Qualification Specification

BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up)

Qualification Number: 603/7025/7

BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up)

Version and date	Change, alteration or addition	Section
Version 2, March 2021	Launch version	

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1. About the BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up)

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Additionally, each unit within the qualification has a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up)	603/7025/7

2. Objective and Purpose of this Qualification

This qualification includes key areas that will bring current licence holders up to date with the new licence-linked qualifications requirements.

The BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up) is designed to show that learners have obtained and can demonstrate the knowledge and skills required to be a Door Supervisor.

The primary purpose of the qualification is to confirm occupational competence. However, employers can also rely on the knowledge provided as meeting nationally recognised standards within security, and more specifically door supervision, at this level. As such the sub-purpose is to confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry body.

Under the Private Security Industry Act 2001, all door supervisors must hold a licence to practise issued by the Security Industry Authority (SIA). Successful completion of this course enables a door supervisor to meet one of the requirements to apply for their licence.

Due to constant regulatory, policy and funding changes, users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB Qualifications Limited head office.

3. About this Specification

This specification has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the specification is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this specification is updated, centres will be notified by BIIAB Qualifications Limited.

4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. BIIAB Qualifications Limited's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

BIIAB

5. What are Rules of Combination?

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination. These allow for flexibility and transferability.

The rules of combination will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up) Rules of Combination and Structure

To achieve the BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up), learners **must** complete all units within the qualification. This **must** consist of:

- Minimum total credit: **4**
- Mandatory Group A **minimum** number of units: **3**
- Minimum Guided Learning Hours: **17 hours**
- Total Qualification Time: **23 hours**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed overleaf are the qualification units.

BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up)

BIIAB unit number	URN	Unit title	Credit	Level	Guided learning hours (total learning and assessment time)	SIA minimum contact time (hours)	SIA maximum permitted self-study time (hours)	Total time	Assessment method
PTTAPSI	H/618/6094	Principles of Terror Threat Awareness in the Private Security Industry	1	2	2	2 hours if E-learning not used / 20 mins if E-learning used	*use of authorised E-learning permitted	3	Multiple-choice questions
PUEDSPSI	K/618/6095	Principles of Using Equipment for Door Supervisors in the Private Security Industry	1	2	2	0	2	3	Multiple-choice questions and practical assessment of using communications equipment
APISPSI	L/618/5960	Application of Physical Intervention Skills in the Private Security Industry	2	2	13	13	Not permitted	17	Multiple-choice questions and practical assessment
				Total	**17 hours (minimum 3 days)**	**15 (or 13 if E-learning is used) (min 2 days)**		**23 hours**	

* ACT E-learning and ACT E-learning (Security) options are available and can be used

7. Grading

The qualification is graded either a pass or fail. In order to achieve the qualification, the learner must pass all four mandatory units. If a learner does not pass every unit, the qualification will not be awarded.

8. Age Restriction

This qualification is appropriate for use in the following age range:

- 18+

9. Entry Requirements

English Language Pre-requisite for Learners

In the course of their work, security operatives are likely 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 assessments must be conducted in the medium of English and/or Welsh as appropriate.

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.

Training centres must ensure that all learners have sufficient reading, writing, speaking and listening language skills before putting the learners forward for training and assessment. All English/Welsh language assessments used by Centres must be agreed with BIIAB Qualifications Limited as part of security centre approval.

Centres must retain this information for all learners against all four competencies for a minimum of three years in line with retention of assessment evidence requirements.

First Aid Training Requirements

From 01 April 2021, learners taking their Door Supervision or Security Officer training for the first time will need to show that they hold a current and valid First Aid or Emergency First Aid certificate* that meets the requirements of the Health and Safety (First Aid) Regulations 1981. It is an SIA requirement that training centres **must** confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.

Learners should, as a minimum, have achieved an Emergency First Aid at Work qualification covering the following outcomes.

- understand the role of the first aider, including reference to:

    o the importance of preventing cross-infection

    o the need for recording incidents and actions

    o use of available equipment

- assess the situation and circumstances in order to act safely, promptly and effectively in an emergency

- administer first aid to a casualty who is unconscious (including seizure)

- administer cardiopulmonary resuscitation and use of an automated external defibrillator

- administer first aid to a casualty who is choking

- administer first aid to a casualty who is wounded and bleeding

- administer first aid to a casualty who is suffering from shock

- provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).

Learners should present their First Aid or Emergency First Aid certificate* to their training provider before they start training. This certificate* must be valid for at least 12 months from 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.

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

*Training centres are permitted to deliver suitable First Aid qualifications together with security qualifications as part of a training package. All First Aid training **must** be completed and passed **prior** to the commencement of the security training.

10. Assessment

Overview of Assessment Strategy

The qualification contains units that cover both knowledge and competency which are all assessed. The competence elements of the units are assessed through practical assessments and require learners to demonstrate their competence through observation by an assessor. Knowledge assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

In order to assess formally the learners' knowledge, BIIAB Qualifications Limited has developed externally set, externally marked paper-based **multiple-choice assessments**.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Centre Manual for the Administration of BIIAB Qualifications within the Security Portfolio document, available in the password protected area of CentreZone.

BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up)

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

Assessment Principles

The Assessment Principles for the Level 2 Award for Door Supervisors in the Private Security Industry (Top up) have been designed by the Security Industry Authority (SIA) in conjunction with all SIA approved Awarding Organisations. While BIIAB Qualifications Limited has not itself solely designed the strategy, it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification, and it has agreed that it will monitor the compliance of BIIAB Qualifications Limited centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Assessment Principles for this qualification.

The Assessment Principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessors and quality assurers delivering, quality assuring and certificating the qualification.

Principles of Terror Threat Awareness in the Private Security Industry

This unit will be assessed by a knowledge and assessment. The knowledge assessment is an externally set and marked multiple choice question paper consisting of 10 questions. The examination will last for 20 minutes and learners will be required to answer correctly 7 of the 10 questions (70%) in order to pass.

Principles of Using Equipment for Door Supervisors in the Private Security Industry

This unit will be assessed by both knowledge and practical assessment. The knowledge assessment is an externally set and marked multiple choice question paper consisting of 5 questions. The examination will last for 10 minutes and learners will be required to answer correctly 4 of the 5 questions (80%) in order to pass. The practical assessment is an externally set, internally assessed observation of using communications devices. The practical assessment must be visually recorded for each learner and is recommended to take approximately 15 minutes. Each learner should introduce themselves, state the date and the techniques they are demonstrating. Learners will be required to achieve a pass mark of 100% for the practical assessment.

Application of Physical Intervention Skills in the Private Security Industry

This unit will be assessed by both knowledge and practical assessment. The knowledge assessment is an externally set and marked multiple choice question paper consisting of 30 questions. The examination will last for 45 minutes and learners will be required to answer correctly 24 of the 30 questions (80%) in order to pass. The practical assessment is an externally

set, internally assessed observation of each learner performing every technique with observation sheet and Question and Answer session to cover critical areas of physical intervention knowledge. The practical assessment must be visually recorded for each learner and is recommended to take approximately 15 minutes. Each learner should introduce themselves, state the date and the techniques they are demonstrating. Learners will be required to achieve a pass mark of 100% for the practical assessment. The trainer will only pass a learner when all of the techniques have been demonstrated successfully.

Facilities

Training and assessment for approved licence-linked qualifications must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements.

Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it is best practice to provide a realistic work environment for the training and assessing aspects of all practical activities. For full details of arrangements for the assessment and examination environment, please refer to BIIAB's Centre Manual for the Administration of BIIAB Qualifications within the Security Portfolio.

Trainers/Assessors involved in the delivery of Licence-linked qualifications

All trainers/assessors seeking to deliver licence-linked qualifications must have achieved as a minimum:

Trainer Qualifications

1. Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF), Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:
    - Level 4 Award in Education and Training (QCF/RQF)
    - Certificate in Education
    - Post Graduate Certificate in Education
    - SVQ/NVQ Levels 3 and 4 in Learning and Development
    - Scottish Training Qualification for Further Education (TQFE)
    - PTLLS, CTLLS or DTLLS
    - Master's in Education
    AND
2. A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter terrorism programme such as the ACT (Action Counters Terrorism) Awareness training which must be completed annually.

Assessor Qualifications

Assessors must 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 an Assessor qualification:
- Unit 1 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 qualification
- 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.

It is expected that in most cases the trainer and the assessor will be the same person. If assessors do not hold any of these qualifications/units at the launch of the security qualifications, they will have until 30 September 2022 to achieve them.

Internal Quality Assurer (IQA) requirements

All those seeking to undertake internal quality assurance activities for licence-linked qualifications must have achieved as a minimum one of the following:
- 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:
- Unit 2/Unit 4 Understanding the principles and practices of internally assuring the quality of assessment.

If IQAs do not hold any of these units by the launch of the security qualifications, they will have until 30 September 2022 to achieve one.

The Centre is required to have access to at least one qualified IQA by 30 September 2022 with security sector competency relevant to the area they are quality assuring and who is familiar with the course content of the units that they are quality assuring.

Centre personnel who wish to check their eligibility may do so by contacting BIIAB Qualifications Limited

Additional qualifications required by Trainers, Assessors and IQAs of the Conflict Management unit

The SIA requires all trainers and assessors involved in the delivery of the Application of Conflict Management in the Private Security Industry unit to have received relevant training. Trainers are required to hold a qualification at NQF/QCF/RQF Level 3 Deliverers of Conflict Management Training.

The IQA does not need to hold a formal conflict management qualification but does need to have appropriate competence in conflict management. Appropriate competency could come from employment in:
- Armed services
- Police service
- Security industry
- Prison service

BIIAB Qualifications Limited will require sufficient information about an IQA's occupational competence which will be considered on a case by case basis.

Additional qualifications required by Trainers, Assessors and IQAs of the Physical Intervention unit

All trainers delivering and assessing physical intervention skills training for the door supervisor licence-linked qualifications must hold all of the following;
- A suitable teaching/training qualification
- A suitable Level 3 qualification in conflict management training
- A Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF); and
- 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 provider/centre in order for BIIAB Qualifications Limited to check the authenticity of these on an annual basis.

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 (private security industry, Armed forces, Police).

Occupational Competence required by Trainers and Assessors

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

BIIAB Qualifications Limited will require sufficient information about a trainer's and assessor's occupational competence for consideration in the approval process. Occupational competence will normally come from working in the private security industry but other relevant experience may be acceptable and will be considered by BIIAB Qualifications Limited on a case by case basis. There is no requirement for a trainer or 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 trainers and assessors have the right occupational competence, the SIA and BIIAB Qualifications Limited require trainers and assessors new to the sector (i.e. this is their first role as a trainer or assessor in the security sector as identified from their CV) to have two years' frontline operational experience in the last five years in the UK, relevant to the qualifications that they are delivering. This operational experience can be achieved from full/part-time/weekend employment and achieved in blocks of employment as long as it meets the threshold above.

Existing trainers and assessors must demonstrate to BIIAB Qualifications Limited that they are taking sufficient steps to keep their occupational competence up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector. Trainers and assessors must be able to demonstrate evidence of a suitable level of continued professional development (CPD) in the sector. This 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 counter terrorism programme such as the ACT (Action Counters Terrorism) awareness training has been completed on an annual basis.

It is the responsibility of training centres to retain the CPD information of trainers and assessors. BIIAB Qualifications Limited and the SIA reserve the right to spot check this information for accuracy and quality assurance purposes. This evidence must be retained for a minimum of three years for audit purposes.

The SIA may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements as communicated by BIIAB Qualifications Limited.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to https://www.biiab.org/useful-information/biiab-policies/

11. Initial Assessment and Induction

Prior to the start of any programme, centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

12. Reasonable adjustments and special considerations

BIIAB Qualifications Limited has a duty to ensure that the integrity of their qualifications and assessments is maintained at all times. At the same time they and their centres have a duty to ensure that the rights of individual learners to access qualifications and assessment in a way most appropriate for their individual needs are upheld.

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements.

During the initial assessment of the learner, or after the commencement of their qualification, it may be considered or determined that reasonable adjustments need to be made to allow access to qualifications and / or assessments.

If it is believed that a learner may require a reasonable adjustment or special consideration, the BIIAB Qualifications Limited policy 'BIIAB Qualifications Limited Reasonable Adjustments and Special Considerations Policy' must initially be referred to in order to determine if the adjustment or consideration can be made, can be made but only following express permission from BIIAB Qualifications Limited, or is unsuitable.

BIIAB Qualifications Limited's reasonable adjustments and special considerations policy is provided to all BIIAB approved centres and can be found at https://www.biiab.org/useful-information/biiab-policies/

13. Resources

BIIAB provides the following additional resources for this qualification:

- Multiple-choice assessments (externally set, externally marked)
- Documentation for the practical assessments
- Sample assessments
- Access to the units
- Learning support materials

All of these resources are available for download via https://www.biiab.org/

Assessments are available through CentreZone which is a password-protected area of the BIIAB website which centres approved for the qualification can access.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this specification.

14. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/classroom based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification time (TQT) which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

Use of self-study

The SIA and BIIAB Qualifications Limited recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be completed through self-study.

Where a Centre wishes to use self-study in this way, they must firstly inform BIIAB Qualifications Limited. The Centre must detail within their quality management processes each of the following:

- The areas of learning to be 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 by BIIAB Qualifications Limited through external quality assurance processes.

Self-study may be used to deliver Principles of Using Equipment for Door Supervisors in the Private Security Industry.

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

- On-line 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 specified areas of content

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

15. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

16. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB Qualifications Limited Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at centrezone.bii.org .

BIIAB Qualifications Limited is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

17. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

18. Mandatory Units

The following units are mandatory for this qualification.

**BIIAB Level 2 Award for Door Supervisors
in the Private Security Industry (Top up)**

Principles of Terror Threat Awareness in the Private Security Industry

H/618/6094

Level	**2**
Credit	**1**
GLH	**2**
TQT	**3**

Learning Outcomes The learner will	Assessment Criteria The learner can	Indicative Content
1. Understand terror threats and the role of the security operative in the event of a threat	1.1 Identify the different threat levels	• 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. • 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	• Awareness of attack planning phases. • Most current terrorist attack methodologies: • Marauding Terror Attack (MTA), including firearms, knife, 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,

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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 making dynamic decisions based on available information to keep yourself and the public safe.
- Know the difference between evacuation and invacuation (lock down), 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 require:
  - 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

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		public, who will look up to a person wearing a yellow vest, to follow them to a safe place. ○ ACT - Action Counter Terrorism ○ SCaN - See, Check and notify ○ The pros and cons of evacuation/invacuation: ▪ 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.
	1.4 Identify the procedures for dealing with suspicious items	Hot Principles: • Hidden • Obviously suspicious • Typical Four Cs: Confirm, Clear, Communicate and 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 a safety distances and not use radio/mobile phone within 15 m
	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

BIIAB Level 2 Award for Door Supervisors in the Private Security Industry (Top up)

Principals of Using Equipment for Door Supervisors in the Private Security Sector

K/618/6095

Level 2

Credit 1

GLH 2

TQT 3

LOs The learner will	Assessment Criteria The learner can		Indicative Content
1. Know how to use equipment relevant to a door supervisor	7.1	Recognise equipment used to manage venue capacity	• Clickers • Other counters • Radio calling colleagues and asking for number updates on venue capacity (multiple entrances) • Use of CCTV

	7.2	Recognise the different types of personal protective equipment relevant to the role of a door supervisor	• Wearables
			   o Waterproof clothing
			   o High-visibility clothing
			   o Headwear
			   o Stab vests
			   o Gloves (needle/slash resistant)
			   o Rubber gloves and face shields
			   o Ear defender
			   o Eye protection
			   o Safety boots
			• Equipment
			   o Metal detectors
			   o Body worn cameras

			o Radios, mobile phones o Personal alarms o Torches o Breathalyser
		7.3 State the purpose of using body-worn cameras (BWC)	• Securing evidence against an offender • Deterring crimes • Self-protection • Curbing behaviour (DS or customer) • Identifying offenders

		7.4 Identify how to communicate effectively using relevant equipment	• Equipment
			  o Radios and earpieces
			  o Mobile phones
			  o Internal telephone systems
			• Communication occurring between:
			  o internal and external colleagues
			  o professionals i.e. within the premises
			  o police/external agencies
			• Methods used to communicate clearly and accurately over a radio network:
			  o use of radio protocols to signal start/end of transmissions

			- use of clear and concise language - ensure clear and effective communication - ensure urgent incidents are dealt with quickly
		7.5 Demonstrate effective use of communication devices	- Accurate, brief and clear - Use of call-signs, pro-words, local code words - Use of the NATO phonetic alphabet - Correct pronunciation of numbers - Professional local radio etiquette - Equipment used - Radios - Mobile phone - Internal telephone systems - Internal tannoy systems / use of the DJ - Ensure radio equipment is tested and fully charged prior to use
2. Know what actions to take in relation to global (or critical) incidents	2.1 Know government guidance in relation to global (or critical) incidents		- Accessing the most up-to-date guidance from gov.uk - Government guidance as it relates to global (or critical) incidents including: - Health & Safety and organisational procedures

			o	Venue Management e.g. queues, rules that impact socialising, venue access, PPE
			o	Equipment as it applies to the incident e.g. to help infection control

Application of Physical Intervention Skills in the Private Security Industry

L/618/5960

Level	**2**	
Credit	**2**	
GLH	**13**	
TQT	**17**	

Unit aim: This unit covers both the knowledge and the practical skills required to use physical intervention when working in the private security industry. It provides an introduction to best practice including restrictive and non-restrictive interventions, and the implications of their use, the hazards of using physical interventions and how to reduce the risk of harm being caused, and the actions that must be taken after an incident. This unit also provides an opportunity to develop non-aggressive physical intervention skills to protect yourself and others and non-restrictive and restrictive skills that you can employ when standing, holding or escorting individuals.

Learning Outcomes The learner will	Assessment Criteria The learner can	Indicative Content
1. 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 non-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.

2. 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	*Acute behavioural disturbance* is a term used to cover a combination of physical and psychological factors including: • high temperature

	disturbance (ABD) and psychosis	• 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 to complications.
3. 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

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- 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.
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3.3 Identify ways of reducing the risk of harm during physical interventions
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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
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		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)
4. 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, whilst 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 two 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 well-being. 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 well-being of the person restrained • negotiate and manage safe de-escalation with the person restrained and with the staff involved.
5. 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 non-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* two-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 resistant 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 *or* • 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 resistant or if you reasonably foresee that they might become resistant 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 three 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 well-being 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.

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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