention
    - Evaluate options available and make an informed decision on whether to intervene, when and how
    - Identify when assistance is needed
    - Continuously monitor for changes in risk to all parties during and following an intervention
    - Inform decision to de-escalate use of force and/or withdraw

(Note: Learners will have underpinning knowledge of dynamic risk assessment from the CM Units – AC 2.1 and 2.2)

- Risks factors involved with the use of physical interventions
  - Potential Medical Consequences
  - Serious harm 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 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 (below)

Although lawful in certain circumstances, such interventions will require high levels of justification and training.

The longer the duration of the restraint the greater the risk

- Situational factors that increase risk:
  - Environmental hazards
  - Staff numbers
  - Availability of help
  - Threats presented by others
  - Options available.
  - Increased risk of falls with one on one restrictive holds.
- Individual factors that can increase risk:
  - Risks linked to age
  - Size and weight
  - Physical health and mental health
  - Alcohol or drug abuse,
  - Physical exhaustion
  - Recent ingestion of food
  - Medical conditions/predispositions.
- Ways of reducing the risk of harm during physical interventions
  - Choosing the least forceful intervention practicable
    - The physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective
  - Communication
    - The importance of ongoing communication between staff and the subject during and following restraint
  - Monitoring
    - The wellbeing of the subject of intervention for adverse reactions of subject
  - Leadership and Teamwork
    - The importance of someone taking a lead role and for others to offer support as team members
    - Ensuring practice follows the procedures taught and are not deviated from significantly
  - De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk
  - Emergency procedures:
    - Immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions
- Responsibilities immediately following physical interventions

(Note: Learners will have underpinning knowledge surrounding duty of care and evidence preservation from Conflict Management for the Private Security Unit - LO 5).

- Ensure:
  - Duty of care to the subject is maintained following restraint

- Appropriate medical attention is provided to any person who appears to be injured or at risk
  - Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event
  - Evidence is preserved and witnesses secured
- Why it is important to keep physical intervention knowledge and skills current
  - Because legislation and guidance can change
  - Because proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks

### **LO3: Be able to use non aggressive physical skills to protect yourself and others from assault**

- Non-aggressive stance and positioning skills:
  - Position that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening, non verbal communication.
- Non-aggressive skills used to evade and protect against blows:
  - From the skills covered in 3.1, show how use of limbs and movement can protect against an assault.
- Non-aggressive 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.
- Non-aggressive methods to stop one person assaulting another:
  - No more than two skills that can be adapted to different scenarios.
- Non-aggressive team methods to separate persons fighting:
  - No more than two skills that can be adapted to different scenarios.
- Communicate professionally with the subject of physical intervention while protecting yourself and others from assault:
  - Helping to calm the individual, give instructions and check wellbeing.

### **LO4: Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills**

- Use of a method for physically prompting a person:
  - A non restrictive prompt for use when verbal and non verbal persuasion has not, or is not, likely to achieve the legitimate objective.
- Use of a non-restrictive method of escorting a person:
  - A non restrictive use of force to escort where prompting is not sufficient
- Use of a one-person low level restrictive standing hold that can be used as an escort:
  - Remind learners of the increased risks associated with one on one restraints and teach a low level intervention option for use to hold and escort

- Use of a two-person low level restrictive standing hold that can be used as an escort:
  - A more restrictive hold and escort skill involving a minimum of two persons
- How to provide support to colleagues during a physical intervention:
  - Support activities include positioning to observe potential threats to colleagues and customers and to help contain the situation
- How to de-escalate and disengage a physical intervention ensuring safety for both parties:
  - Demonstrate controlled reduction of use of force to the point where staff can safely disengage
- Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques:
  - Helping to calm the individual, give instructions and check well being

#### **LO5: Understand good practice to follow after physical interventions**

(Note: Learners will have underpinning knowledge surrounding action following incidents reporting and report writing from Working as a Door Supervisor – LO7)

- The importance of accessing help and support following an incident:
  - Recognise potential for physical and psychological harm following an incident where force has been used and importance of accessing appropriate support
- The importance of reflecting on, and learning from, physical intervention situations:
  - Importance of sharing learning from experiences with colleagues and employers, so that situations needing physical intervention can be reduced or managed more safely.
- Additional factors when reporting and accounting for use of force:
  - Description of subject/s behaviour
  - Other 'impact factors'
  - Staff responses including description of physical interventions and level of force used
  - Description of any injuries sustained
  - First aid and medical support provided
  - Details of admission to hospital
  - Support to those involved and follow up action required

## Unit 2: Safety Awareness for Door Supervisors

Unit number: J/504/0678

Credit: 1

GLH: 2

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand counter terrorism issues relevant to Door Supervisors</b>	1.1 Identify behaviours that could indicate suspicious or terrorist activity 1.2 State effective deterrents to terrorist activity 1.3 Identify the UK government terrorism threat levels 1.4 State counter terrorism procedures as they relate to door supervisors
<b>2. Know the role of the Door Supervisor when first aid situations occur in licensed premises</b>	2.1 Identify common situations requiring first aid that occur in licensed premises 2.2 Identify appropriate responses to situations requiring first aid
<b>3. Know legislation and requirements regarding children and young people relevant to Door Supervisors</b>	3.1 Identify how to comply with relevant licensing legislation when dealing with children and young people 3.2 State duty of care requirements when dealing with children and young people 3.3 State searching requirements when dealing with children and young people

## Unit Content

### LO1 Understand counter terrorism issues relevant to Door Supervisors

- Behaviours that could indicate suspicious or terrorist activity:
  - Particular interest in venue
  - Interest in CCTV systems
  - Interest in security arrangements and timing of activities
  - Loitering
  - Making notes or taking photographs of a site or venue
  - False alarm activations
  
- Effective deterrents to terrorist activity:
  - Vigilance in and near the venue
  - Search customers and bags on entry
  - Undertake regular patrols
  - Be suspicious of people taking an interest in security measures
  - Be aware of parked vehicles with occupants
  - Be aware of unoccupied vehicles unattended for long periods
  
- UK government terrorism threat levels
  - Who sets the threat levels
    - MI5
  - How to check the current threat level
    - Home Office website
    - <http://www.homeoffice.gov.uk/counter-terrorism/current-threat-level/>
  - What are the threat levels?
    - Critical – An attack is expected imminently
    - Severe – An attack is highly likely
    - Substantial – An attack is a strong possibility
    - Moderate – An attack is possible but not likely
    - Low – An attack is unlikely
  
- Current counter terrorism procedures as they relate to the role of a door supervisor:
  - Passing on non-urgent information to the Anti Terrorist Hotline
  - Understanding of any recent relevant activity
  - Their location in relation to other possible targets
  - Vulnerability of venue to attack
  - Awareness of current threat levels
  - Appropriate responses to workplace emergencies
  - Common human responses in an emergency situation
    - Panic
    - Ignoring the emergency
    - Following usual exits rather than fire exits

## **LO2 Know the role of the Door Supervisor when first aid situations occur in licensed premises**

- Common situations requiring first aid that occur in licensed premises:
  - Sprains and strains
  - Alcohol or drug misuse
  - Epileptic fit
  - Cuts and bruises
  - Fainting
  - Heat exhaustion
  - Allergic reactions
  
- Appropriate responses to situations requiring first aid:
  - Call the appointed person
  - Call the emergency services

## **LO3 Know legislation and requirements regarding children and young people relevant to Door Supervisors**

- How to comply with relevant licensing legislation when dealing with children and young people:
  - The Licensing Act 2003 e.g. Protection of children from harm
    - Relevant legislation on the sale, purchase and consumption of alcohol involving under -18s
    - Protection from physical or psychological harm
  
- Duty of care requirements when dealing with children and young people:
  - The Licensing Act 2003 e.g.
    - Protection of children from harm
    - Moral and legal responsibilities
    - Knowledge of venues admissions policy
    - Knowledge of Proof of Age schemes
  
- Searching requirements when dealing with children and young people:
  - Best practice:-
    - Two Door Supervisors to be present
    - Do not ask to remove clothing, other than outer garments such as coat
    - Same requirements as per searching e.g.
      - Gain permission from customer
      - Same sex search
      - Follow the search policy
      - In view of CCTV if possible

## Standards of Behaviour for Door Supervisors

A door supervisor should at all times:

- Wear clothing which is smart, presentable, easily identifies the individual as a door supervisor, and is in accordance with the employer's guidelines.
- Wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side.

### Professional Attitude & Skills

A door supervisor should:

- Greet visitors to the licensed 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 Door Supervisors 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 door supervisor 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, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the licensed premises or the way they are run.

### Organisation / Company Values and Standards

A door supervisor 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.