

Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry

Specification

BTEC Specialist on-programme qualification

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Issue 1

About Pearson

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1 Introducing the qualification

What are BTEC Specialist on-programme qualifications?

BTEC Specialist on-programme qualifications are work-related qualifications available from Entry to Level 3. BTEC Specialist on-programme qualifications develop learners using their experience of work, developing the knowledge, skills and behaviours required for selected Apprenticeship Standards.

Qualification purpose

The Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry is for learners who are working in, or who are intending to work in, the delivery of physical intervention training in the private security industry.

The Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry is suitable for learners to:

- develop knowledge related to physical intervention, specifically the legal and professional implications of their use
- develop an understanding of how to reduce the risk of harm, when physical intervention skills are used
- understand good practices to follow after physical interventions
- learn about the use of non-aggressive physical skills to protect themselves and others from assault
- be able to use non-pain compliant standing holding and escorting techniques, including non-restrictive and restrictive skills
- achieve a nationally-recognised Level 3 qualification
- achieve a licence to practise
- develop their own personal growth and engagement in learning.

Industry support and recognition

This qualification is supported by the Security Industry Authority (SIA), the regulator for the private security industry.

Funding

Qualifications eligible and funded for post-18 year olds can be found on the funding Hub.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (601/5230/8).

The qualification has been updated to reflect the revised units, assessment strategy, GLH and total qualification time issued by the Security Industry Authority (SIA).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry
Qualification Number (QN)	603/7502/4
Regulation start date	01/05/2021
Operational start date	01/05/2021
Approved age ranges	18+ 19+
Total qualification time (TQT)	48 hours
Guided learning hours (GLH)	40
Assessment	Internally-set and internally-assessed assessment Externally-set and marked multiple choice exam (MCQ) exam. Externally-set, internally-assessed practical assessments.
Grading information	The qualification and units are graded Pass/Fail.

Qualification title	Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry
Entry requirements	<p>Learners should, as a minimum, have language skills in reading, writing, speaking and listening equivalent to the following:</p> <ul style="list-style-type: none"> • 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. <p>Training centres must ensure that all learners have sufficient reading, writing, speaking and listening language skills before putting learners forward for training and assessment. and must retain evidence of language achievement for three years post-certification.</p> <p><i>(see Annexe B: Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practise qualifications).</i></p> <p>Centres must follow the guidance in <i>A guide to recruiting learners onto Pearson qualifications (see Section 6: Access to qualifications).</i></p>
Progression	<p>A large proportion of learners who complete this qualification will already be employed within the private security industry and have the required underpinning knowledge to successfully complete this qualification and be able to progress into tutor roles, delivering physical intervention skills to others working in the private security industry.</p>

3 Qualification structure

Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	2
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Unit number	Mandatory unit	Level	Guided learning hours
1	Delivering Physical Intervention Training	3	27
2	Application of Physical Intervention Skills in the Private Security Industry	2	13

4 Assessment requirements

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
Unit 1	Internal assessment (centre-devised assessment).
Unit 2	External assessment (Pearson-devised assessment)

Language of assessment

The centre must ensure that every learner is sufficiently competent in the use of the English language. All assessment must take place in English.

Training centres must ensure that all learners have sufficient language skills as described above before putting them forward for training and assessment.

Training centres must agree all assessments that they use with their Awarding Organisation (AO) as part of their security approval.

Training centres must retain this information for all learners against all four competencies. It should be kept for a minimum of three years.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, qualifications.pearson.com.

For further information on access arrangements, please refer to the *Access to qualifications* section and to the SIA document *Working in the Private Security Industry: A Guide for Disabled People*, available on the SIA website– www.sia.homeoffice.gov.uk .

External assessment

The table below gives information on the external assessment for this qualification. Centres should check this information carefully, together with the relevant unit and the sample assessment material, so that they can timetable learning and assessment periods appropriately.

Unit 2: Application of Physical Intervention Skills in the Private Security Industry	
Type of assessment	Onscreen or paper-based externally set and externally marked MCQ exam of 30 questions. And A practical assessment that is an externally-set, internally-marked observation of each learner performing every technique with observation sheet. Question and answer session to cover critical areas of physical intervention knowledge.
Length of assessment	The MCQ exam is 45 minutes. The recommended duration of the practical assessment is approximately 15 minutes per learner.
Pass mark	To pass the unit, learners need to achieve: <ul style="list-style-type: none">• 80% (24/30) in the MCQ exam• 100% in practical assessment.
Assessment availability	On demand
First assessment availability	May 2021

In administering assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. There is more information in our *Centre Management Handbook, BTEC Security*, available on our website. Please also refer to *Annexe B: Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications*.

Internal assessment

All units in this qualification have a practically assessed component that is subject to external standards verification. Centres need to be approved (if they are not already approved) to offer the qualification before conducting assessments. *Section 5: Centre recognition and approval*, gives information on approval for offering this qualification.

Learners who do not successfully pass the practical assessment are allowed to retake another practical assessment.

Making valid assessment decisions

Authenticity of learner work

Training centres must check learners' identity before assessment takes place. See *Annexe B: Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practise qualifications*.

An assessor must assess only work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner, through supervising learners during assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres may use Pearson templates or their own to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

Making assessment decisions on practical components using unit-based criteria

Assessment decisions for the practical components are based on the specific criteria given in each unit.

Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

When a learner has completed the assessment for a unit, the assessor will give an assessment outcome for the unit.

To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes being assessed through the practical assessment, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for a practical assessment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to the learner.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- staff involved in the assessment process must have relevant expertise and occupational experience. For information regarding the qualification requirement and sector competence for trainers, including additional requirements for the delivery of the Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry, please refer to *Annexe B: Get Training: requirements for awarding organisations and training centres delivering SIA licence to practise qualifications*
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification

- centres must have in place appropriate health and safety policies relating to the use of equipment by learners. For information regarding the qualification requirements and sector competence for trainers, please refer to the Training Requirements section of Annexe B: Get Training: Requirements for Awarding Organisations and Training Centres
- internal verification systems and procedures (see Section 4 Assessment requirements)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

There is further information on access arrangements in the Joint Council for Qualifications (JCQ) document *Access arrangements and reasonable adjustments* and the SIA document *Working in the Private Security Industry: A Guide for Disabled People*, available on the SIA website.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

In the context of SIA licence-to-practise qualifications, RPL is not applicable to the Security qualifications that Pearson offers. However, learners can use prior achievement of the 2021 version of Unit 2 Application of Physical Intervention Skills in the Private Security Industry towards this qualification.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs and competence-based qualifications.*

9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 14 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Where a unit is externally assessed, it is essential that learners have covered all of the unit content before they are tested.

Unit 1: Delivering Physical Intervention Training

Level:	3
Assessment type:	Internal
Guided learning hours:	27

Unit aim

This unit is intended for people who want to deliver physical intervention training and who require a qualification that proves they are able to do so. It covers the knowledge, understanding and skills relating to the delivery and assessment of physical intervention skills.

Unit introduction

Learners who are developing their skills in delivering physical intervention training will normally be referred to as 'trainee tutors'. At times, however, they will be referred to as 'participants' when they are playing the part of a door supervisor who is being instructed in physical intervention.

It is essential that training takes place in a safe environment. Trainee tutors will find out how to reduce risks, including how to risk assess a training environment, how to conduct a safety briefing and how to make sure that participants are physically prepared for the training. They will also find out about how to manage participant behaviour during training and about the importance of not deviating from the agreed programme of learning. It is important that they can show that they are able to ensure effective learning takes place. This includes showing that they can demonstrate the skill being taught, breaking it down into component parts, supervising safe practice of skills and providing feedback and coaching points to participants. Lastly, trainee-tutors will need to demonstrate that they can apply their knowledge of the standards to assess and record participants' achievements.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to assess the training environment to reduce risks in preparation for physical intervention training	1.1	Risk assess a training environment where physical skills will be taught	<ul style="list-style-type: none"> • Factors that make a venue suitable or unsuitable for training (obstructions, floor surface, size) • Key components of a risk assessment • How to apply risk assessment to a training room
		1.2	Identify and record ways of reducing risk in the training environment	<ul style="list-style-type: none"> • Sources of risk, e.g. furniture, uneven floor surfaces, pillars, blind spots • Ways of reducing risk, e.g. removal of furniture, use of mats, tutor positioning, changes to safety briefing
		1.3	Identify personal factors that may increase risk for the participants	<ul style="list-style-type: none"> • Gender, size, existing medical conditions or injuries
		1.4	Conduct a safety briefing	<ul style="list-style-type: none"> • What to include in a safety briefing (training rules, first aid arrangements, evacuation procedures) • How to ensure participants have understood, e.g. questioning, tests, requiring them to summarise what they have been told

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Ensure participants are physically prepared to take part in physical intervention skills training	<ul style="list-style-type: none"> • Importance of checking that people are appropriately dressed • Importance of checking that people have confirmed their fitness to participate • Why to conduct a warm up (to prevent injury, physical preparation, mental preparation) • Importance of ensuring warm up is appropriate and in proportion to activity to be undertaken • Importance of ensuring that everyone participates in warm up

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to safely and effectively manage the learning environment for physical intervention skills	2.1	Explain factors critical to the effectiveness and safety of delivering physical intervention skills	<ul style="list-style-type: none"> • Importance of rotation of participant groups to enhance learning • Importance of managing group dynamics • Importance of zero tolerance of dangerous behaviour • Importance of adequate supervision during • Practice activities • Use of agreed command word to stop all activity immediately
		2.2	Explain the potential consequences of deviating from an approved physical intervention programme	<ul style="list-style-type: none"> • Taking time away from teaching of approved programme; injuries to participants while training • Consequences for trainer if injury occurs during training • Repercussions for training organisation if participants injure someone outside class using techniques that are not part of programme
		2.3	Manage learner behaviour to ensure a safe and effective learning environment	<ul style="list-style-type: none"> • How to monitor groups effectively during practice • How to manage group dynamics; how to manage intensity of practice activity • How to challenge dangerous behaviour

Learning outcomes		Assessment criteria	Unit amplification
		2.4 Identify and manage barriers to learning	<ul style="list-style-type: none"> • Ways of identifying barriers, e.g. pre-course questionnaires, discussion with participants, observation of performance • Managing participants' poor physical coordination, e.g. additional coaching, adapting practice activity, changing partners • Managing participants' overconfidence, e.g. close supervision, group rotation • Managing participants' lack of motivation, e.g. adapting practice activity, focusing participants on importance of physical skills • Managing difficulties caused by participants with English as second language, e.g. simplifying language, providing additional physical instruction

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to deliver instruction in physical intervention skills	3.1	Organise and position learners so that they can learn effectively from instruction	<ul style="list-style-type: none"> • How to position participants so that everyone can see the demonstration • Importance of demonstrating skills from different angles
		3.2	Explain the purpose and potential use of the skill about to be taught	<ul style="list-style-type: none"> • How to explain purpose and uses of a physical intervention skill • Ways of checking understanding
		3.3	Provide an accurate and safe demonstration of the skill being taught	<ul style="list-style-type: none"> • Importance of ensuring environment is appropriate for demonstration of skills • How to demonstrate a skill accurately, safely and in a way that all participants can see
		3.4	Break down a skill into component parts for learners	<ul style="list-style-type: none"> • How to break a demonstration down into bite size chunks and describe the component parts of a skill in a logical sequence
		3.5	Supervise safe practice of skills	<ul style="list-style-type: none"> • Importance of visiting each individual during practice, offering support where required or requested • Importance of tutor positioning while dealing with individuals to allow monitoring of rest of class • Avoidance of overcomplicating practice activities; importance of adequate spacing between participants

Learning outcomes		Assessment criteria		Unit amplification
		3.6	Provide learners with coaching points and feedback	<ul style="list-style-type: none"> • How to monitor progress and adapt teaching to individual needs • Different ways of feeding back (individual, group) • Use of peer demonstration and feedback • How to provide positive feedback that reinforces learning and correct where necessary
		3.7	Adapt teaching to facilitate problem solving and application of skill to the workplace	<ul style="list-style-type: none"> • How to use practical scenarios and the physical environment to allow approved skills to be applied to relevant workplace situations

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assess physical intervention skills	4.1	Demonstrate knowledge of the agreed standards in the assessment of Physical Intervention skills	Knowledge of agreed standards: <ul style="list-style-type: none"> • For a programme of physical intervention skills
		4.2	Assess learners against agreed standards	<ul style="list-style-type: none"> • Applying assessment criteria to make accurate and valid assessment decisions
		4.3	Complete accurately required assessment documentation	<ul style="list-style-type: none"> • How to complete assessment documentation • Importance of authenticating assessment documentation

Essential information for tutors and assessors

Essential resources

For this unit, centres must ensure the following:

- 1 Centres must use a training programme endorsed by an SIA-endorsed awarding organisation.
- 2 Centres must have employers' liability insurance, public liability insurance and professional indemnity insurance. Under 'Business activity' on the insurance documentation it must state cover for 'training in physical intervention' or equivalent wording. Where the tutor does not hold their own cover, the centre must ensure its insurer is aware of this and extended cover secured where necessary.
- 3 Centres must have a first aid policy which includes access to staff with First Aid at Work qualifications during physical skills training, first aid equipment available during physical skills training, and access to water and a telephone in an emergency.
- 4 The centre must provide candidates with safety information prior to attendance that informs them that physical activity will be involved and that this carries risk and also informs them what is expected from them in terms of behaviour, what they should wear, and what they should do if they have any concerns about their health or fitness to participate in this training.
- 5 The centre must demonstrate that it has a system and documentation for risk assessments of the training room and undertake to risk assess the training room(s) each time training is carried out.
- 6 A centre that will be delivering training **in its own facilities** must demonstrate that:
 - the room(s) is/are of sufficient size and is/are suitable for the delivery and practice of physical intervention
 - an initial risk assessment has been carried out on the training room(s) and any necessary control measures are in place.

A centre that will be delivering training **in other locations** must:

- demonstrate that it can identify factors that make a room suitable or unsuitable for physical intervention training
 - undertake to risk assess the training room each time training is carried out.
- 7 The centre must undertake to maintain a ratio of no more than 12 learners for every approved assessor at all times during the physical skills training and assessment.

8 Tutors must meet all the following criteria. They must:

- be authorised to deliver the endorsed programme being used by the centre.
- hold a teaching or training qualification equivalent to PTLLS accredited by Ofqual, SQA or endorsed by the HE Academy
- hold a qualification in the delivery of conflict management training that is at Level 3 as assigned by Ofqual
- hold either a Level 3 Award in Delivering Physical Intervention Training and complete refresher training 12 months which is certificated

Delivery

Learning outcome 1 deals with safety. As well as direct instruction in the principles of risk management. Trainee tutors will benefit from opportunities to practise applying these before they are assessed. With regard to 'personal factors that increase risk', they will need to be taught not only what the factors are, but also why they increase risk. When it comes to safety briefings, as well as being taught about what they should contain and the various ways of checking understanding, trainee tutors will benefit from having the opportunity to practise delivering them before assessment, for example in small group practical scenarios. The same is true for the ways of checking that participants are physically prepared.

Learning outcome 2 deals with managing the learning environment. This is a mix of theory and practice and therefore, in addition to tutor input and demonstration, trainee tutors will benefit from opportunities to practise managing class behaviour in teaching scenarios, for example in small groups that could be integrated with learning outcomes 3 and 4. Such scenarios could involve participants who appear to display 'barriers to learning'. These barriers should be understood in the context of instruction of physical intervention skills to door supervisors, rather than general barriers that could be found in any type of learning situation. This could be combined with teaching about the different feedback methods in learning outcome 3.

Learning outcomes 3 and 4 deal with how to instruct and assess the physical skills that trainee tutors have learned in *unit 2: Physical Intervention Skills within the Private Security Industry*. However, there is more to this than simply knowing the physical skills. Trainee tutors have to be able to position participants, explain and demonstrate the skills, and then supervise participants' practice activities. Wherever possible, tutors should use practical methods of demonstrating these skills, and then allow trainee tutors to practise these together.

Trainee tutors do not need to practise delivering all of the physical intervention skills covered in *unit 2: Physical Intervention Skills within the Private Security Industry*. However, it would be more interesting for the class if trainee tutors took turns at demonstrating different skills.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Where trainee tutors are being assessed in their ability to teach or assess participants, they must be assessed through practical demonstration. When using practical scenarios, the person to whom the physical intervention is applied could be the tutor or it could be other participants under strict guidance and supervision.

There must be documentary evidence that trainee tutors have met each assessment criterion that can be made available for external verification. For assessment criteria that involve demonstration, there must be as a minimum an observation record completed by the tutor.

Learning outcome 1 can be assessed by means of two tasks. The first task can combine assessment criteria 1.1, 1.2 and 1.3. While trainee tutors are completing a risk assessment (assessment criterion 1.1), they will at the same time be identifying and recording risk (assessment criterion 1.2). This can then be extended by asking them to identify in writing the three personal factors that increase risk for participants (assessment criterion 1.3). Trainee tutors can use risk assessment documentation provided to them by the centre rather than having to create their own.

Similarly, assessment criterion 1.4 can be assessed at the same time as 1.5. The safety briefing should cover training rules, first aid arrangements and evacuation procedures. Trainee tutors can use documentary materials provided to them by the centre rather than having to create their own and then lead participants in a warm-up activity.

Assessment criteria 2.1 and 2.2 can be assessed either in writing or orally (with the tutor noting down the trainee tutor's answers). Assessment criterion 2.4 can be assessed in the same way, so that trainee tutors explain what they would do to manage the different barriers they come across. Alternatively it could be assessed practically alongside the assessment of learning outcome 3.

Assessment criterion 2.4 is probably best integrated with learning outcome 3, which must be assessed through a practical demonstration. Each trainee tutor should instruct participants in the use of at least one of the skills from learning outcome 3 or 4 from Unit 2. All of the assessment criteria from learning outcome 3 could be integrated into a single teaching demonstration. If that is not possible, then the task can be split into smaller groupings (for example, assessment criteria 3.1, 3.2, 3.3 and 3.4 in one task, and then 3.5, 3.6 and 3.7).

Learning outcome 4 could be assessed by use of video clips of people performing physical intervention skills, with trainee tutors judging whether the skills have been performed successfully. This has the benefit of allowing all trainee tutors to generate evidence simultaneously in a manner that the centre can easily control.

Alternatively, the assessment of learning outcome 4 could also be integrated with learning outcome 3, so that trainee tutors are first instructing participants in a physical intervention and then assessing them.

To provide sufficient evidence of their abilities to assess the physical intervention skills, each trainee tutor must make at least three assessment decisions in learning outcome 4. For example, this might involve three participants performing one skill from Unit 2, or it perhaps one participant performing three different skills. As with the assessment criteria in learning outcome 1, trainee tutors can make use of assessment documentation that is provided for them rather than having to create their own.

Unit 2: **Application of Physical Intervention Skills in the Private Security Industry**

Level:	2
Assessment type:	External
Guided learning hours:	13

Unit introduction

People working in the private security industry sometimes find themselves in a position where they need to use physical intervention skills. You will be taught about restrictive and non-restrictive interventions as well as the legal implications of their use and why it is important to use physical intervention only as a last resort. You will learn about how to reduce the risks when physical intervention is used, including dynamic risk assessment, risk factors and responsibilities following a physical intervention. You will also learn about good practice to follow after a physical intervention. You will develop practical skills to protect against assault, including stance and positioning, disengagement and how to separate people who are fighting. You will also learn how to hold and escort, using restrictive and non-restrictive methods.

Learning outcomes, assessment criteria and indicative content

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. The indicative content sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand physical interventions and the implications of their use	1.1	State the legal implications of using physical intervention	<ul style="list-style-type: none"> • 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 licencing 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	<ul style="list-style-type: none"> • 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.

Learning outcomes		Assessment criteria	Indicative content
		1.3 Identify positive alternatives to physical intervention	<ul style="list-style-type: none"> • Primary controls: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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.

Learning outcomes		Assessment criteria		Indicative content
2	Understand the risks associated with using physical intervention	2.1	Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> • Nature of the restraint: <ul style="list-style-type: none"> ○ method of restraint (risk of falls with restrictive holds) ○ position held ○ duration of restraint. • Situational factors: <ul style="list-style-type: none"> ○ 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.

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • Individual factors: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ children and young people ○ older adults ○ individuals with mental health issues. <p>(Staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention techniques.)</p>

Learning outcomes		Assessment criteria	Indicative content
		2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	<ul style="list-style-type: none"> • Acute behavioural disturbance is a term used to cover a combination of physical and psychological factors including: <ul style="list-style-type: none"> ○ high temperature ○ bizarre behaviour ○ sustained mental and physical exhaustion and metabolic acidosis. • Psychosis can result from underlying mental illness and/or be drug induced. Signs include: <ul style="list-style-type: none"> ○ 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.

Learning outcomes		Assessment criteria	Indicative content
		2.3 State the specific risks associated with positional asphyxia	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 – e.g. bent over or forced against a wall/object.

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • Key risk factors include: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • The longer the duration of forceful restraint, the greater the exposure to risk and to complications.

Learning outcomes		Assessment criteria		Indicative content
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	<ul style="list-style-type: none"> • Specific risks: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ try to get the individual up, or to a comfortable seated or recovery position as quickly as possible

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ○ in the meantime: <ul style="list-style-type: none"> - 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 - 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.

Learning outcomes	Assessment criteria	Indicative content
		<p>3.3 Identify ways of reducing the risk of harm during physical interventions</p> <ul style="list-style-type: none"> • Risk of harm to all parties. • Types of harm: <ul style="list-style-type: none"> ○ serious injury or death can result from: <ul style="list-style-type: none"> - 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.

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • Reducing the risk of harm: <ul style="list-style-type: none"> ○ choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective) ○ 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.

Learning outcomes		Assessment criteria	Indicative content
		3.4 State the benefits of dynamic risk assessment in situations where physical intervention is used	<ul style="list-style-type: none"> • Dynamic risk assessment – used to: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • Monitor and manage the subject: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ If the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the recovery position

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • 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': <ul style="list-style-type: none"> - 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

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> - 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.

Learning outcomes		Assessment criteria	Indicative content
		3.6 State the responsibilities of all involved during a physical intervention	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

Learning outcomes		Assessment criteria	Indicative content
		3.7 State the responsibilities immediately following a physical intervention	<ul style="list-style-type: none"> • Responsibilities include: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • Maintaining knowledge and skills is important because: <ul style="list-style-type: none"> ○ 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).

Learning outcomes		Assessment criteria		Indicative Content
4	Be able to use physical skills to protect yourself and others	4.1	Demonstrate stance and positioning skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • At least two methods that can be adapted to different scenarios. • Including an individual and a team method

Learning outcomes		Assessment criteria	Indicative Content
		4.5 Communicate professionally throughout the physical intervention	<ul style="list-style-type: none"> • Helping to calm the individual, give instructions and check well-being. • Use positive verbal and non-verbal communications to: <ul style="list-style-type: none"> ○ calm and reassure the individual restrained ○ calm and reassure others present ○ check understanding with the person restrained ○ check the physical and emotional wellbeing of the person restrained ○ negotiate and manage safe de-escalation with the person restrained and with the staff involved.

Learning outcomes		Assessment criteria		Indicative content
5	Be able to use non-pain compliant standing, holding and escorting techniques	5.1	Demonstrate how to physically prompt a person	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Moving from disengagement or defence/blocks into a restraint/escorting move.

Learning outcomes		Assessment criteria		Indicative content
		5.5	Demonstrate how to escort an individual on stairways	<ul style="list-style-type: none"> • Escorting an individual on a stairway may be required, either because they are: <ul style="list-style-type: none"> ○ 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.

Learning outcomes		Assessment criteria	Indicative content
		5.6 Demonstrate how to disengage safely	<ul style="list-style-type: none"> • 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. <p>*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.</p>
		5.7 Demonstrate how to manage risk immediately following disengagement	<ul style="list-style-type: none"> • Reduce risks of assault of staff and bystanders during and immediately de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> ○ creating space ○ positive communication with colleagues and other people present ○ safe handover to others, e.g. the police or ambulance personnel, with a briefing including: <ul style="list-style-type: none"> - risk behaviours presented by the person (to themselves and/or others) - method of restraint and its duration - any concerns you have for their wellbeing.

Essential information for tutors and assessors

Essential resources

For this unit, centres must adhere to the requirements in Annex C: *Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications*, with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Assessment

Assessment for this unit is in two parts:

- MCQ exam made up of 30 questions (45 minutes), Pass mark = 80%
- assessment of practical skills (learning outcomes 4 and 5).

Learners must pass both parts of the assessment to pass the unit.

MCQ Exam

There must be evidence that learners have met each assessment criterion.

Learning outcomes 1, 2 and 3 will be externally assessed through an onscreen or paper-based test that is set and marked by Pearson. The test lasts for 45 minutes and has 30 questions each worth one mark. The assessment is available on demand.

The test consists of the following types of item: multiple-choice questions.

Items in the test will not necessarily be sequenced in the order of the criteria in the unit. Test items will not rely on or directly follow on from another test item.

A pass grade is determined by learners achieving 80% for the test.

Practical Assessment

Learning outcomes 4 and 5 are assessed through observation of learners' physical intervention skills carried out in a simulated environment. Where possible the assessment of the different learning outcomes should be integrated and linked. Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be met.

There must be evidence that learners have met each assessment criterion, demonstrating skills accurately and safely.

Evidence of learners' performance must be recorded in writing and made available for external verification.

In addition, video evidence must be provided of each learner demonstrating all physical intervention techniques and answering all questions, which can be made available for external verification.

The subject of the physical intervention could be the tutor or it could be another learner under strict guidance and supervision. Learners must have had the opportunity to practise the techniques in controlled conditions before being assessed.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.2 and 3.5 will be assessed through an oral question and answer session between the assessor and the learner.

The assessor will ask the learner questions covering six critical knowledge areas to check their understanding of risk factors, specific risks and safety.

The recommended duration of the practical assessment is approximately 15 minutes per learner.

10 Suggested teaching resources

This section lists resource materials that can be used to support the delivery of the qualification.

Textbooks

Gray D– *Door Supervision and Security Guarding* (Pearson Education Limited 2011) ISBN 978-1-4469-0010-9

Gray D, Burke A and Element A – *BTEC Level 2 Award Door Supervision and Security Guarding Candidate Handbook* (Pearson Education Limited, 2011) ISBN 978-1-4469-0010-9

Ogundipe B–*Level 2 Pocket Manual for Door Supervision in the Private Security Industry* (Kindle Edition) (Asset, 2017)

Websites

www.hse.gov.uk

Health and Safety Executive – information about health and safety legislation

www.hse.gov.uk/pubns/indg143.pdf

HSE guide to Manual Handling

www.ico.org.uk

Information Commissioner’s Office

www.justice.gov.uk/downloads/protecting-the-vulnerable/mca/sva-procedures-guidance-1208.pdf

comprehensive document from the Office of the Public Guardian (OPG), detailing how to deal with vulnerable people

met.police.uk

drugs action and advice from the Metropolitan Police website

www.sia.homeoffice.gov.uk/

The Security Industry Authority – industry regulator

11 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

12 Malpractice

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice* available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) *Form M1* (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/ centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- temporarily withholding certification of learners
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ appeals booklet: *A guide to the awarding bodies' appeals process*.

13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Glossary

Part A – General terminology used in specification

Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Credit value	All unit(s) in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Terms used in knowledge and understanding criteria

Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
State	Express information in clear and precise terms.

Annexe A

SIA Standards of Behaviour Standards of Behaviour for security operatives

Personal Appearance

A security operative should at all times:

- wear clothing that is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines

Professional Attitude & Skills

A security operative should:

- greet visitors to the premises in a friendly and courteous manner
- act fairly and not discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and/or sexual orientation, or any other difference in individuals which is not relevant to the security operatives' responsibility
- carry out his/her duties in a professional and courteous manner with due regard and consideration to others
- behave with personal integrity and understanding
- use moderate language, which is not defamatory or abusive, when dealing with
members of the public and colleagues
- be fit for work and remain alert at all times
- develop knowledge of local services and amenities appropriately

General Conduct

In carrying out his/her duty, a security operative should:

- never solicit or accept any bribe or other consideration from any person
- not drink alcohol or be under the influence of alcohol or drugs
- not display preferential treatment towards individuals
- never abuse his/her position of authority
- never carry any item which is or could be considered to be threatening
- report all incidents to the management
- co-operate fully with members of the police and partners, local authority, SIA, and other statutory agencies with an interest in the premises or the way they are run

Organisation/ Company Values and Standards

A security operative should:

- adhere to the employing organisation / company standards
- be perceptive of the employing organisation / company culture and values
- contribute to the goals and objectives of the employing organisation / company

Annexe B

Get Training - Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications

The following document is current as of April 2021. Please check the SIA's website for the latest version and for any updates:

www.sia.homeoffice.gov.uk

Please also see the document *Requirements when using virtual learning and assessment with SIA licence-linked qualifications from 1 April 2021* on the SIA website for requirements for virtual learning.

Get Training

Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications

**This document was published in March 2021.
The requirements set out within it take effect on 1 April 2021.**

Introduction

Purpose of this document

People applying for an SIA front line licence must undertake formal training that leads to a recognised (and legally required) qualification. This document sets out how that training must be delivered and assessed.

We wrote this document in collaboration with various awarding organisations that offer the licence-linked qualifications. It should be read in conjunction with the 'Specification for Learning and Qualifications' documents available on our website.

Note: throughout this document we refer to "awarding organisations". When we use this phrase, we also mean awarding bodies operating in Scotland.

Our authority to set how training is delivered and assessed

The Security Industry Authority was created by the Private Security Industry Act 2001. The Act applies to the whole of the UK. It gives us our legal authority and places certain duties upon us.

The Act says that:

- our functions include "to set or approve standards of training" (Section 1)
- our licensing criteria "may include such criteria as the Authority considers appropriate for securing that those persons have the training and skills necessary to engage in the conduct for which they are licensed" (Section 7)
- we may "prescribe or impose conditions as to training" (Section 9)

Training Centre Requirements

Facilities

Training and assessment for approved licence-linked qualifications must take place in a suitable environment that has been approved by a relevant awarding organisation. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose.

It is best practice to provide a realistic work environment for the training and assessment of any required practical activities. Those training and assessing physical intervention must provide an environment with a minimum of 3 stairs for the demonstration, practice, and assessment of escorting an individual up and downstairs.

Training and assessment facilities must comply with the ongoing approval arrangements of the respective awarding organisation. You can read about arrangements for examination facilities on pages 3 and 4.

Centre insurance

The minimum cover for an approved centre offering licence-linked qualifications is:

- employers' liability – £5 million
- public liability
- professional indemnity

This is in line with general insurance requirements and the Employers Liability (Compulsory Insurance) Act 1969.

Training centres must set their public liability and professional indemnity insurance at the appropriate level.

Insurance requirements for physical intervention skills training

Insurance cover should specifically include the activities being carried out. In this case the insurance documentation must state cover for 'training in physical intervention' under 'business activity'.

Centres must evidence their insurance details to the awarding organisation before they can grant approval. However, each centre is responsible for ensuring that its insurance remains valid and up to date. This level of insurance cover is mandatory for approved training centres and individual trainers delivering physical intervention training at the approved training centre. If an individual trainer does not hold their own cover, the approved centre must ensure its insurer is aware of this and secure extended cover. The insurance schedule should clearly detail the cover for trainers.

Examination venue criteria

All examination venues must comply with the policy, standards, and regulations specified by the Joint Council for Qualifications to gain approval for knowledge-based assessment. Although not all awarding organisations are members of the joint council, we expect awarding organisations to work to these standards as best practice.

This means that:

- the seating arrangement for learners must ensure there can be no cheating or collusion between them
- all learners must be facing the same way (except for some on-screen testing)
- each learner must be a minimum of 1.25 metres (centre to centre) in every direction from the next learner's workspace
- seating plans should be completed for the delivery of tests and retained for external quality assurance purposes
- if on-screen testing is being used, each workstation must be isolated by a minimum space of 1.25 metres (measured from the nearest outer edge of one screen to the next) unless the monitors are positioned back-to-back
- under certain circumstances 1.25 metres may not be far enough to prevent learners seeing the work of others, intentionally or otherwise
- privacy screens can be used. The aim is to make sure that no learner's work can be seen by others
- there must be a place for the invigilator to sit with clear view of all learners
- maximum ratio is 1 invigilator to 30 learners
- there should be no material on the walls that would provide help to learners
- all learners must have a clear view of examination signage and a clock
- the awarding organisation must be made aware of assessment venues in advance
- substitutes cannot be used, unless there has been an emergency, such as fire
- centres must record any such emergency and notify the awarding organisation at the first possible opportunity
- trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam

- training centres need to think about all potential conflicts of interest and have an appropriate policy in place
- all invigilators must receive an induction explaining the role of invigilation and its policies and procedures.
- training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction.
- all test papers must be stored securely in a lockable safe
- if a lockable safe is not available a suitable lockable cabinet/storage unit kept in a secure location is acceptable
- this cabinet/storage unit should only be accessed by appropriate personnel and records of key holders should be kept
- all test papers must be transported securely to and from the training centre and any satellite centre where tests are administered
- the centre must have an appropriate policy to support this.
- awarding organisations, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained.

Venue requirements for practical skills training and assessment (physical intervention and conflict management)

Training environments must be risk assessed for their suitability to deliver training and assessment and in accordance with centre policies. Your awarding organisation will review your risk assessments as part of their quality assurance. Risk assessments must be completed before each training course.

This means:

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely
- as a guide, an unobstructed area of approximately 2 x 2 metres per person, (including the trainer) provides the necessary room for movement and activity
- for example a maximum class size of 12, plus trainer, needs a floor area of approximately 52 square metres
- a minimum of 3 stairs must be available for the demonstration, practice, and assessment of escorting an individual up and downstairs
- the ratio of trainers to learners: 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills
- there is no ratio for the delivery and assessment of the knowledge skills
- each course needs a minimum of 3 participants to deliver the practical skills for physical interventions effectively
- a qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units
- we recommend that physical skills trainers/assessors obtain a 3-day First Aid at Work Qualification.

Training centres must have a range of safety equipment available during physical skills delivery and assessment.

This means:

- a BS 8599-1:2019 approved first aid kit
- ice packs
- access to water and a telephone

Learner requirements for practical skills training (physical intervention skills)

The centre must provide learners with safety information before they attend a course.

This should explain to learners:

- that physical activity will be involved, and that this carries risks
- the expected standards of behaviour
- what they should wear
- what they should do if they have any concerns about their health or fitness with regard to this training.

Training centres must also ensure that learners sign a declaration to say that they are fit to take part in practical skills training.

Additional requirements for the delivery of Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry and the Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry (Scotland) at SCQF Level 6

Training centres must use one of the following to deliver and assess the 'Principles and Practices of Working as a CCTV Operator in the Private Security Industry' course:

- 1. A control room with at least 2 PTZ cameras and associated recording and monitoring equipment.**
- 2. A simulated control room environment that is used solely for this purpose during training and assessment.**

Centres can conduct the completion of documentation and portfolio creation within a classroom (group) environment.

The practical assessments must take place after the delivery of the following units:

- Principles of Working in the Private Security Industry.
- Principles and Practices of Working as a CCTV Operator in the Private Security Industry.

Checking identification

The training centre must check the learner's identity before assessing them.

Centres must keep a record of the identity documents they review and accept for each learner. These records must be kept for a minimum of 3 years and must be made available for audit purposes. Training centres should make sure they store all data in a way that meets current data protection legislation.

Awarding organisations should confirm to training centres which forms of ID are acceptable. This will reflect [our list of acceptable identity documents](#).

A learner who does not produce documents to satisfy our ID requirements cannot take any assessments and therefore will not be able to complete the qualification. Anyone in this situation should contact us through their SIA online account to:

- explain why they do not possess the required documents
- tell us what documents they do have

We will assess this evidence on a case-by-case basis.

Age restrictions for qualifications

Only those aged 18 or over may hold an SIA licence.

Due to the nature of the work and training, only those over the age of 18 may enrol in cash and valuables in transit, door supervision (including door supervision top up), and close protection qualifications.

Those aged 16 and 17 may enrol in security officer (including security officer top up), CCTV, and vehicle immobilisation qualifications and are exempt from the requirement to video record their practical assessment. In these cases, training centres must provide alternative evidence, such as a transcript. Training centres must make clear to them that they cannot hold a licence until the age of 18.

Certification

We only accept full certification from an SIA approved awarding organisation as evidence of successful achievement of licence-linked qualifications.

Audit criteria

Training centres must allow the SIA/awarding organisations/qualification regulators (and anyone associated with them) to inspect/audit training, delivery, and assessment (including venues) at any time and without notice. The only exception to this may be some cash and valuables in transit (CViT) centres who have special protocols in place.

Each awarding organisation, as part of the process of gaining SIA endorsement, will have made commitments with regard to their quality assurance processes. These include the commitment that every centre is reviewed annually.

We regularly review the quality assurance processes through a range of activities. These include quarterly meetings with all awarding organisations, and twice-yearly quality meetings with individual awarding organisations.

Each awarding organisation will also monitor all training centres regularly as part of their Ofqual/SQA Accreditation/Qualification Wales /Council for Curriculum Education & Assessment. They will do this in accordance with the additional quality measures for both approvals and external quality assurance (EQA) agreed with us.

The awarding organisation can withdraw the approval of trainers and/or training centres if they do not comply with quality assurance processes, which include all the requirements in this document.

Training requirements

Trainer/assessors delivering licence-linked qualifications

Approved trainers/assessors seeking to deliver licence-linked qualifications must successfully complete a range of formal qualifications. These are detailed below.

All trainers/assessors must have achieved as a minimum:

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 Accreditation/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
 - SVQs in Learning and Development at SCQF Level 8 and 9
 - NVQ Levels 3 and 4 in Learning and Development
 - Scottish Training Qualification for Further Education (TQFE)
 - PTLLS, CTLLS or DTLLS
 - Master's in Education
2. **and A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter-terrorism programme such as the ACT (Action Counters Terrorism) Awareness training which must be done every year. From summer 2021 there will be an additional module available called ACT Security. Following its launch, trainers will be required to complete this training before they deliver their next course and it must also be done every year. *These are not currently required for trainers delivering Close Protection, but it is good practice.***

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
- L&D 9D Assess workplace competence using direct methods
- L&D 9DI Assess workplace competences using direct and indirect methods

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
- 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

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

An assessor qualification is not required for cash and valuables in transit (CViT) as there are no practical assessments for this sector. It's also not a requirement for trainers delivering close protection until this qualification is re-developed, but it is good practice.

Qualification requirements for internal quality assurers (IQA)

All those seeking to undertake internal quality assurance activities for licence-linked qualifications must have achieved as a minimum the following:

Internal quality assurer (IQA) to hold any of the following qualifications:

- 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)
- VI Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process
- L&D 11 Internal Quality Assurance

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 qualification/units, they will have until 30 September 2022 to achieve one.

An IQA qualification is not required for CViT as there are no practical assessments for this sector. This is also not a requirement for IQAs delivering Close Protection until this qualification is re-developed, but it is good practice.

Each centre must have access to at least 1 qualified IQA by 30 September 2022 unless they are only offering the CViT qualification. IQAs should have security sector competence relevant to the area they are quality assuring. They should also be familiar with the course content of the units that they are quality assuring.

Centre personnel who want to check their eligibility can do so by contacting any SIA endorsed awarding organisation.

Additional criteria for Application of Conflict Management in the Private Security Industry and Conflict Management within the Private Security Industry units

All trainers and assessors involved in the delivery of one of the above conflict management units must have done relevant training. Trainers must 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 should have appropriate competence in conflict management. This could come from employment in:

- the armed services
- the police
- the security industry
- the prison service

Occupational competence for approved trainers and assessors

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

Awarding organisations require sufficient information about a trainer and assessor's occupational competence for consideration in the approval process. Occupational competence will normally come from working in the private security industry. The awarding organisations may accept other relevant experience, which will be considered on a case-by-case basis. Trainers or assessors do not need to have a current SIA licence.

Other relevant experience could come from employment in:

- the armed services
- the police
- the security industry
- the prison service

The SIA and awarding organisations require trainers and assessors who are new to the sector to have 2 years frontline operational experience in the last 5. This experience must be relevant to the qualifications that they are delivering. Close protection will remain as 3 years frontline operational experience in the last 10 until the redeveloped qualification is launched. This operational experience can be achieved from full/part-time/weekend employment and achieved in blocks of employment if it meets the threshold above. The CViT sector will accept 12 months experience in the last three years. 'New to the sector' is defined as this being their first role as a trainer or assessor in the security sector, as identified from their CV.

This experience should have been gained in the UK, although we recognise that some overseas experience in close protection may also be relevant. The awarding organisation will judge this on individual merit.

Existing trainers and assessors must be able to demonstrate evidence of a suitable level of continued professional development (CPD) in their 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. Suitable steps could include attendance at relevant conferences and seminars, and continuing work experience in the sector. This CPD record must show that a 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.

Training centres are responsible for keeping the CPD information of trainers and assessors. We, and the awarding organisations, reserve the right to spot-check this information for accuracy and quality assurance (QA) purposes. This evidence must be kept for a minimum of 3 years for audit purposes.

Additional criteria for Application of Physical Intervention Skills in the Private Security Industry unit

All trainers delivering and assessing physical intervention skills training for the door supervisor licence-linked qualifications must hold all 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. The trainer is responsible for submitting this to the training provider/centre every year for the awarding organisations to check

The IQA does not need a formal qualification in physical intervention but does need to have appropriate competence in physical intervention. This may come from experience in the sector e.g. the private security industry, the armed services, or the police. The SIA and awarding organisations 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 2 years frontline operational experience in the last 5 in the UK, relevant to the qualifications that they are delivering.

Awarding organisations require sufficient information about an IQA's occupational competence. The awarding organisations will consider this on a case-by-case basis.

We 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 the relevant awarding organisation.

Rules for the use of physical intervention skills training programmes

Only those physical intervention skills programmes that appear on the SIA's website can be used to train learners registered for a licence-linked physical intervention unit. These are listed in the '*Physical Intervention Training for Trainers*' list on the '[Teaching SIA licence-linked training courses](#)' page. Training centres should check the list on a regular basis.

Only training centres that are approved to offer the Level 2 Award for Door Supervisors in the Private Security Industry qualification may offer this unit as a standalone.

Centres must ensure that learners completing the standalone unit meet at least **one** of the conditions below.

- they hold a current SIA licence in one of the following: door supervision (for refresher training only), security guarding, vehicle immobilising or close protection
- they have the relevant SIA licence-linked certificate / qualification which is under three years old in one of the following: door supervision, security guarding, vehicle immobilising or close protection
- they are a current SIA licence holder who has chosen to complete this as part of their CPD (voluntary upskilling/refresher)
- they are current SIA licence holders who have had conditions added to their licence and must re-take this training as part of the requirement to have this suspension lifted/condition removed

Training centres are responsible for ensuring that all learners who undertake this as a standalone unit meet 1 of these requirements. Centres must also keep and maintain the relevant records.

Order of delivery/assessment of the units

Learners undertaking the Level 2 Award for Door Supervisors in the Private Security Industry or the Level 2 Award for Security Officers in the Private Security Industry must be trained in the Application of Conflict Management in the Private Security Industry before:

- the practical assessment of Principles of Working as a Security Officer in the Private Security Industry
- the practical assessment of Principles of Working as a Door Supervisor in the Private Security Industry
- the delivery of Application of Physical Intervention Skills in the Private Security Industry

The assessment of the Application of Conflict Management in the Private Security Industry unit can be done after the physical intervention has been delivered.

Learners undertaking the CCTV licence-linked qualification must be trained in the following before they undertake the one-to-one CCTV practical assessment:

- Principles of Working in the Private Security Industry
- Principles and Practices of working as a CCTV Operator (Public Space Surveillance) in the Private Security Industry

Reasonable adjustments

The Equality Act 2010 requires training providers to make 'reasonable adjustments' to enable disabled people to do training and gain qualifications. Awarding organisations expect each training provider to operate a reasonable adjustments policy. This should be appropriate to licence-linked programmes and their assessment.

It is important that training centres are aware that not all learners who are put forward for training and assessment may be eligible to obtain an SIA licence. Physical abilities can be necessary for some jobs, for example, to enable an operative to patrol an area or escort someone who is violent out of a nightclub. You can read our guide for disabled people who wish to work in the private security industry, available from the ['Applying for an SIA licence: help and guidance'](#) page of our website.

All cases where reasonable adjustment has been used must be fully documented, made available for external quality assurance and retained for a minimum of 3 years.

Delivery Requirements

Delivery of content specific to the devolved nations (Scotland, Wales, Northern Ireland)

Learning outcomes and assessment criteria apply across the UK. However, the awarding organisations have provided indicative content that is specific to each of the devolved nations. This content mainly deals with differences between the laws of England and Wales, and those of Scotland and of Northern Ireland. Where the indicative content allows for variations, training providers must deliver content relating to the country in which the learners intend to work.

Legal systems and local laws

The legal systems of Scotland and Northern Ireland differ from that of England and Wales. These differences are reflected in the delivery of relevant sections of the qualifications. Employers however may not know which version of the qualification an employee has taken, so we advise that operatives and their employers take responsibility for being familiar with the laws and legal system relating to the area in which they work.

International delivery of licence-linked qualifications

Licence-linked qualifications may be delivered outside the UK if an awarding organisation is satisfied that delivery is in line with the UK qualification regulations requirements. Delivery must also be subject to the awarding organisations' standard quality assurance arrangements.

Learners must have the right to work in the UK in order to get an SIA licence.

Conflict management delivery

When delivering the conflict management module, the following rules apply:

Security Officer

Training **must** include at least **one** practical scenario from each of the four headings

- Enforcement scenario
- Defusing scenario
- Confronting scenario
- High Risk scenario

Door Supervisor

Training **must** include at least **one** practical scenario from each of the three headings

- Refusal scenario
- Rejection scenario
- Incident scenario

Close Protection

As the Close Protection qualification remains unchanged, centres should continue to use the old conflict management unit. The rules around practical scenarios remain unchanged.

Pre-requisites for learners (including top up)

English language

It's essential that security operatives can communicate effectively. They are likely in the course of their work to have to make calls to the emergency services, or to need to resolve conflict.

The centre must ensure that every learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must take place in English and/or Welsh.

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
- 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 language skills as described above before putting them forward for training and assessment.

Training centres must agree all English/Welsh language assessments that they use with their awarding organisation (AO) as part of their security approval.

Training centres must retain this information for all learners against all four competencies. It should be kept for a minimum of 3 years.

First Aid (Door Supervision and Security Officer)

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*. This must meet the requirements of the Health and Safety (First Aid) Regulations 1981. Training centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid. First aid is also a requirement for learners who completing top up training from 01 April 2021.

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:
 - the importance of preventing cross-infection
 - the need for recording incidents and actions
 - 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 the course start date.

Centres are responsible for checking the learner's First Aid certificate, and for keeping records of how a learner meets this requirement.

Training centres must retain this information for a minimum of 3 years,

*Training centres are permitted to deliver suitable First Aid qualifications together with security qualifications as part of a training package. Learners must complete and pass all First Aid training before starting the security training.

Learners undertaking a Cash and Valuables in Transit (CViT), Vehicle Immobilisation, or CCTV qualification do not need to hold any First Aid qualifications.

First Aid (Close Protection)

Training centres must confirm that each learner has a valid Level 3 (RQF/QCF) Level 6 (SQF) 3-day full First Aid qualification before they can begin any close protection training.

Training centres are permitted to deliver suitable First Aid qualifications together with the close protection qualification as part of a training package. Learners must complete and pass all First Aid training before starting the close protection training. Acceptable First Aid qualifications include:

- Level 3 (RQF/QCF) Level 6 (SCQF) First Aid at Work
- Level 3 (RQF/QCF) Level 6 (SCQF) First Person on Scene
- Level 3 (RQF/QCF) Level 6 (SCQF) First Response Emergency Care
- Level 3 (RQF) Level 6 (SCQF) First Aid Response

Training centres must confirm that each learner holds a valid First Aid certificate. It must comply with the following requirements, which have been taken directly from the Health and Safety Executive's guidance document:

Certificates

Do the certificates issued to students assessed as competent contain the name of the training organisation, the title of the qualification (eg FAW or EFAW), reference to the Health and Safety (First-Aid) Regulations 1981, the date of issue and confirmation the certificate is valid for three years?

(If training is neither FAW nor EFAW the certificate should also list the learning outcomes of the syllabus on which candidates have been assessed.)

Learners should present their valid First Aid certificate to their training provider before they start training. If the learner does not have a recognised First Aid qualification but can demonstrate an appropriate job role at or above the required level (e.g. paramedic) they need to provide evidence of this to the centre before being allowed on the course.

This is in addition to the minimum 139.5 hours knowledge and practical skills training.

Centres are responsible for checking the learner's First Aid certificate, and for keeping records of how a learner meets this requirement.

Training centres must retain this information for a minimum of 3 years.

Standard contact time for units in licence-linked qualifications

'Contact time' is defined as time when the learner is in the same room as the trainer or invigilator and is receiving training or undertaking assessment. More details can be found in the annexes of this document. This time does not include:

- any breaks in the delivery of the course.
- assessing English language skills.
- an induction / course registration / checking ID / other course administration

Each day should not involve more than 8 hours of contact time (except for Close Protection).

Training centres must keep detailed registers that include start/end/break times of training for each day. Learners must sign these daily. They should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These must be kept for audit purposes. Training centres must keep this information for a minimum of three years.

Use of self-study

Awarding organisations and the SIA recognise that some content can be completed through self-study.

If a centre wants to use self-study, they must tell their awarding organisation first. The centre must detail each of the following within their quality management processes:

- the areas of learning 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

The materials used must clearly show learners how many hours of learning they are expected to undertake. They must be given sufficient time to allow its completion before their course begins. The centre must check during training to ensure that appropriate learning has taken place. This will be checked through the awarding organisations' external quality assurance processes.

Self-study material must be kept for a minimum of 3 years and may be used to deliver:

- up to 8 hours of Principles of Working in the Private Security Industry (PWPSI)

Learning Outcome that can be delivered via self-study
LO1: Know the main characteristics and purposes of the private security industry (2 hours)
LO2: Understand legislation as it applies to a security operative (2 hours)
LO4: Understand the importance of safe working practices (2 hours)
LO5: Understand fire procedures in the workplace (1 hour)
LO11: Understand good practice for post incident management (1 hour)

- up to 3 hours of Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the private security industry

Unit	Learning Outcome that can be delivered via self-study
Principles of Cash and Valuables in Transit (CViT) in the private security industry (1 hour)	LO1: Understand the main characteristics of the CViT Industry LO6: Understand legislation as it applies to the CViT role
Principles of Working as a Cash and Valuables in Transit Operative (CViT) in the Private Security Industry (2 hours)	LO6: Understand UK and EU transport legislation relevant to drivers of CViT vehicles LO7: Understand documentation requirements during CViT collection and delivery

- up to 1 hour 45 minutes of Principles of Using Equipment as a Door Supervisor in the Private Security Industry

Learning Outcome that can be delivered via self-study

- LO1:** Know how to use equipment relevant to a door supervisor
LO2: Know what actions to take in relation to global (or critical) incidents

- up to 1 hour 30 minutes of Principles of Minimising Personal Risk for Security Officers in the Private Security Industry

Learning Outcome that can be delivered via self-study

- LO2:** Know what actions to take in relation to global (or critical) incidents **(0.5 hours)**

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

Contact hours for licence-linked qualifications

Qualification Title	Minimum contact hours if self-study is <u>not</u> used	Minimum number of days	Minimum contact hours if self-study is <u>is</u> used	Minimum number of days
Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry	30 hours	4 days	22 hours	3 days
Level 2 Award for Security Officers in the Private Security Industry	38 hours	5 days	30 hours	4 days
Level 2 Award for Vehicle Immobilisation in the Private Security Industry	37 hours	5 days	29 hours	4 days
Level 2 Award for Door Supervisors in the Private Security Industry	52 hours	7 days	44 hours	6 days
Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the Private Security Industry	27 hours	4 days	24 hours	3 days
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	140 hours	12 days	139.5 hours	12 days

Delivery hours for top up qualifications

Qualification Title	Minimum delivery hours if self-study is <u>not</u> used	Minimum number of days	Minimum delivery hours if self-study is <u>used</u>	Minimum number of days
Level 2 Award for Door Supervisors in the Private Security Industry (Top up)	17 hours	2 days	15 hours 15 minutes	2 days
Level 2 Award for Security Officers in the Private Security Industry (Top up)	4 hours	½ Day	2 hours 30 minutes	½ Day

Assessing individual units

Each awarding organisation will provide suitable mechanisms for assessment of the qualifications. All awarding organisations have agreed all test specifications for each assessment. The tables below detail the minimum agreed test specification standards. Multiple choice questions (MCQs) must contain a minimum of four options for learners to choose from.

All knowledge and practical assessment evidence (including visual recordings) must be retained for a minimum of 3 years for audit purposes. All internal assessments must be internally quality assured and are subject to external quality assurance.

These rules apply to the units in use in England, Wales, Northern Ireland, and Scotland.

The ratio of trainers to learners should be 1 trainer to a maximum 12 learners for units where there is an assessment of practical skills. Each learner must be assessed individually when undertaking the practical demonstrations.

Unit title	Knowledge assessment	Practical assessment
Principles of Working in the Private Security Industry	Externally set and marked MCQ exam made up of 72 questions (110 minutes) Pass mark = 70%	Externally set, internally assessed activity based on the completion of an evidential statement
Principles of Working as a Security Officer in the Private Security Industry	Externally set and marked MCQ exam made up of 60 questions (90 minutes) Pass mark = 70%	Externally set, internally assessed observation of searching with observation sheet and Externally set and internally assessed observation of using communications devices The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%

Unit title	Knowledge assessment	Practical assessment
Principles and Practices of Working as a CCTV Operator in the Private Security Industry	Externally set and marked MCQ exam made up of 40 questions (60 minutes) Pass mark = 70%	Externally set and internally assessed practical CCTV scenario with portfolio and observation sheet The practical assessment and portfolio completion should take approximately 25 minutes per learner Pass mark = 100% and Externally set and internally assessed workbook Pass mark = 80% for the short answer element of workbook
Principles of Working as a Door Supervisor in the Private Security Industry	Externally set and marked MCQ exam made up of 50 questions (75 minutes) Pass mark = 70%	Externally set, internally assessed observation of searching with observation sheet and Externally set and internally assessed observation of using communications devices The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%
Principles of Cash and Valuables in Transit (CViT) in the Private Security Industry	Externally set and marked MCQ exam made up of 40 questions (60 minutes) Pass mark = 70%	N/A
Principles of Working as Cash and Valuables in Transit Operative (CViT) in the Private Security Industry	Externally set and marked MCQ exam made up of 40 questions (60 minutes) Pass mark = 70%	N/A
Principles of Working as a Vehicle Immobiliser in the Private Security Industry	N/A	Externally set, internally assessed portfolio Pass mark = 100%
Application of Conflict Management in the Private Security	Externally set and marked MCQ exam made up of 20 questions (30 minutes)	Externally set, internally assessed of one practical scenario with observation sheet per learner

Unit title	Knowledge assessment	Practical assessment
Industry	Pass mark = 70%	The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%
Application of Physical Intervention Skills in the Private Security Industry*	Externally set and marked MCQ exam made up of 30 questions (45 minutes) Pass mark = 80%	Externally set, internally assessed observation of each learner performing every technique with observation sheet and Q/A session to cover critical areas of PI knowledge The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%

* The trainer will only pass a learner when they have demonstrated **all** techniques successfully. Each learner should introduce themselves and state the date and the techniques they are demonstrating.

Top up units

Unit title	Knowledge assessment	Practical assessment
Principles of Using Equipment Relevant to Working as a Door Supervisor in the Private Security Industry	Externally set and marked MCQ exam made up of 5 questions (10 minutes) Pass mark = 70%	Externally set, internally assessed observation of using communication devices with observation sheet The practical assessment for each learner must be visually recorded and should take approximately 5 minutes per learner Pass mark = 100%
Principles of Terror Threat Awareness in the Private Security Industry	Externally set and marked MCQ exam made up of 10 questions (20 minutes) Pass mark = 70%	N/A
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	Externally set and marked MCQ exam made up of 16 questions (25 minutes) Pass mark = 70%	N/A

Close Protection remains unchanged.

Unit title	Assessment
Working as a Close Protection Operative	<p>This unit can be assessed by either of the following methods:</p> <ul style="list-style-type: none"> externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple-choice question paper will contain a minimum of 25 questions. The short answer question/portfolio will contain a minimum of 13 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above. The practical task can only be passed by those demonstrating 100% achievement internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement
Planning, Preparing and Supporting a Close Protection Operation	<p>This unit can be assessed by either of the following methods:</p> <ul style="list-style-type: none"> externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple-choice question paper will contain a minimum of 28 questions. The short answer question/portfolio will contain a minimum of 21 questions. The assessment can only be passed by those demonstrating 70% achievement of above. internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement
Conflict Management within the Private Security Industry	<p>Externally set and marked multiple choice question exam made up of 40 questions (60 minutes)</p> <p>Pass mark = 70%</p>

Exemption from core competency training

You can see details of specific exemptions, and our exemptions policy, within the Get Licensed document [here](#).

Qualification frameworks

We require the relevant national qualification regulator to regulate licence-linked qualifications. We work closely with qualification regulators in England, Wales, Scotland and Northern Ireland to ensure that only qualifications that provide sufficient coverage of the learning and the SIA qualification specifications become accredited, licence-linked qualifications. We may look at other approaches when considering exemption arrangements and suitable methods to reflect a learner's prior learning and experience.

Annex A - Guided learning hours, required contact time for units (England, Wales and Northern Ireland)

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry	Principles of Working in the Private Security Industry	17	9	8	17
	Principles and Practices of Working as a CCTV Operator in the Private Security Industry	13	13	not permitted	13
	Total	30 (min 4 days)	22 (min 3 days)	8	30

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry**	Working as a Close Protection Operative	56	56	not permitted	70
	Planning, Preparing and Supporting a Close Protection Operation	76	76	not permitted	90
	Conflict Management within the Private Security Industry	8	7.5	0.5	8
	Total	140 (min 12 days)	139.5 (min 12 days)	0.5	168

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the Private Security Industry	Principles of Cash and Valuable in Transit (CViT) in the Private Security Industry	10	9	1	11
	Principles of Working as a Cash and Valuables in Transit (CViT) Operative in the Private Security Industry	17	15	2	19
	Total	27 (min 4 days)	24 (min 3 days)	3	30

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry	Principles of Working in the Private Security Industry	17	9	8	17
	Principles of Working as a Door Supervisor in the Private Security Industry	11	11	not permitted	14
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	13
	Application of Physical Intervention Skills in the Private Security Industry	13	13	not permitted	17
	Total	52 (min 7 days)	44 (min 6 days)	8	61

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry	Principles of Working in the Private Security Industry	17	9	8	17
	Principles of Working as a Security Officer in the Private Security Industry	10	10	not permitted	12
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	13
	Total	38 (min 5 days)	30 (min 4 days)	8	42

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award in Vehicle Immobilisation in the Private Security Industry	Principles of Working in the Private Security Industry	17	9	8	17
	Principles of Working as a Vehicle Immobiliser in the Private Security Industry	9	9	not permitted	9
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	13
	Total	37 (min 5 days)	29 (min 4 days)	8	39

SIA total learning time – this is the minimum time that learners must be engaged in learning and assessment, and which must be evidenced. In some units this includes permitted distance learning as well as time spent under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). The difference between these hours and SIA minimum contact time may be delivered by distance learning.

SIA minimum contact time – this is the minimum time that a learner must spend under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). It does not include time spent checking ID or assessing English language skills, or breaks. This time is monitored and enforced by awarding organisations.

SIA permitted self-study – for some units we allow distance learning. This could be, for example, pre-course workbooks that learners must work through and complete, or suitable e-learning programmes. Training centres that use distance learning must ensure that there is auditable evidence confirming that learning has taken place. Awarding organisations will monitor this.

Ofqual Total Qualification Time (TQT) – this value is based on consultation with deliverers of the qualifications and represents the total time a learner may take to achieve the qualification, including both guided learning and all other learning. Other learning includes self-study e.g. examination revision, re-reading course notes, independent research e.g. internet searches for support materials and preparation e.g. practicing physical intervention techniques or searching. TQT is also provided as a recommendation as to the time an average learner may take to achieve a qualification under the supervision of a trainer and through completion of any other independent learning.

****Close protection:** Only 0.5 hours from the SIA minimum contact time of 140 hours are permitted to be delivered by self-study. However, it is recommended as good practice that the additional 28 hours (14 hours per unit) identified by the TQT time is provided to the learner. This can be delivered by self-study or by any other method as deemed most appropriate by the centre.

Annex B - Guided Learning Hours, required contact time for units (Scotland)

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	SCQF Credit Points
Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry (Scotland) at SCQF Level 6	Principles of Working in the Private Security Industry	17	9	8	2
	Principles and Practices of working as a CCTV Operator in the Private Security Industry	13	13	not permitted	1
	Total	30 (min 4 days)	22 (min 3 days)	8	3

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	SCQF Credit Points
Award for Door Supervisors in the Private Security Industry (Scotland) at SCQF Level 6	Principles of Working in the Private Security Industry	17	9	8	2
	Principles of working as a Door Supervisor in the Private Security Industry	11	11	not permitted	1
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	1
	Application of Physical Intervention Skills in the Private Security Industry	13	13	not permitted	2
	Total	52 (min 7 days)	44 (min 6 days)	8	6

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	SCQF Credit Points
Award for Security Officers in the Private Security Industry (Scotland) at SCQF Level 6	Principles of Working in the Private Security Industry	17	9	8	2
	Principles of Working as a Security Officer in the Private Security Industry	10	10	not permitted	1
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	1
	Total	38 (min 5 days)	30 (min 4 days)	8	4

Annex C - Guided Learning Hours, required contact time for units (England, Wales and Northern Ireland) for Top Up qualifications

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning and self-study are NOT USED	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	2 hrs	3 hrs
	Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2 hrs	2 hrs	3 hrs
	Total	4 hrs	4 hrs	6 hrs

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted *E-learning from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning IS USED but self-study is NOT USED <i>*Refers to two training packages</i> <i>1. ACT E-learning</i> <i>2. ACT E-learning (Security) available from summer 2021</i>	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	20 minutes	1 hr 40 minutes	3 hrs
	Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2 hrs	2 hrs	N/A	3 hrs
	Total	4 hrs	2 hrs 20 minutes	1 hour 40 minutes	6 hrs

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning is NOT USED but self-study IS USED	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	2 hrs	N/A	3 hrs
	Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2 hrs	30 minutes	1 hr 30 minutes	3 hrs
	Total	4 hrs	2 hrs 30 minutes	1 hour 30 minutes	6 hrs

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study/*E-learning from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry (Top up) If E-learning and self-study are BOTH USED <i>*Refers to two training packages 1. ACT E-learning 2. ACT E-learning (Security) available from summer 2021</i>	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	20 minutes	1 hr 40 minutes	3 hrs
	Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2 hrs	30 minutes	1 hr 30 minutes	3 hrs
	Total	4 hrs	50 minutes	3 hour 10 minutes	6 hrs

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry (Top up) If E-learning and self-study are NOT USED ** 8.5-hour days allowed	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	2 hrs	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	2 hrs	3 hrs
	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	17 hrs
	Total	**17 hrs (min 2 days)	**17 hrs (min 2 days)	23 hrs

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted *E-learning from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry (Top up) If E-learning IS USED but self-study is NOT USED *Refers to two training packages 1. ACT E-learning 2. ACT E-learning (Security) available from summer 2021 **8.5-hour days allowed	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	20 minutes	1 hr 40 minutes	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	2 hrs	N/A	3 hrs
	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	not permitted	17 hrs
	Total	**17 hrs (min 2 days)	15 hrs 20 minutes (min 2 days)	1 hr 40 minutes	23 hrs

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry (Top up) If E-learning is NOT USED but self-study IS USED ** 8.5-hour days allowed	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	2 hrs	N/A	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	15 minutes	1 hr 45 minutes	3 hrs
	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	not permitted	17 hrs
	Total	**17 hrs (min 2 days)	15 hrs 15 minutes (min 2 days)	1 hr 45 minutes	23 hrs

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study/*E-learning from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry (Top up) If E-learning and self-study are BOTH USED *Refers to two training packages 1. ACT E-learning 2. ACT E-learning (Security) available from summer 2021 **8.5-hour days allowed	Principles of Terror Threat Awareness in the Private Security Industry	2 hrs	20 minutes	1 hour 40 minutes	3 hrs
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2 hrs	15 minutes	1 hr 45 minutes	3 hrs
	Application of Physical Intervention Skills in the Private Security Industry	13 hrs	13 hrs	not permitted	17 hrs
	Total	**17 hrs (min 2 days)	13 hrs 35 minutes (min 2 days)	3 hr 25 minutes	23 hrs

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