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Qualification Specification

Highfield Level 3 Award in the Safe Use of Mechanical Restraints (Handcuffs) (RQF)

Qualification Number: 603/5162/7

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Highfield Level 3 Award in the Safe Use of Mechanical Restraints (Handcuffs) (RQF)

Introduction

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

Qualification regulation and support

The Highfield Level 3 Award in the Safe Use of Mechanical Restraints (RQF) is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is an English Qualification Framework regulated by Ofqual. It is also suitable for delivery in Wales and is regulated by Qualification Wales.

Key facts

Qualification number:	603/5162/7
Learning aim reference:	60351627
Credit value:	1
Assessment method:	Open response workbook and practical assessment
Guided learning hours (GLH):	8
Total qualification time (TQT):	12

Qualification overview and objective

The objective of this qualification is to prepare learners for employment and/or to support a role in the workplace.

This qualification is aimed at learners who are SIA licence to practice qualified security and safety staff, along with civil enforcement and community safety accredited persons. This programme allows them to expand their knowledge on the use of mechanical restraints in a safe and lawful manner.

The programme covers the law and legislation surrounding the use of mechanical restraints and teaches learners the safe and effective use of mechanical restraints.

Entry requirements

To register for this qualification, learners must be 18+. It is also recommended that learners have a basic level of English and numeracy skills before enrolling onto this course.

As part of the entry requirements learners should have current Security Industry applicable physical skills e.g. physical intervention or control and restraint, however, military, police, prison service etc experience is also appropriate.

Delivery / assessment ratios

To effectively deliver and assess this qualification, centres must not exceed the ratio of 1 trainer to 12 learners.

Centre requirements

To effectively deliver and assess this qualification, centre's must have the following resources in place:

- A suitable training facility, with suitable floor covering,
- A suitable and sufficient risk assessment for each venue (as required by the SIA for physical intervention training)
- Availability of a first aider and first aid facilities
- Sufficient resources in place to show the different types of mechanical restraint
- Sufficient insurance to undertake Physical Intervention training as detailed in the SIA 'Introduction to Learning leading Towards Licence-Linked Qualifications' document

Guidance on delivery

The total qualification time for this qualification is 12 and of this 8 are recommended as guided learning hours.

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

Guidance on assessment

This programme is assessed through an open response assessment and a practical assessment which is marked by the tutor and moderated by the Centre.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications **requires** nominated assessors for this qualification to meet to hold a:

- Level 3 Education and training qualification or equivalent
- Level 3 in the Delivery of Conflict Management training
- Level 3 Deliverers of Physical Intervention Training in the Private Security sector
- handcuff instructor certificate from a SIA master trainer provider or police, prison or military instructor certificate

Internal quality assurance (IQA) requirements

Highfield Qualifications requires nominated internal quality assurers for this qualification to meet the following requirements:

The minimum requirements for IQA of this qualification is that internal quality assurance officers must be suitably qualified and have relevant occupational competency in the subject area they are quality assuring.

Therefore, Highfield requires nominated internal quality assurance officers for this qualification to:

- Meet the tutor requirements;
- Be independent from conducting delivery and assessments;
- Be independent from conducting examination invigilation; and
- Have sufficient, relevant experience and working knowledge of the assessment and internal quality assurance processes.

Although it is not a requirement that IQA officers of this qualification hold a formal IQA qualification, it is recognised as good practice.

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

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

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving license
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Award for Working as a Door Supervisor within the Private Security Industry
- Highfield Level 2 Award for Working as a Security Officer within the Private Security Industry
- Highfield Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry
- Highfield Level 3 Award for Deliverers of Physical Intervention Training within the Private Security Industry
- Highfield Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

Useful websites

- www.sia.homeoffice.gov.uk/Pages/home.aspx
 - www.npcc.police.uk/
-

Appendix 1: Qualification structure

To complete the **Highfield Level 3 Award in the Safe Use of Mechanical Restraints (RQF)**, learners must complete the following mandatory unit:

Mandatory unit

Learner must complete this unit (8 GLH)

Unit reference	Unit title	Level	GLH	TQT	Credit
L/617/8314	Safe Use of Mechanical Restraints (Handcuffs)	3	8	12	1

Appendix 2: Qualification content

Unit 1: Safe Use of Mechanical Restraints (Handcuffs)

Unit number: L/617/8314

Credit: 1

GLH: 8

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the types of mechanical restraint (handcuffs)	1.1 Identify the different types of mechanical restraint 1.2 Describe the uses of the component parts of the mechanical restraint
2. Understand the law and good practice guidelines in relation to the use of mechanical restraints (handcuffs)	2.1 Explain the primary reasons for the use of mechanical restraints 2.2 Outline how the various articles of The Human Rights Act impact of the use of mechanical restraints 2.3 Explain how statute and common laws on the 'use of force' impact the use of mechanical restraints 2.4 Summarise the laws in relation to powers of arrest
3. Understand the importance of safe working practices and how to respond to medical difficulties	3.1 Describe how to ensure that mechanical restraints are fit for purpose 3.2 Explain the importance of training in the use of mechanical restraints 3.3 Explain the use of dynamic risk assessment when using mechanical restraints 3.4 Identify impact factors relating to the use of mechanical restraints 3.5 Explain the importance of monitoring the safety of the subject during the application of mechanical restraints 3.6 Describe good practice that can be used to reduce the risk of medical issues resulting from the use of mechanical restraints 3.7 Identify the actions to take if a subject exhibits any signs or symptoms of medical difficulty when restraints are applied
4. Understand post-incident considerations and the importance of reporting	4.1 Describe the reasons for the correct reporting of incidents when mechanical restraints are used 4.2 Identify the types of reports that can be used when recording different incidents 4.3 Summarise the information required in a report used to justify the use of mechanical restraints 4.4 Explain the importance of correct debriefing, reflection and the sharing of information to ensure future good practice
5. Be able to safely apply and remove mechanical restraints (handcuffs) to a compliant subject	5.1 Apply mechanical restraints to a compliant person <ul style="list-style-type: none"> • Front • Back

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.2 Check the mechanical restraints for security and safety, locking the equipment where necessary 5.3 Remove mechanical restraints from a compliant subject <ul style="list-style-type: none"> • Front • Back 5.4 Communicate effectively during the application and removal of the mechanical restraints
6. Be able to safely apply and remove mechanical restraints (handcuffs) to a non-compliant subject	6.1 Take control of a non-compliant subject prior to applying mechanical restraints 6.2 Apply mechanical restraints to a non-compliant subject <ul style="list-style-type: none"> • Front • Back 6.3 Check the mechanical restraints for security and safety when applying to a non-compliant subject , locking the equipment where necessary 6.4 Remove mechanical restraints from a non-compliant subject <ul style="list-style-type: none"> • Front • Back 6.5 Communicate effectively during the application and removal of the mechanical restraints on a non-compliant subject

Amplification
<p>LO1: Understand the types of mechanical restraint (handcuffs) and their safe use</p> <p>1.1 Different types of mechanical restraint</p> <ul style="list-style-type: none"> • Handcuffs • Plasticuffs • Cable ties/zip ties • Velcro based body straps & velcro belts • Waist belt • Leg straps • Flexicuffs • Flex-cuffs • Tri-fold cuffs <p>1.2 The uses of the component parts</p> <ul style="list-style-type: none"> • Nomenclature • Keys • Locks • Pawl

LO2: Understand the laws and good practice guidelines in relation to the use of mechanical restraints (handcuffs)

Before using any form of mechanical restraints, ensure that your employer advocates their use.

2.1 Primary reasons

- To ensure the safety of the restrained person and others involved in the arrest
- To prevent violence or injury to persons or the public when making an arrest
- To prevent violence or injury to the public when making an arrest
- To prevent injury to the person being restrained
- To prevent escape from lawful arrest or detention

2.2 Articles of The Human Rights Act impact of the use of mechanical restraints

- Article 2 Right to life
- Article 3 Freedom from torture and inhuman or degrading treatment
- Article 5 Right to liberty and security
- Necessary, reasonable, proportionate, justifiable, accountable

2.3 How statute and common laws on the 'use of force' impact the use of mechanical restraints

- Section 3(1) of the Criminal Law Act 1967
- Section 76 of the Criminal Justice and Immigration Act 2008
- Section 44 Employment Rights Act
- Provision and Use of Work Equipment Regulations 1998 (PUWER)

Common law

- Self-Defense
- Duty of care

2.4 The laws in relation to powers of arrest

- Security have no special powers of arrest, only the same powers of arrest as every other citizen.
- Indictable offences and Breach of the Peace
- Powers of arrest under common law

LO3: Understand the importance of safe working practices and how to respond to medical difficulties

3.1 How to ensure that mechanical restraints are fit for purpose

- Movable parts are free from dirt
- Keyholes clear
- Pawl is not damaged
- Overall inspection of the mechanical restraint

3.2 The importance of training

- To ensure that restraints are only applied where necessary
- To ensure the person using restraints are aware of the law, implications for use either legal or medical.
- To ensure the correct method of application
- To be aware of the relevant law, legislation and good practice

- To prevent injury to persons being restrained
- Training ensures compliance with current guidelines and best practice
- Training should be carried out on: why restraints are used; using a decision-making model and the correct application of the restraint.

3.3 Use of dynamic risk assessments when using mechanical restraints

- Used prior to, during and after application
- Recognise potential threats
- Assess a situation
- Assess potential threats and risks of assault to staff and harm to others through a decision to use mechanical restraint or not
- Adjust the response required to meet the risk present
- Step back, assess threat, find help, evaluate options and respond
- Continually observe and assess the mechanical restraint requirement
- Ongoing process to ensure that there is a need for restraints, the persons behaviour, demeanor, actions and health.

3.4 Impact factors

- Age
- Gender
- Disabilities
- Culture
- Fitness
- Violence offered
- Compliance
- Substance misuse
- Mental health
- Behaviour of the individual
- A person's size
- Whether the person has any weapons
- If they have a history of violence (if you are aware)
- The location of the incident
- Pre-existing medical conditions
- Under the influence of drugs and/or alcohol

3.5 Importance of monitoring the safety of the subject during the application of mechanical restraints

- Increased risk of medical complications
 - continuous evaluation of the process/subject
 - check restraint frequently
 - respond to restrained person requests

3.6 Good practice that can be used to reduce the risk of medical issues

- Possible medical risks
 - breathing and/or circulation and increases risk of death through positional asphyxia
 - Stress and emotional trauma
- Although no mechanical restraint 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.

- Ensure that the individual is monitored to ensure they can breathe without difficulty and where there is difficulty, emergency procedures should be put in place
- Choosing the least forceful intervention that can be applied in the situation
- Avoid high risk **positions and methods**
 - ground restraints
 - neck holds and other holds that can adversely affect breathing or circulation
- Communication
 - between colleagues at all times
 - with the subject during restraint
 - with the subject following restraint
- Leadership and Teamwork
 - importance of someone taking a lead and for others to support
- Ensure practice follows the procedures taught and is not allowed to deviate significantly
- De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk
- The National Decision-Making Model
- Use of Force Continuum
- NPCC national police chief’s council guidance on the use of handcuffs

3.7 Actions to take if a subject encounters medical difficulty

- Before restraints are applied
- During application
- After restraints are applied
- Follow emergency procedures and training which can include:
 - immediately ceasing the restraint (if restraint was being applied)
 - contact medical practitioner
 - checking airway – breathing – circulation (if trained)
 - placing in recovery position (if trained)
 - calling appropriate emergency services
 - commencing CPR/defibrillator if necessary (if trained)
 - providing 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.
 - if appropriate, require an announcement to be made over the public-address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services)
 - clear the immediate area of bystanders

LO4: Understand post-incident considerations and the importance of reporting

4.1 Reasons for the correct reporting of incidents where mechanical restraints are used

- Importance of sharing learning from experiences with colleagues and employers, so that situations needing mechanical restraint can be reduced, or managed more safely.
- Use of force report model
- To provide details to police/medical services
- Company or client records for disclosure to 3rd parties for potential staff injuries, legal or insurance claims
- To ensure a full accurate record of events prior, during and after the incident for debriefing or analysis
- Staff may seek psychological support after an incident

4.2 Types of reports that can be used

- Use of force
- Accident book
- Incident report
- Observation book

4.3 Information required in a report used to justify the use of mechanical restraints

- Using the conflict resolution model
- 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
- PLAN acronym
 - **proportionate:** to the perceived threat. is it the least intrusive/injurious method?
 - **legal:** is your action based on clear statute, common or case law/current legislation?
 - **accountable:** record your actions and tactical options, including why you decided not to do something.
 - **necessary:** can you justify your actions and any infringement of a person's rights to an independent third party?

4.4 Importance of correct debriefing, reflection and the sharing of information to ensure future good practice

- Debriefing
- Reflection
 - sharing good practice
 - make improvements
 - recognise trends and poor practice
- Sharing of information
 - prevent reoccurrence of the same problem
 - Improve procedures for conflict situations
 - Common response to situations

LO5: Be able to safely apply and remove mechanical restraints (handcuffs) to a compliant subject

5.1 Apply mechanical restraints to a compliant person (Take into consideration culture, age, fitness)

- Front
 - palms inward
 - stacked
 - hybrid
- Back
 - palms outward
 - stacked

- hybrid

5.2 Check the mechanical restraints for security and safety, locking the equipment where necessary

- Double locking

5.3 Remove mechanical restraints from a compliant subject

- Front
 - palms inward
 - stacked
 - hybrid
- Back
 - palms outward
 - stacked
 - hybrid

5.4 Communicate effectively during the application and removal of the mechanical restraints

- Appoint 1 person to lead and communicate with the restrained person
- Explain the procedure and why restraints will be applied and removed
- Ensure that nothing impedes the person's hand circulation
- Listen to concerns of the restrained person or others who are involved
- Respect the dignity of the person restrained
- Continuously maintain dialogue with the person restrained

LO6: Be able to safely apply and remove mechanical restraints (handcuffs) to a non-compliant subject

6.1 Non-compliant subject

- Someone unwilling to be restrained

6.2 Apply mechanical restraints to a non-compliant subject (Take into consideration culture, age, fitness)

- Front
 - palms inward
 - stacked
 - hybrid
- Back
 - palms outward
 - stacked
 - hybrid

6.3 Check the restraints for security and safety, locking the equipment where necessary

6.4 Remove mechanical restraints from a non-compliant subject

- Front
 - palms inward
 - stacked
 - hybrid
- Back
 - palms outward

- stacked
- hybrid

6.5 Communicate effectively during the application and removal of the mechanical restraints

- Appoint 1 person to lead and communicate with the restrained person
- Attempt to de-escalate the situation
- Explain the procedure and why restraints will be applied and removed
- Ensure that nothing impedes the person's hand circulation
- Listen to concerns of the restrained person or others who are involved
- Respect the dignity of the person restrained
- Continuously maintain dialogue with the person restrained

Appendix 3: Sample assessment material

Knowledge assessment



Tutor, Assessor and Internal Quality Assurance Support Pack

Highfield Level 3 Award in for the Safe Use of Mechanical Restraints (RQF)

Version 1 July 2019

Highfield House, Heavens Walk, Lakeside, Doncaster, South Yorkshire, DN4 5RZ, United Kingdom
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Practical assessment

Highfield PRACTICAL ASSESSMENT

Safe Use of Mechanical Restraints (Handcuffs)

Unit number: L/617/8314

Centre Name: Centre No.:

Tutor Name: Tutor No.:

Learner Name: Learner D.O.B:

Observation points to be evident on demonstration of all skills must include:

1. Successfully applied, i.e. achieved objective as per assessment criteria
2. Safety applied i.e. for both learner and subject

To be successful, **ALL** criteria must be achieved

Assessment Criteria			
5. Be able to safely apply and remove mechanical restraints to a compliant subject			
Did the learner successfully meet the following criteria?	YES ✓	NO ✗	COMMENTS
Assessment Criteria 5.1a Apply mechanical restraints to a compliant person - FRONT			
Assessment Criteria 5.1b Apply mechanical restraints to a compliant person - BACK			
Assessment Criteria 5.2 Check the mechanical restraints for security and safety, when applying to a compliant subject, locking the equipment where necessary			
Assessment Criteria 5.3a Remove mechanical restraints from a compliant subject - FRONT			
Assessment Criteria 5.3b Remove mechanical restraints from a compliant subject - BACK			
Assessment Criteria 5.4 Communicate effectively during the application and removal of the mechanical restraints on a compliant subject			