Foundation Level Training

for

NHS

Local Security Management Specialists

COURSE SYLLABUS

Module 1 – Principles of Good Practice

This Module is designed to give newly appointed Local Security Management Specialists an understanding of the strategy to manage security within the National Health Service, and how their role is an integral part of that process.

Students will explore the role of the LSMS as defined by Secretary of State Directions and will examine the requirements that Directions place upon health bodies.

The history and structure of CFSMS will be explained to delegates, who will discover how CFSMS interacts with the wider NHS, the private security industry and the Security Industry Authority.

Students will learn about the professional and ethical approach to managing security within the NHS and will gain an understanding of the 6 Principles of Good Practice (Professionalism, Objectivity, Fairness, Propriety, Vision and Expertise), which are the foundation stones of CFSMS.

Diversity Issues within the NHS security environment will be discussed, to enable LSMSs to deliver a professional and sensitive service to all that they will come into contact, whether they be staff, clinicians, patients or public.

One essential element of the strategy for security management in today's health service is to raise the awareness of security issues and to create a pro-security culture.   LSMSs will play a key part in this by engaging with a wide range of groups within their own health body, from board level to patient groups and staff associations.   Presentation Skills will be taught within this module and students will develop and deliver a generic presentation aimed at raising the pro-security culture within their own health body.

The final part of this course will enable students to gain an understanding of the remaining four modules of the course, so that they will know the requirements placed upon them throughout the rest of their training.   This session will also explore the further learning options that will be available to them after completion of the foundation level training.

Module 2 – Elements of Law
Knowledge and understanding of relevant legislation will be essential for LSMSs if they are able to fulfil the requirements of their role.   This module therefore explores those pieces of legislation that the LSMS will have recourse to in undertaking their duties.

Theft – The definition of Theft will be taught, ensuring that students understand the meaning of the elements that make up the offence.

Criminal Damage – as well as learning the definition, students will learn the statutory defence as well as the meaning of 'intention' and 'reckless' within the meaning of s.1(1) Criminal Damage Act 1971

Assault – Students will learn the elements and points to prove of Common Assault S39 Criminal Justice Act 1988 and Assault Occasioning Actual Bodily Harm (s.47 Offences Against the Person Act 1861).   They will learn the defences to these offences and will be taught about the Victim's personal Statement Scheme.   They will also learn about the new NHS Physical Assault Reporting System and their obligations to it as an LSMS.

Protection from Harassment – the protection of staff is one of the most important elements of the NHS Security Management Strategy with the prevention of incidents and assaults being paramount.   The relevant elements of the Protection from Harassment Act 1997 are therefore taught to students, so that this preventative piece of legislation can be utilised.

Crime & Disorder Act – another piece of preventative legislation is the Crime and Disorder Act 1998.   Students will learn about the partnership framework that is established by the legislation and identify other responsible bodies that they should be working with to reduce crime and disorder.

PACE – s. 24 Powers of Arrest will taught, as will appropriate elements of the Code of Practice.   (Elements of the legislation will also appear in other modules).

Data Protection Act 1998 – The 8 data protection principles will be taught students, who will then apply them to the investigative process.   The exemptions under Act in relation to subject access and disclosure will be covered.

Regulation of Investigatory Powers Act 2000 – Students will learn about the effect of the European Convention on Human Rights (especially Article 8) and what is meant by 'private information'.   The Act places different requirements on different types of health body, so students will learn what activities they may or may not undertake under this legislation.

The prosecution process – for many of the matters investigated by an LSMS it will be appropriate to impose some form of sanction.   This may result in disciplinary action, but could result in a criminal prosecution, either by the health body, CFSMS or by the Crown Prosecution Service.   Students will therefore be taught how to compile investigation files in compliance with the Criminal Procedure and Investigations Act 1996 and from these how to compile a file for prosecution.   Students will attend a Magistrates' Court to observe the processes and will learn what the courts will expect from them as professional witnesses.

Module 3 – Investigative Interviewing
This structure of this module is the National Crime Faculty's Investigative Interviewing course, recognised by the courts as the standard for conducting such interviews (commonly called the PEACE and PACE course).   However, the course has been developed to place it in context for NHS staff.

The Memory Process – how does our memory store information? What effect does assumption and implantation have on our recall of events?   What factors affect an individual's ability to remember?   These questions are explored, illustrating the difficulties faced when interviewing witnesses.   The process of Contextual Reinstatement is illustrated to students.

The Cognitive or Free-recall Interview – The PEACE model is applied to interviews with witnesses.   Each stage of the model (Planning & preparation, Engage and explain, Account, clarify and challenge, Closure, and Evaluation) is covered in detail with students, who will then plan and prepare for to undertake a witness interview.   This interview is viewed by CCTV and assessed by the trainer, giving detailed feedback to the student.

Interview Records – the law requires that documentation in respect of interviews is compiled in a certain manner.   The writing of a witness statement, the taking of contemporaneous notes and making entries in pocket note-books must all be in prescribed formats to be admissible in criminal proceedings.

Interview Rooms and Equipment – thought must be given to the layout and environmental conditions within an interview room to ensure that the most effective interviews can be carried out and to negate allegations of duress or oppression.   Interviewers must be familiar with equipment used to record interviews and to be able to conform to procedures relating to interview tapes.

The Conversation Management Interview– The PEACE model is now applied to interviews with suspects.   Again, each stage of the model is covered in detail so as to enable the student to conduct an effective interview.   The requirements of the Codes of Practice of the Police and Criminal Evidence Act 1984 are explained to students, so that their interviews will comply with legislation.   Students will conduct a suspect interview using the PEACE model, which is assessed by the trainer via CCTV and then debriefed.

Record of Taped Interview – Once the suspect interview has been concluded, students must be able to summarise the interview into a format for presentation to the prosecutor and the courts.   Students will learn how to compile a summary of the interview that meets the needs of the judicial process.

Module 4 – Protecting Property
The remit of the Security Management Service is very broad and will translate into specific action in many areas.   In order to ensure that real progress is being made there is a need to focus initial effort and priorities on some key areas of work.   Broadly speaking, these fall into one of two categories, Protecting People and Protecting Property.   This module focuses on specific areas of work relating to the protection of property, but also covers areas that affect both property and people.

Crime Prevention – One of the generic areas of action described in the NHS security management strategy is preventing security incidents or breaches from occurring wherever possible. Effective crime prevention or reduction measures are an essential ingredient in protecting NHS property. Students will learn the meaning of 'Crime Reduction' and will explore the three basic elements essential for a person to commit crime. They will learn Home Office principles of crime prevention and will understand how police Architectural Liaison Officers can be involved in the design and construction of NHS premises. Prior to the next module, students will conduct a crime prevention survey within their own health body (with regard to protecting people).

Health & Safety Executive (HSE) – The role of the LSMS means that they will interact with HSE Inspectors, in ensuring that Health & Safety legislation is being complied with. A representative from the HSE's Health Unit will discuss with students the role of the HSE, what powers are available, and where the HSE sees the greatest risks as far as security matters are concerned within a healthcare environment.

Security of Medicines – A raft of organisations and roles have various levels of responsibility with regard to medicines. The fourth report of the Shipman enquiry however, has revealed that these roles and responsibilities are insular and are uncoordinated. Students will therefore examine what controls are in place with regard to the security of medicines and will explore areas of risk and potential solutions.

Drugs Awareness – Increasingly, illicit drugs are to be found within the healthcare environment, whether in possession of patients or staff. Students will be taught how to identify illicit substances, what the effects of there use can be, and what lawful defences there are to possession of controlled drugs as defined by the Misuse of drugs Act 1971, so that such substances can be disposed of in a lawful manner.

Evidence Gathering and Presentation – Two other generic areas of action concern the professional and objective investigation of security breaches and the subsequent application of a range of sanctions, which may include prosecution. Students will therefore learn about the rules of evidence, how to package exhibits and demonstrate their security and continuity, and how to construct a package of material for further action, in a manner that is robust and acceptable in any subsequent legal process. The rules of disclosure will be taught and students will learn how to record, retain and reveal unused material.

Major Security Incidents – Although most health bodies will have Major Incident Plans in place (to deal with a rail crash, for example), there are many who have inadequate or even no planned response for security incidents, such as an infant abduction, a member of staff being taken hostage or a bomb threat. The LSMS will be required to ensure that such procedures are in place and that staff are aware of what their actions should be in the event of such an incident. Students will work through an incident, identifying primary,

secondary and tertiary responses.   They are then required to compile a report and presentation for Chief Executive level, making recommendations for preventative measures to be taken.

Hazardous Chemicals – Most NHS sites will have a range of hazardous chemicals and other substances present.   Current legislation (such as COSHH Regs.) controls their use and storage, but often there is no overall control of the security of these items.   Students will therefore explore what hazardous chemicals may be present on their own site, who has responsibility for their safety and documentation, and what measures have been taken to ensure their security.

Assets – NHS accounting rules define assets in purely financial terms, with a value exceeding £5,000.   Many NHS bodies therefore only include items of this value or more on their asset registers, which clearly leaves a wide range of valuable (and attractive to thieves) items, such as laptops, digital cameras, mobile telephones and endoscopes.   Items of technology holding personal confidential information (such as patient medical records) also need to be accounted for.   Students will therefore learn to identify such items and will devise best-practice procedures for introduction in their own health body.

Module 5 – Protecting People

This module examines the measures that are being taken to protect the NHS's most important asset, the people who work within it.   The module is also designed to consolidate much of the learning covered by previous modules.

Fear of Crime – In many instances there is an obvious gap between the fear of crime and the reality.   However, many front-line NHS staff have the perception that they are more at risk to violence than other groups of workers. Some violence reduction strategies, such as the Zero Tolerance campaign, (which featured posters of staff suffering from the results of violence), have had the secondary effect of re-enforcing this perception.   A key strand of the NHS security management strategy is to create a pro-security culture and reducing people's fear of crime whilst in the NHS workplace will play a major part in the creation of this culture.   Students will learn how to do this with input from the Home Office Fear of Crime Reduction Group.

Crime Prevention (People) – Following on from the previous module, students will have conducted a crime prevention survey in their own health body, relating particularly to the protection of people.   In this module, students will present their findings in the format of a presentation to board level, outlining recommendations and the subsequent benefits from their introduction.

Conflict Resolution – The provision of Conflict Resolution Training to all front-line NHS staff is a significant tool in the reduction in the incidences of violence and aggression shown towards the NHS workforce.   The LSMS will be required promote the provision of this training within their health body, to ensure that Secretary of State Guidance is complied with and to liaise with

risk managers to ensure that additional appropriate training is provided to high risk staff.   Students will learn about the National Syllabus, communication models, patterns of behaviour, how the law will protect them and how to identify warning and danger signs.

Personal Safety Training – The provision of Personal Safety Training to high risk staff and the control and restraint of violent patients are contentious issues within the NHS, with a wide-range of approaches being adopted.   This lesson will examine the issues raised where staff are required to lay hands on patients.   What is allowed by law?   What are the ethical issues?   Should pain compliance techniques be used?   In the absence of National Guidance, students will devise best-practice strategies appropriate for their own health body.

Protecting Outreach Staff – Outreach staff (lone-workers) have been identified as being a group of workers within the NHS that face the highest risk from violence.   Students will learn how to identify lone-workers, what risks can confront them and what strategies can be put in place to reduce the risks. The creation and implementation of lone-worker policies will be covered, as will the role of technology.

Protecting Children – This lesson will teach students the options available when a child 'at risk' comes into the care of the NHS.   The principles of the Children Act 1989 will be covered, along with the powers available to the police and Local Authority Social Services Departments.   The LSMS will be taught what procedures to follow if a child coming into the NHS discloses abuse or displays signs of abuse.

Victim Support – In many circumstances the LSMS will be dealing with the victims of crime.   Students will explore what emotions may be displayed by victims and what their own emotions may be in response.   They will examine the skills necessary to deal effectively and professionally with victims, and will learn what other agencies are available to give support.

Practical Exercise – At the end of this module students will consolidate their learning from this and previous modules by taking part in a practical exercise. Interviewing techniques, data management and post-incident action (crime prevention or reduction measures) will be some of the areas demonstrated by the student.