



**Highfield**

*awarding body for compliance*

## Qualification Specification

### HABC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF)

Qualification Number: 600/0706/0

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## HABC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF)

### Introduction

This Qualification Specification document 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 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry 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 Skills for Security, the Sector Skills Body for the Security sector.

### Key facts

• <b>QAN</b>	600/0706/0
• <b>Learning Aim Reference</b>	60007060
• <b>Guided learning hours (GLH)</b>	35*
• <b>Credit Value</b>	4
• <b>Assessment Method</b>	Portfolio of evidence, True/False written test & practical assessment

\* The SIA stipulate a minimum of 7 ½ contact hours for Unit 1. Contact hours are classed as time spent with a tutor or trainer

### Qualification Overview

The HABC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry has been developed to meet the requirements of trainers who work within the Private Security Industry and need to deliver training in Physical Intervention Skills.

From June 2010, physical intervention skills are now part of the door supervisor licence-linked qualifications. Trainers offering the new qualifications must own a PI programme, as listed on the SIA website:

<http://www.sia.homeoffice.gov.uk/Pages/training-trainer-training.aspx>.

It is expected that all trainers will have achieved the relevant SIA recognised national qualification for trainers delivering physical intervention skills by August 2011.

### Entry Guidance/Restrictions

Learners are required to have:

- a suitable teaching/training qualification (Level 3 PTLLS or above)
- a suitable level 3 qualification in training conflict management at NQF/QCF Level 3

This qualification is approved for delivery to the age ranges 18+.

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

### Geographical Coverage

The qualification is suitable for learners in the UK.

**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.

The SIA guidelines on English language competency is outlined in ‘Guidance on Delivery’, below.

**Qualification Structure**

This qualification is made up of two mandatory units, the details of which are included at the end of this document.

Learners must successfully complete the assessments for both units to achieve the qualification.

**How the qualification is assessed**

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

**Unit 1 – Physical Intervention Skills in the Private Security Industry**

Assessed in two parts:

- True/False question test
- Practical Assessment

The test must be held under controlled conditions.

**Unit 2 – Delivering Physical Intervention Training**

Assessed by a portfolio of evidence.

The completed portfolio of evidence must be internally quality assured and retained by the Centre. A Notification of Completion Form must then be sent to HABC to request certification. Receipt of the NOC form will initiate the request for an External Quality Support visit, until Direct Claim Status is awarded.

**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.

**Guidance on Delivery**

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 who 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.

Training centres should be advised to carry out 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.

Delivery of the programme can be flexible, however the SIA have stipulated contact hours and GLH (see Key Facts section on page 3) for **Unit 1**. This **must** be adhered to.

The SIA ID requirements for Unit 1 must also be adhered to.

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

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### Progression

Progression and further learning routes include:

- Level 3 or 4 Certificate in Teaching in the Lifelong Learning Sector

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### Nominated Tutor Requirements

All trainers delivering physical intervention skills training for the door supervisor licence-linked qualifications are required to hold:

- A suitable teaching/training qualification (PTLLS or above, or a suitable equivalent);
- A suitable level 3 qualification in training conflict management;
- The level 3 'Delivering Physical Intervention' training unit, or;
- A certificate from an approved level 3 programme that confirms the trainer's ability to deliver the skills in an approved level 2 programme.
- It is expected that all trainers will have achieved the relevant SIA recognised national qualification for trainers delivering physical intervention skills by August 2011.

Further information on equivalencies of teaching qualifications can be found at the [Standards Verification UK](http://StandardsVerificationUK.org) website.

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### Sector Competence

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

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

To ensure that trainers have the right occupational expertise, the SIA and awarding bodies require trainers to have three years frontline operational experience in the last ten, relevant to the area that they are training.

It is also a requirement that trainers must demonstrate to awarding bodies 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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### Internal Quality Assurance

The minimum requirements for IQA for this qualification are that Internal Moderators/Second Tutors must be qualified and/or have recent occupational competency in the subject area they are moderating. Where an Internal Moderator/Second Tutor is also an Assessor of the qualification or award, their assessment decisions must be internally moderated/verified by a different Internal Moderator/Second Tutor.

## ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". HABC will accept the following as proof of a learner's identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID Card, Travel card.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

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## Key Skills

Learners undertaking this qualification should be able to work at or above Level 3 Communications, Problem Solving and Working with Others.

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## Useful Websites

The SIA:  
<http://www.sia.homeoffice.gov.uk/Pages/home.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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**Unit 1: Physical Intervention Skills in 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 separate persons fighting 3.6 Communicate professionally with the subject of physical intervention, colleagues and other customers while protecting yourself and others from assault

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<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.

## 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: Delivering Physical Intervention Training

Unit No: F/601/2503  
 Level: 3  
 Credit: 3  
 GLH: 25

Learning Outcomes	Assessment Criterion
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to assess the training environment to reduce risks in preparation for physical intervention training</b>	1.1. Risk assess a training environment where physical skills will be taught. 1.2. Identify and record ways of reducing risk in the training environment. 1.3. Identify personal factors that may increase risk for the participants. 1.4. Conduct a safety briefing. 1.5. Ensure participants are physically prepared to take part in physical intervention skills training.
<b>2. Be able to safely and effectively manage the learning environment for physical intervention skills</b>	2.1. Explain factors critical to the effectiveness and safety of delivering physical intervention skills. 2.2. Explain the potential consequences of deviating from an approved physical intervention programme. 2.3. Manage learner behaviour to ensure a safe and effective learning environment. 2.4. Identify and manage barriers to learning
<b>3. Be able to deliver instruction in physical intervention skills</b>	3.1. Organise and position learners so that they can learn effectively from instruction. 3.2. Explain the purpose and potential use of the skill about to be taught. 3.3. Provide an accurate and safe demonstration of the skill being taught. 3.4. Break down a skill into component parts for learners. 3.5. Supervise safe practice of skills. 3.6. Provide learners with coaching points and feedback. 3.7. Adapt teaching to facilitate problem solving and application of skill to the workplace
<b>4. Be able to assess physical intervention skills</b>	4.1. Demonstrate knowledge of the agreed standards in the assessment of Physical Intervention skills. 4.2. Assess learners against agreed standards. 4.3. Complete accurately required assessment documentation

## Unit Content

### LO1: Be able to assess the training environment to reduce risks in preparation for physical intervention training

- Risk assess a training environment where physical skills will be taught e.g.
  - Ensure training room is suitable
  - Check other areas e.g. corridors, toilets etc
- Ways of reducing risk in the training environment e.g.
  - Undertake a risk assessment
  - Risk factors e.g.
    - Furniture
    - Poor lighting
    - Poor floor surfaces
  - Remove risks where possible e.g.
    - Move furniture
    - Use floor mats
- Personal factors that may increase risk for the participants e.g.
  - Gender
  - Size
  - Physical condition
- Conduct a safety briefing e.g.
  - What to include e.g.
    - Health and safety requirements e.g. evacuation procedures
    - Training requirements e.g. correct clothing
    - Ensure the learners have understood requirements
- Ensure participants are physically prepared to take part in physical intervention skills training e.g.
  - Learners must have confirmed their fitness and any existing injuries/illnesses
  - Ensure learners participate in a suitable warm up
  - Ensure learners are appropriately dressed

### LO2: Be able to safely and effectively manage the learning environment for physical intervention skills

- Factors critical to the effectiveness and safety of delivering physical intervention skills e.g.
  - Understand the medical and legal implications
  - Ensure learner behaviour is appropriate
- Potential consequences of deviating from an approved physical intervention programme e.g.
  - Medical or legal repercussions
  - Injuries to the learner during the training
- Manage learner behaviour to ensure a safe and effective learning environment e.g.
  - Challenge dangerous behaviour
  - Understand and work with group dynamics
  - Understand and work with levels of fitness
- Identify and manage barriers to learning e.g.
  - Pre-course assessment of existing conditions/illnesses
  - Literacy or numeracy issues
  - Monitor the group closely

- Manage expectations

### LO3: Be able to deliver instruction in physical intervention skills

- Organise and position learners so that they can learn effectively from instruction e.g.
  - Ensure demonstrations are clear to learners
  - Demonstrate moves from different angles
- Explain the purpose and potential use of the skill about to be taught e.g.
  - What the skill can be used for
  - When to use a particular skill
- Provide an accurate and safe demonstration of the skill being taught e.g.
  - Ensure environment is suitable for the demonstration
  - Ensure the learners can see the demonstration clearly
- Break down a skill into component parts for learners e.g.
  - Explain/demonstrate component parts of the skills
- Supervise safe practice of skills e.g.
  - Ensure learners are offered individual support
  - Allow room to practice skills safely
- Provide learners with coaching points and feedback e.g.
  - Use peer demonstration
  - Provide individual and group feedback as appropriate
  - Review progress and adapt to individual needs
- Adapt teaching to facilitate problem solving and application of skill to the workplace e.g.
  - Use practical scenarios that would be relevant to the learners workplace

### LO4: Be able to assess physical intervention skills

- Demonstrate knowledge of the agreed standards in the assessment of Physical Intervention skills
- Assess learners against agreed standards e.g.
  - Ensure assessment meets relevant assessment criteria
- Complete accurately required assessment documentation
  - Ensure all documentation is completed to