



Pearson

# Centre Management Handbook 2023-24

## Security

- Door Supervision
- Security Officer
- CCTV
- Close Protection
- Vehicle Immobilisation
- BTEC Specialist: Security

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# Introduction

Whether you have recently achieved centre or qualification approval with Pearson, or are thinking of applying to become a Pearson centre, welcome and thank you for choosing our qualifications. This handbook contains guidance to help you in delivering your courses. Please read this document and provide a copy to the Test Manager, Internal Verifier(s) and administrative staff at your centre.

**Please note all visits for all SIA Licence Linked qualifications will be face to face. Please refer to the Quality Assurance section for further information.**

This version of the handbook is Version 8.0, please note that this handbook is reviewed throughout the year and updated as required. *Please ensure you are using the latest version of the handbook, which can be found on the [Pearson website](#).*

## Working with the Security Industry Authority (SIA)

The Security Industry Authority (SIA) works with us to ensure the training that forms part of the licensing process meets national standards. We are responsible for ensuring that our qualifications meet their standards, and that their processes and procedures are upheld. This means that our licenced qualifications have additional requirements to standard Pearson qualifications, as detailed in this Handbook.

As part of the SIA Security Audit process, the SIA conducts unannounced visits to centres, as specified in the SIA Get Training Document.

Following their unannounced visits, the SIA produces a written report that they send to Pearson within 10 working days of the audit. Pearson will share the outcomes and any actions that may be required with the centre/training provider in due course.

Upon request, Pearson will share information with the SIA to maintain public safety. Individuals seeking to work in the UK private security industry are required to hold an SIA licence demonstrating they meet specified criteria, including obtaining a qualification that meets the SIA's competency standards. The SIA works with awarding organisations regarding the investigation of suspected or proven malpractice concerning training providers and/or individual learners.

Under the Information Sharing Agreement Pearson has with the SIA, the following information may be shared between both parties: company contact details, learner contact details, learner identification documentation, learner qualification details, information regarding an individual's licence or licence application (e.g., grant of licence, revocation or refusal), information regarding incidents or allegations concerning training providers and/or individual learners and disclosable intelligence held (e.g. information obtained from police, SIA investigators, awarding organisation investigators, training providers or the general public).



# Working with you

We aim to work with you to supply qualifications that support your training and development strategies. We hope that our relationship can be a partnership to achieve best practice and the highest of standards.

## Quality Assurance model for Pearson Security Programmes

Pearson Security qualifications come under the Work-Based Learning (WBL) external quality assurance model. This ensures that centres are provided with as much support as possible in the form of a Lead Standards Verifier (LSV), who works with sector-specific Standards Verifiers (SVs) to act as a single point of contact for problems and questions. The Lead Standards Verifier allocation simplifies the sampling activity that sector-specific Standards Verifiers conduct, allowing them to focus on sampling assessments, providing judgements and giving simple and specific feedback.

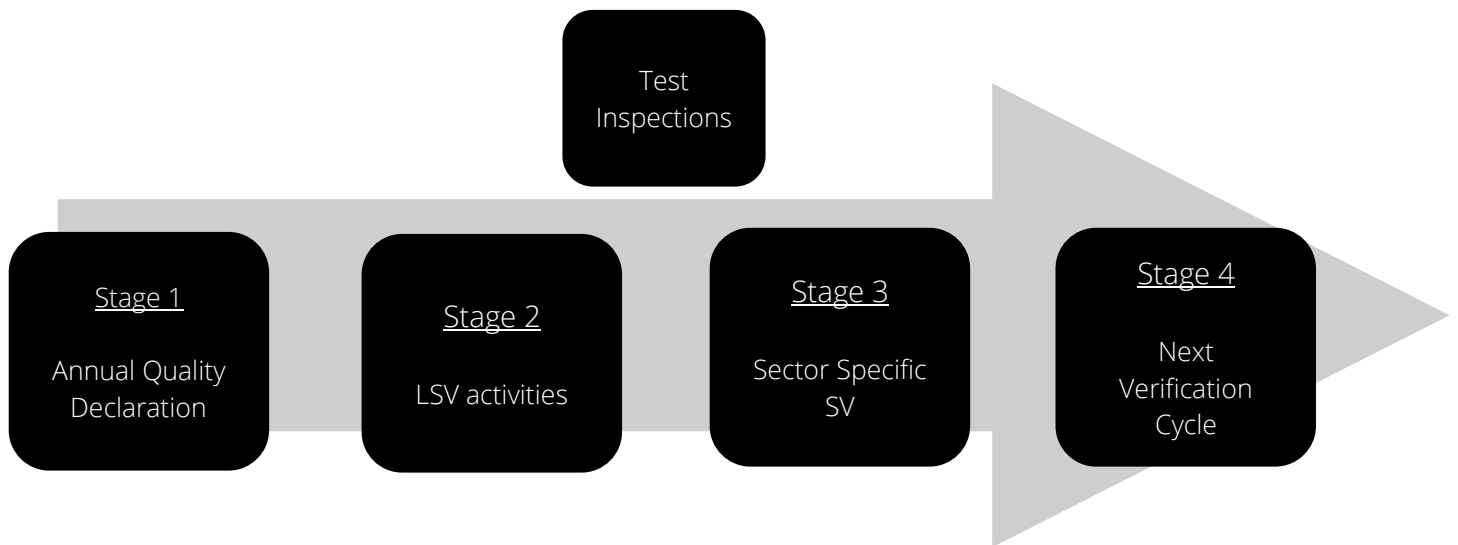
The WBL Lead Standards Verifier model includes all Security programmes (knowledge programmes, SIA programmes, NVQ/Competence programmes). Where possible, Pearson will appoint one Standards Verifier (SV) to report across all Pearson Security programmes running at your centre.

Your allocated Security Standards Verifier may also be appointed as your centre's Lead Standards Verifier (LSV), and Pearson will try to arrange for this where possible. It is hoped that your appointed Lead Standards Verifier (LSV) and Standards Verifier(s) (SV) will work with your centre for up to 4 years which will ensure continuity of support and advice.

The timings suggested in the description below may vary depending on when you are delivering your Security programmes and when certification needs to be released.

Your Lead Standards Verifier and Standards Verifier(s) will work with you to plan an annual sample schedule in advance.

LSV and SV visits will be conducted separately.



### Stage 1: Annual Quality Declaration

Centres complete the new Annual Quality Declaration (AQD) which can be accessed via the link: [Annual Quality Declaration](#).

The purpose of the Annual Quality Declaration (AQD) is for Quality Nominees and Heads of Centres to confirm that all policies and procedures required for the delivery of Pearson's vocational qualifications are in place, effective and have been contextualised for your centre. The AQD also serves as your acceptance of Pearson's Terms and Conditions of Centre Recognition and Qualification Approval for delivering Pearson's vocational qualifications.

As part of the AQD you will select the 'Work-based Learning' group of qualifications and complete the Centre Self-Assessment for the programme or group of programmes you deliver and plan to deliver. **Please complete this ahead of your Lead Standards Verifier (LSV) or Standards Verification activities for this academic year.**

Once the AQD is complete, your Lead Standards Verifier and Standards Verifiers will use this information to work with you to identify areas of best practice and areas that may need further development. The purpose of this activity is to work with you to plan all verification activities for the year ahead and to reduce the risk of invalid or delayed certification of your learners.

Please see guidance documents relating to completing your Annual Quality Declaration on our [website](#).

### Stage 2: A verification activity from our Lead Standards Verifier

Pearson will allocate your LSV at the beginning of the academic year. The LSV will introduce themselves and ask that you complete your Annual Quality Declaration. The AQD will allow the Lead Standards Verifier to plan their visit and tailor it to your needs.

Your **LSV activity** should take place before December, but this will depend on your needs. The LSV will mainly be reviewing your management systems across all programme areas, with a view to remove any duplication and reduce your administrative burden. This LSV activity is in the form



of a face-to-face visit to your centre, with ongoing support happening throughout the year remotely.

After the LSV activity, you will be provided with a report outlining the findings; this report will also be available on Edexcel Online (EOL). The report will include good practice and any actions to help improve programme delivery or your quality assurance systems.

The LSV aims to identify any 'risk to valid certification'; therefore, unless significant failings are evident, the findings should be used to prepare for your standards verification activities later on in the year. This means that if any risks are identified in one of your programme areas, you will be able to mitigate these ahead of your sector specific standards verification activities.

You should also work with your LSV to plan sector specific verification activities. This ensures we complete the right number of checks before we release certification.

### Stage 3: Sector specific Standards Verifications

Your sector specific SV will review Direct Claims Status (DCS) during sampling activities. For 2023-24, your centre will receive a minimum of three standards verification activities, at least two announced visits and one unannounced. These will be face to face visits.

The number of SV samples is subject to the type of programme, volume of registrations, number of assessors and cohorts, and your centre needs. Your LSV will work with your sector specific SVs throughout the year and provide them with sufficient information regarding your management systems. As a result, your sector specific SV will focus more on sampling standards and supporting you with sector specific issues.

Once your sector specific SV has completed standards verification, they will be responsible for releasing certification as usual. If problems are found by the SV during their visit/sample that suspend certification, additional verification activities will be carried out before certification can be released.

As part of improvements to Quality Assurance for the Security sector in 2023-24, a centre's DCS will be reviewed at 12-week intervals by Pearson and the allocated SV. Security SVs are required to monitor centre activity and centre evidence to confirm that a centre's DCS status is still valid. At each 12-week review checkpoint, if the SV has any concerns with the centre's evidence, DCS will be removed, and a follow-up SV unannounced visit will be conducted to identify any potential gaps.

There is a specified **minimum** number of samples that will be conducted during a verification activity which is based on the number of learner registrations you have.

Minimum sampling sizes are stated below, but SVs may increase sampling sizes based on risk:

- 1 to 50 learners – all up to 4 learners sampled
- 50 - 100 learners – 6 learners sampled
- 100 – 200 - 8 learners sampled
- 201 plus learners – 12 learners sampled

## Stage 4: Next Verification Cycle

LSVs will then use the outcomes of your standards verification to complete a final report and provide recommendations for your verification cycle for the following year.

## Test Inspections

Centres are required to complete the [test notification form](#) at least 5 working days before the planned tests; this also includes resits. If you need to cancel a test that you have already notified us of, please let us know by emailing [vqtestinspections@pearson.com](mailto:vqtestinspections@pearson.com).

Upon completion of this form, centres are confirming awareness that all information provided may be shared with the SIA (under the Information Sharing Agreement) to plan for unannounced visits to monitor test arrangements and delivery arrangements. This includes test location, test manager contact details and start dates.

If you wish to offer learners a resit opportunity within 5 working days of the original test date, you should submit a test notification at the same time as you are submitting the original test notification form. If learners do not need to resit, you should notify us that you are cancelling the test booking as soon as possible, as outlined above.

Centres may then be subject to either a virtual or physical test inspection, either announced or unannounced. For more information refer to the Test Inspection webpage [here](#).

Inspections seek to confirm that centres are adhering to the test procedures as covered in this Handbook. Colleagues from the SIA may also join our inspectors during inspections.

Where Pearson find non-compliance, this will be referred to our risk management group to be reviewed. This could result in a suspension in either registrations or certification until the concerns are resolved.

# Customer Service

## Contacting us

If you require assistance, please contact your Account Specialist and they will help you with any administrative processes or general enquiries. Full contact details can be found on our [Contact Us](#) page.

We value the feedback we receive. If you wish to provide any feedback about our tests, please use the BTEC Security Tests Feedback form found on our Key Documents page [here](#). Please note that these tests are considered secure and test questions must **not** be put on the form.

# Centre and qualification approval

You must gain approval from us in order to offer our Pearson Security qualifications. Approval is given at centre level and then subsequently for each qualification that you wish to offer and **each site you will be delivering/assessing** at. If you are seeking Pearson approval, please [Contact Us for further information](#).

If your centre is new to Pearson Security qualifications, your approval will be subject to a registration cap of 48 learners per month across all qualifications, until such time as you have successfully completed one full Quality Assurance cycle. At all times you must only deliver to a suitable number of learners according to the facilities and resources available and in line with this handbook.

Please note that if you wish to deliver and assess security programmes at additional sites you must gain approval for those sites prior to any delivery, see Appendix 18.

In addition, if you wish to use permitted remote/virtual delivery for SIA qualifications, that must also be approved by Pearson **prior** to any remote delivery taking place.

## Changes to centre details

### Centre address and contact details

We hold details of your Principal/Head of Centre, Quality Nominee and Test Manager, including their name, telephone number and email address. Please ensure that all contact information is correct and up-to-date on Edexcel Online (EOL) and **Contact Us** [to let us know about](#) any changes to these details.

If you wish to change the name or address of your centre, please **Contact Us** for guidance. You may be subject to an additional approval visit.

### Additional and alternative sites

As previously stated, if you wish to deliver and assess security programmes at additional sites, you must gain approval for those sites prior to any delivery. Please see Appendix 18 for further guidance.

### Centre and programme closures

If you plan to close your centre or stop offering Pearson Security programmes, you need to inform us in writing. Please include a plan for your learners who are registered and active as well as those who are enrolled but not yet withdrawn.

A progression plan will need to be proposed and agreed with us. Your learner records should be kept for three years post-certification and, where this is not possible, a plan made of where they will be stored. Records should be kept as an audit trail of the process from registration to certification, including records of Assessors and internal verification activities.

Where there is an unexpected closure, it is important that you inform us in writing as soon as possible so that appropriate remedial actions to support learners can be identified.

## Before you start delivering training

### Resources to support training delivery

You **must** read the relevant specifications and be familiar with the requirements to deliver the course. These documents can be found on our [website](#).

Centres are advised to read the JCQ *Instructions for Conducting Examinations* (website link [here](#)) which detail the conditions for storing test papers and answer sheets ('*a box within a box*') and to comply with those requirements. Invigilators/Test Managers should be provided with a copy of the Instructions for the current year.

### Storing test materials securely

Part of your approval as a Pearson centre requires that you have adequate facilities for the safe custody of all confidential materials, including the secure storage of tests. Your facilities will be subject to audit. You must also have centre policies in place for the administration, storage and transport of secure materials.

If test papers are printed in advance, they should be locked away in a lockable safe (a filing cabinet is only acceptable if bolted to the wall or floor) - it is a requirement that a secure bar is in place for extra security. Any safe used should not be easy to remove – for example, a hotel type safe is not acceptable. The safe or container must be in a securely locked room with access restricted to a minimum of 2 to 6 authorised persons.

### Centre Insurance

In line with general insurance requirements and the Employers Liability (Compulsory Insurance Act) 1969, the minimum for an approved centre offering this qualification is:

- Employers Liability- £5 million
- Public Liability
- Professional Indemnity

If you are delivering any physical intervention units, your centre 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.'

Your Lead Standards Verifier and Standards Verifier will check this as part of their verification.

## IT system requirements

You will need to obtain and upload photographs and signatures of your learners. To do this, you will require a colour scanner capable of 200 dpi. It is likely you will need to edit the images so basic image software is also recommended.

## Identification and Registration

You should contact learners in advance of the start of the course to request that they bring appropriate identification documents with them. It is helpful if they bring colour photographs, and it is recommended that they use the same photographs for the Pearson registration process and for the SIA licence application form.

The name(s) provided to us during registration of your learners must be based on the learner's Group A documentation. This means inclusion of **all** first name(s), middle name(s), and surname as per the documentation. Failure to have these names match the documentation will result in their proof of qualification achievement (Certificate) not satisfying SIA requirements on identification.

Please note that this will mean all the names provided in the SIA Group A documentation under 'Given names' are required to be included in the learner registration as these include middle name(s).

## Qualification user interface

Your centre will use Edexcel Online (EOL) to make registrations, book tests and claim certificates. Please ensure that you are familiar with how this operates. Should you have any issues with this please contact your Accounts Specialist through the "Customer Service" section listed above.

# Qualification Structures

The table below lists all current specialist security qualifications and summarises key aspects. For information on age restrictions, please refer to the *Get Training* document published by the SIA.

Qualification title	Level	Sector code	SV process	External assessment	Licence to practise
Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry	2	186	SV sample	U1 U2	Yes
Level 2 Award for Door Supervisors in the Private Security Industry	2	353	SV sample	U1 U2 U3 U4	Yes
Level 2 Award for Door Supervisors in the Private Security Industry (Top up)	2	353	SV sample	U1 U2 U3	Yes
Level 2 Award for Security Officers in the Private Security Industry	2	186	SV sample	U1 U2 U3	Yes



Level 2 Award for Security Officers in the Private Security Industry (Top Up)	2	186	External Assessment	U1 U2	Yes
Deliverers of Physical Intervention Training within the Private Security Industry	3	353	SV Sample	U2	No
Delivery of Conflict Management Training	3	353	SV sample	None	No
Level 3 Certificate for Close Protection Operatives in the Private Security Industry	3	354	SV sample	U1 U3 U4 U5 U6 U7	Yes

Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)	2	353	SV sample	U1 U2 U3 U4	Yes
Vehicle Immobilisation	2	186	SV Sample	U1 U3	

## Common units

Key: I = internally assessed; E = externally assessed; DS = Door Supervision; CP = Close Protection

Qualification title	Security Officer	Security Officer Top Up	Door Supervision	Door Supervision Top Up	Deliverers of PI	CP	Close Protection Top Up	CCTV Operations
Licence to practice?	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
	Unit 1 Principles of working in the Private Security Industry I &E		Unit 1 Principles of working in the Private Security Industry I & E			Unit 5 LO10 E		Unit 1 Principles of Working within the Private Security Industry I &E
			Unit 2 Principles of working as a Door Supervisor in the Private Security Industry I & E	Unit 2 LO7 I & E		Unit 5 LO5 LO6 E		

	Unit 2 Principles of working as a Security Officer in the Private Security Industry I &E	Unit 2 LO4 E						
								Unit 2 Principles and Practices of working as a CCTV Operator in the Private Security Industry I &E
	Unit 3 Application of Conflict Management in the Private Security Industry I &E		Unit 3 Application of Conflict Management in the Private Security Industry I & E			Unit 3 Application of Conflict Management within the Private Security Industry I & E		

			Unit 4 Application of Physical Intervention Skills in the Private Security Industry I & E	Unit 2 Application of Physical Intervention Skills in the Private Security Industry I & E	Unit 2 Application of Physical Intervention Skills in the Private Security Industry I & E	Unit 7 Application of Physical Intervention Skills in the Private Security Industry I & E	Unit 4 Application of Physical Intervention Skills in the Private Security Industry I & E	
		Unit 1 Principles of Terror Threat Awareness in the Private Security Industry E		Unit 1 Principles of Terror Threat Awareness in the Private Security Industry E		Unit 4 Principles of Terror Threat Awareness in the Private Security Industry E	Unit 1 Principles of Terror Threat Awareness in the Private Security Industry E	

# Minimum contact time

Standard delivery times for units in licence-linked qualifications are set by the SIA and are stipulated below.

Contact time is defined as time where the learner is in the same physical or virtual learning environment as the tutor or invigilator and receiving training or undertaking assessment. This time **does not** include:

- breaks in the delivery of the course
- assessing English language skills
- course registration / checking ID
- familiarity with the IT used to deliver the programme (in the case of remote delivery)

The table below details the minimum number of days over which the learning for the qualifications must be delivered with and without the use of self-study and awarding organisations must ensure that centres are delivering over the correct number of hours and days if self-study is not used.

Each day should not exceed **eight hours** of contact time (except for Close Protection).

Centres should retain detailed registers that include start/end/break times of training for each learner and should be signed daily by the learners. This should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These should be retained for audit purposes.

The Standards Verifier will check that centres are delivering the units over the correct number of hours and days.



### Delivery hours for licence-linked qualifications

Qualification Title	Minimum delivery hours if <u>self-study is not used</u>	Minimum number of days	Minimum delivery hours if self-study <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	20 hours	3 days
Level 2 Award for Door Supervisors in the Private Security Industry	52 hours	7 days	42 hours	6 days
Level 2 Award for Security Officers in the Private Security Industry	38 hours	5 days	28 hours	4 days
Level 2 Award for Vehicle Immobilisation within the Private Security Industry	37 hours	5 days	27 hours	4 days
Level 3 Certificate for Close Protection Operatives in the Private Security Industry	194 hours	18 days	192 hours 20 minutes	18 days

### Delivery Hours for top up qualifications

Qualification Title	Minimum delivery hours if <u>self-study is not used</u>	Minimum number of days	Minimum delivery hours if self-study <u>is</u> used	Minimum number of days
Level 2 Award for Door Supervisors in the Private Security Industry (Top Up)	17 hours	3 days	13 hours 30 minutes	2 days
Level 2 Award for Security Officers in the Private Security Industry (Top – Up)	4 hours	½ day	45 minutes	½ day
Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)	45 hours	5 days	29 hours 40 minutes	3 days

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

**SIA minimum contact time (see SIA *Get Training* documentation)** – this is the minimum time, as stipulated by the SIA, that a learner must spend under the immediate guidance or supervision of a Tutor, Assessor or Invigilator (including assessment). It does not include time spent checking ID or assessing English language skills, or breaks. This time is monitored by Awarding Organisations.

## Use of Remote/Virtual learning and/or Self-study in the Delivery of Licence-linked qualifications

### Self-Study

The SIA and Pearson recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by remote/virtual learning and/or via self-study. Where a centre wishes to use self-study in this way, they must inform Pearson, and detail within their quality management processes each of the following:

- which areas of learning are to be delivered by self-study
- the method of self-study to be used
- the number of hours to be covered by the self-study material
- a robust and auditable method for determining that learners have undertaken the self-study.

It is important the materials used clearly show learners how many hours' learning they are expected to undertake and that they are given sufficient time to allow them to complete it before their course begins. It is also the requirement of the centre to check these during training to ensure appropriate learning has occurred. The Standards Verifier will check this during the sampling activity.

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

- online 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

Self-study can be used prior to starting a course for **up to ten hours** of the unit Principles of Working in the Private Security Industry (PWPSI):

Learning Outcomes 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)
- LO9: Terror Threat Awareness (ACT Awareness and ACT Security only) (2 hours)

LO11: Understand good practice for post incident management (1 hour)

Learning Outcomes that can be delivered via self-study for Door Supervisor (Top Up):

LO1: Know how to use equipment relevant to a door supervisor (1.5 hours)

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

Learning Outcomes that can be delivered via self-study for Security Officer (Top Up) (up to 2 hours):

LO1: Know how to minimise risk to personal safety at work

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

Learners should be supported if they have any questions or need a recap on topics following completion of the self-study.

Centres are reminded that if self-study is not used or appropriate evidence is not retained for audit purposes for every learner, the full delivery days must be completed as detailed in the tables on page 17.

## Virtual/Remote Learning

Where a centre wishes to use virtual/remote learning they **must** gain approval and submit the following to Pearson via this [form](#).

A detailed breakdown of the delivery and assessment times to meet the required minimum contact time for the qualification.

The breakdown must include:

- the split between virtual learning and face to face delivery of training
- the split between remote online invigilated exams and face to face assessment
- the delivery time should include rest breaks for learners
- time should be factored in for technical issues.

Centres must register every course and/or learners with Pearson where they are proposing to use virtual learning.

Centres **must submit** course details to the SIA at least 5 working days before delivery commences via email to [virtualclassroom@sia.gov.uk](mailto:virtualclassroom@sia.gov.uk) using the 'virtual classroom submission form'. This form can be downloaded from [www.gov.uk/guidance/teaching-sia-licence-linked-training-courses](https://www.gov.uk/guidance/teaching-sia-licence-linked-training-courses)

Where blended learning is used, the table below details the suggested minimum contact time:

Qualification	Face to face contact including examinations
CCTV	1 day
Door Supervision	2.5 days
Door Supervision Top Up	1.5 days
Security Officer	1.5 days
Security Officer Top Up	1 hour
Vehicle Immobilisation	n/a

Training providers must use an online platform which enables live and interactive delivery of training via a 'virtual classroom'. The platform must be approved by Pearson and give access to personnel from Pearson and SIA, allowing them to 'drop in' and/or review at any time.

In other words:

- Learners within a course run will all 'attend' training at the same prescribed times, via their PC/laptop/tablet (not smart phone) which must have a camera. The learners must have access to devices compatible with both the virtual classroom and online invigilated exam packages (if an online invigilated exam package is being used as part of the virtual learning). The trainer delivers the training from their own PC/laptop/tablet (not smart phone) with camera.
- The trainer must be able to see all learners live on their own screen. It is recommended that the trainer has two screens so they can see all learners during delivery.
- All the learners must be able to see the trainer live on their screen (but not necessarily the other learners).
- The learners must be able to speak to the trainer. The trainer's responses to questions must be audible for every learner.

If at any point during the virtual delivery learners are not engaged with the learning, struggling to keep pace with the delivery and/or not visible on camera due to connectivity issues, this needs to be addressed and the learner may need to attend all of the delivery face to face.

Centres must provide Pearson with the normal course paperwork for review such as:

- Scheme of Work / Lesson Plans
- Daily Registers
- Notification of delivery and assessment in line with minimum contact time requirements as required for face-to-face delivery.

ID checking must be completed via secure electronic means. These must be rechecked during the face-to-face element of the training.

Unannounced visits will be carried out by AOs and SIA. Both Pearson and the SIA must be issued a log-in to each course by the centre, so that their representatives can 'drop in' at any time during training. Recorded copies of practical assessments must be available for review by Pearson and SIA staff at any time if requested. Pearson/SIA representatives may require documents to be submitted electronically for their review.

A maximum number of 12 learners can be present in a virtual classroom if there is only one tutor present. Class sizes can be extended to up to 16 learners if the centre is also using an online producer or trainer as support, however if Microsoft Office 365 Teams is used as the delivery platform the maximum number of learners is 9.

All recordings relating to course delivery and assessment must be retained by the centre for a minimum of 90 days after certification.

The tables below explain which content can be delivered through virtual learning and which cannot.

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Principles of Working as a Security Officer in the Private Security Industry</b>	LO1 Understand the roles and responsibilities of security officers	All ACs	
	LO2 Understand the control of access and egress.	All ACs	
	LO3 Know the different types of electronic and physical protection systems in the security environment.	All ACs	
	LO4 Know how to minimise risk to personal safety at work.	All ACs	
	LO5 Understand drug-misuse legislation, issues and procedures relevant to the role of a security officer.	All ACs	
	LO6 Know how to conduct effective search procedures.	All other ACs	6.7 Demonstrate how to search people, and their property.
	LO7 Understand how to patrol designated areas safely.	All other ACs	7.5 Demonstrate effective use of communication devices.

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Principles and Practices of Working as a CCTV Operator in the Private Security Industry</b>	LO1 Understand the purpose of a surveillance (CCTV) systems and the roles and responsibilities of control room team and other stakeholders.	All ACs	
	LO2 Understand the different types of legislation and how they impact on Public Space Surveillance (CCTV) operations.	All ACs	
	LO3 Understand the importance of operational procedures in public space surveillance (CCTV) operations.	All ACs	
	LO4 Understand how public space surveillance (CCTV) systems equipment operates.	All ACs	
	LO5 Understand Surveillance techniques	All ACs	
	LO6 Understand different types of incidents and how to respond to them	All ACs	
	LO7 Understand health and safety in the CCTV environment.	All ACs	
	LO8 Demonstrate operational use of CCTV equipment		All ACs
	LO9 Produce evidential documentation		All ACs

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Principles of Working in the Private Security Industry</b>	*LO1 Know the main characteristics and purposes of the Private Security Industry	All ACs	
	*LO2 Understand legislation as it applies to a security operative	All ACs	
	LO3 Understand arrest procedures relevant to security operatives	All ACs	
	*LO4 Understand the importance of safe working practices	All ACs	
	*LO5 Understand fire procedures in the workplace	All ACs	
	LO6 Understand emergencies and the importance of emergency procedures	All ACs	
	LO7 Understand how to communicate effectively as a security operative	All ACs	
	LO8 Understand record keeping relevant to the role of the security operative	All other ACs	8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement)
	LO9 Understand terror threats and the role of the security operative in the event of a threat	All ACs	
	LO10 Understand how to keep vulnerable people safe	All ACs	
	*LO11 Understand good practice for post incident management	All ACs	

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Principles of Working as a Door Supervisor in the Private Security Industry</b>	LO1 Understand crimes relevant to door supervision	All ACs	
	LO2 Know how to conduct effective search procedures	All other ACs	2.7 Demonstrate how to search people and their personal possessions
	LO3 Understand drug-misuse legislation, issues and procedures relevant to the role of a door supervisor.	All ACs	
	LO4 Understand preservation of evidence relevant to the role of a door supervisor	All ACs	
	LO5 Understand licensing law relevant to the role of a door supervisor	All ACs	
	LO6 Understand queue management and venue capacity responsibilities relevant to a door supervisor	All ACs	
	LO7 Know how to use equipment relevant to a door supervisor	All other ACs	7.5 Demonstrate effective use of communication devices

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Application of Physical Intervention Skills in the Private Security Industry</b>	LO1 Understand the legal and professional implications of using physical interventions	All ACs	
	LO2 Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
	LO3 Understand how to reduce the risk associated with physical intervention	All other ACs	3.2 Identify how to deal with physical interventions on the ground appropriately  3.5 State how to manage and monitor a person's safety during physical intervention
	LO4 Personal safety awareness and techniques		All ACs
	LO5 Escorting techniques		All ACs



Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Principles of Minimising Personal Risk for Security Officer in the Private Security Industry</b>	LO1 Know how to minimise risk to personal safety at work	All ACs	
	LO2 Know what actions to take in relation to global (or critical) incidents	All ACs	

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Principles of Using Equipment as a Door Supervisor in the Private Security Industry</b>	*LO1 Know how to use equipment relevant to a door supervisor	All ACs	
	*LO2 Know what actions to take in relation to global (or critical) incidents	All ACs	

\* Denotes content that can alternatively be taught through self-study.

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>*Principles of Terror Threat Awareness in the Private Security Industry</b>	LO1 Understand terror threats and the role of the security operative in the event of a threat	All ACs	

\*RPL can be used in place of the learning (not assessment) of this unit if a learner has completed the ACT e-Learning and ACT for Security (available from July 2021) e-Learning and provides certificates for both, dated after January 2021.

Unit	Learning Outcome	Virtual Delivery Acceptable	
		Yes	No
<b>Application of Physical Intervention Skills in the Private Security Industry</b>	LO1 Understand the legal and professional implications of using physical interventions	All ACs	
	LO2 Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
	LO3 Understand how to reduce the risk associated with physical intervention	All other ACs	3.2 Identify how to deal with physical interventions on the ground appropriately  3.5 State how to manage and monitor a person's safety during physical intervention
	LO4 Personal safety awareness and techniques		All ACs
	LO5 Escorting techniques		All ACs

\* Denotes content that can alternatively be taught through self-study.

Self-study: studying a subject during the learner's own time using specially developed material without the live assistance of a tutor.

Unit	LO	Virtual Delivery Acceptable	
		Yes	No
<b>Principles of Working as a Close Protection Operative in the Private Security Industry</b>	1. Understand the roles and responsibilities of a close protection operative.	All ACs	
	2. Understand current law and legislation within a close protection context.	All ACs	

3. Understand the importance of threat and risk assessment	All ACs	
4. Understand the importance of threat and risk management	All ACs	
5. Understand personal and professional skills within a close protection environment	All ACs	
6. Understand the importance of teamwork within a close protection environment.	All ACs	
7. Understand surveillance, anti-surveillance and counter-surveillance methods	All ACs	
8. Understand search procedures within a close protection operation for people, vehicles and buildings/venues	All ACs	
9. Understand close protection foot drills	All ACs	
10. Understand venue security operations and requirements	All ACs	
11. Understand the importance of planning, route selection and additional licence considerations	All ACs	
12. Understand reconnaissance within a close protection environment	All Other ACs	12.5
13. Understand the importance of operational planning.	All ACs	

Unit	LO	Virtual Delivery Acceptable	
		Yes	No
Working as a Close Protection Operative in the Private Security Industry	1. Undertake a dynamic risk assessment.	All Other ACs	1.3
	2. Demonstrate use of surveillance, anti-surveillance and counter surveillance	All ACs	
	3. Be able to search people, vehicles and venues	All ACs	
	4. Demonstrate close protection foot drills.	All ACs	
	5. Be able to demonstrate venue security skills	All ACs	
	6. Be able to manage transport arrangements within a close protection environment.	All Other ACs	6.10, 6.11
	7. Be able to prepare and carry out a close protection operation.	All ACs	

	8. Be able to deal with a range of incidents within a close protection environment.	All Other ACs	8.1
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Unit	LO	Virtual Delivery Acceptable	
		Yes	No
Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	1. Understand how to keep vulnerable people safe	All ACs	
	2. Understand licensing law relevant to the role of a door supervisor	All ACs	
	3. Understand queue management and venue capacity responsibilities relevant to a door supervisor	All ACs	

## SIA requirements for delivering licence-linked programmes

### Facilities

- Training and assessment for approved licence-linked qualifications must be undertaken in an environment approved for training and assessment by Pearson.
- The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements.
- Equipment for practical demonstrations must be readily available and fit for purpose.
- For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment. This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and down stairs for the physical intervention skills unit.
- Training facilities must comply with ongoing approval arrangements for Pearson Security centres.
- Training environments must be risk assessed for their suitability to deliver training and assessment and in accordance with centre policies.
- Pearson will review your risk assessments as part of their quality assurance.
- Risk assessments must be completed before each training course.

# Trainers and assessors involved in the delivery of licence-linked qualifications

Approved trainers/assessors seeking to deliver licence-linked qualifications must successfully complete a range of formal qualifications. A sample of qualifications is listed below; however, this list is not exhaustive. If the qualification does not appear below, please contact Pearson.

**All trainers/assessors must have achieved one of the qualifications below (or equivalent) as a minimum:**

- Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:
  - Level 4 Award in Education and Training (QCF/RQF)
  - Certificate in Education
  - Post Graduate Certificate in Education
  - SVQ/NVQ Levels 3 and 4 in Learning and Development
  - Scottish Training Qualification for Further Education (TQFE)
  - PTLLS, CTLLS or DTLLS
  - Master's degree in education

## And

A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter-terrorism programme such as the ACT (Action Counters Terrorism) Awareness and ACT Security training, which must be completed every year.

**Assessors must hold any of the following (or equivalent) 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
- Level 5 Diploma in Education\*
- Certificate of Education\*
- Post Graduate Certificate in Education\*

\*Must include a unit/module covering assessment

Or

the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or

one of 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

Trainers/assessors new to licence-linked delivery/assessment have six months from approval to achieve an assessor unit/qualification. Until that time, training delivery may continue, however all assessment decisions must be counter-signed by an approved (qualified) assessor until such time an assessor qualification is achieved.

An assessor qualification is not required for Cash and Valuables in Transit (CViT) or Vehicle Immobilisation as there are no practical assessments for these qualifications.

## Qualifications for trainers of Conflict Management

Trainers are required to hold a qualification at or above NQF/QCF/RQF Level 3 in The Delivery of Conflict Management Training.

## Additional criteria for trainers wishing to deliver and assess Physical Intervention skills for Door Supervisors

All trainers delivering physical intervention skills training for the door supervisor licence-linked qualifications must also hold the following:

- A suitable Level 3 qualification in conflict management training
- Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF)
- A current certificate (updated annually) from an approved Level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved Level 2 programme. It is the responsibility of the trainer to submit this (the annual Physical Intervention trainer certificate) to the training provider/centre.

The Standards Verifier will then review the original certificate during their activity.

Only those physical intervention programmes that appear on the SIA website on the list 'Physical Intervention Skills: Trainer Training' can be used to train learners registered to achieve the licence-linked physical intervention unit.

Centres are advised to check the list on the SIA website on a regular basis.

## Additional criteria for Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

In addition to the qualifications required for trainers who wish to offer the Door Supervisor Physical Intervention training listed above, and the core training and teaching qualifications, you must also hold the following:

- A Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives
- A current certificate (updated annually) from an approved level 3 programme provider for Close Protection Physical Intervention that confirms your ability to deliver the skills in the approved level 2 programme

If you hold a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry you can request for this training to be recognised against the Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives in the Private Security Industry. You will then need to take the training for Level 2 Physical Intervention for Close Protection to complete your training.

Only those physical intervention programmes that appear on the SIA website on the list 'Physical Intervention Skills: Trainer Training' can be used to train learners registered to achieve the licence-linked physical intervention unit.

Centres are advised to check the list on the SIA website on a regular basis.



## Sector competence for approved Trainers and Assessors

- Trainers delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.
- Pearson requires sufficient information about a trainer's occupational experience for consideration in the approval process and staff CVs may be reviewed during Quality Assurance activities. For example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry, working in the Police or prison service or the armed services.

To ensure that Trainers/Assessors have the right occupational expertise, the SIA and Pearson require trainers new to the sector (i.e. this is their first role as a trainer in the security sector as identified from their CV) to have 2 years relevant frontline operational experience in the last 5 years, relevant to the qualifications they are delivering (including close protection). This should have been gained in the UK, although it is recognised that some overseas experience in close protection may also be relevant. It is the responsibility of the centre to review the information provided to ensure new trainers meet the requirements for occupational competence. This evidence must be provided to the Standards Verifier who will confirm this during standards verification.

## Continuing Professional Development

Existing trainers must demonstrate to us that they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector.

Trainers must be able to demonstrate evidence of a suitable level of professional development in the sector, which 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. CPD records 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 (the training for this can be accessed through the SIA website).

Our Standards Verifiers will check staff qualifications, competence and CPD when they sample the Pearson Security programmes to ensure all trainers have correct occupational competence. Centres are responsible for keeping the CPD information of trainers and assessors. Pearson/SIA 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.

# Verifiers involved in the delivery of licence-linked qualifications

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

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practices (RQF)
- V1 Conduct Internal Quality Assurance of the Assessment Process • D34 Internally Verify the Assessment Process
- D34 Internally Verify the Assessment Process

Or the following unit from an IQA qualification:

- Unit 2/Unit 4 Understanding the principles and practices of internally assuring the quality of assessment

An IQA qualification is not required for CViT or Vehicle Immobilisation as there are no practical assessments for these qualifications.

All Centres must have a qualified IQA.

## Sector competence for IQAs of Conflict Management programmes

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

## Sector competence for IQAs of Physical Intervention programmes

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.

Internal Verifiers for SIA programmes must be able to demonstrate current sector competence, have a good understanding of the qualification(s) being sampled and experience of internal quality assurance of assessment. Pearson requires sufficient information about an IQA's occupational competence.

# Registering learners

## Responsibility for registration

When you have enrolled learners onto a Pearson programme the learners must then be formally registered onto our systems no later than Day 1 of the course. This means that we can apply quality assurance processes – you can report achievement or submit answer sheets for processing and we can issue the certificates. It is the responsibility of your centre to register learners and ensure the payment of fees.

When registering learners, please ensure a learner's full name is used. In the case of learners with more than one name e.g. a middle name, please ensure you add this into the same section as the first name. The learner's full name should also match the identification provided at the time of registering; this should meet the ID requirements (1 Group A & 2 Group B) as specified by the Security Industry Authority (SIA). The centre should then ensure that the SIA licence application uses the same format of name to avoid delays to licences being issued.

## Timing of registration

Registrations must be completed immediately at the point of enrolment. The registration number should be written on test answer sheets. Please be aware that failing to register learners before tests are taken may delay processing of your answer sheets or require the tests to be retaken.

## Periods of registration

You must make registrations before the end of the qualification approval period.

Registrations are normally valid for a period of up to five years or until the issue of certificates, whichever is the earliest. A learner may only be certificated during the stipulated period. For qualifications accredited by Ofqual, the final registration and certification dates are specified as shown on our website. If the registration expires before certification can be completed, the learner must be re-registered on a currently approved programme – an additional registration fee may be applicable.

## Methods of registration

### Edexcel Online

As BTEC Security falls under the Work-Based Learning quality assurance model, you will therefore need to choose the "NVQ" dropdown from Edexcel Online in order to make learner registrations. Please refer to the "Registrations for BTECs/NVQs/KS" document [here](#).

## Learner images

### Requirement

The SIA requires Pearson to upload learner data to the SIA database once they have passed the course. The SIA then compares the image and signature we have provided with those that the applicant sends in with their licence application form.

We need you to upload your learners' images onto Edexcel Online (EOL) so that we can send them to the SIA. You must upload them when you register your learners so that we can send them to the SIA as soon as they pass the course.

This allows us to meet our requirement and prevent any delays in the licensing of your learners.

### Image specification

It is your responsibility to ensure that the images uploaded are representative of the learner's appearance and signature.

- The learner's photograph and signature should be two separate jpeg format files
- The size of each file must be under 16KB
- The colour photograph should be of passport size (i.e. head and shoulders only) on a white background
- Guidance on the appearance of the images can be found on the SIA website
- The signature file should contain a signature and nothing else
- Images and signatures must be held for three years
- You will be required to upload images and signatures to Edexcel Online (EOL).

### Edexcel Online (EOL)

- Go to the Candidate details page on EOL. This can be found by using either the "Search by Learner" or "Search by Course" options found in the "Candidates".
- On the Candidate details page click "Edit". This changes the contents of the screen so that they can be updated.
- "Browse" under the relevant image file for the learner and click on the "open" tab.
- Press the "Upload" button to attach the selected file to the learner's details.
- You can amend the learner's images on the record using delete and upload as necessary.
- Click on the "Save" tab at the bottom of the screen to save your changes.

## Bulk uploads

To save you time, we have created a bulk image upload facility for you, which allows you to upload individual or several images at once.

You can find this under “BTEC

> Candidates > BTEC Security Learner Image Upload”

The screenshot shows the Pearson Edexcel Online interface. At the top, there is a navigation bar with the Pearson logo and links for Home, Mailbox, My Account, and Log-out. Below this is a header section with 'EDEXCEL ONLINE' and the date 'Monday 14 Jan 2019'. A sidebar on the left contains a list of menu items: BTEC, Candidates, Access Arrangements, OSCA, BTEC Next Generation, Training Event Bookings, Post Results, Request for Qualification Approval, Qualifications Approved, Tracking, and Exam Queries. The main content area is titled 'Upload Sia Images' and includes a disclaimer: 'The centre administrator accepts full responsibility for ensuring that the images uploaded are representative of the candidate's appearance and signature.' Below the disclaimer are buttons for 'Select Files', 'Verify', 'Upload', and 'Clear', along with a checkbox for 'Display Images'. At the bottom, there is a table with columns for Name, Status, Size(bytes), Surname, and Forenames.

This will allow you to upload as many images and signatures as you want simultaneously.

**Note:** All the images and signatures must be JPEG, less than 16kb and follow the below naming convention:

- **Picture:** EOL registration number-learner
- **Signature:** EOL registration number-learner name-

For example:

- **example picture file:** AA12345-albert
- **example signature file:** AA12345-albert student-sig

Click on ‘select files’ – browse to a location on your computer where you have saved the files. Select as many files as you want to upload then click ‘open’. You will see the images appear on the screen. If the images are greater than 16kb or not JPEGs you will see an error message.

Next, click on 'verify' – this will check that the registration numbers are correct, and for a BTEC Security course, for your centre. If they are correct registration numbers it will return the name of the learner allocated with that registration number.

Finally, check that the name of the learner returned by the system is correct and matches the name of the file. The system is not able to check the name of the learner. Therefore, you must do this.

Once you are happy that the images are for the correct learner record, click upload to load them onto the learners' record. These images will now appear on the candidate details page.

If you need to make amendments, you may have to navigate to the candidate details page to change them.

## Transfers and changes to registration details

### Changing a learner's name, date of birth and other details on Edexcel Online.

Learner details can be amended on the Candidate details page. In order to prevent the substitution of one learner for another, you are able to change **only one** of the forename, surname or date of birth fields and **only once**. Any further amendments should be emailed to your Account Specialist.

If for any reason the amendment cannot be made electronically then the request should be put in writing to your Account Specialist with all details including centre number, registration number, name and details of the required amendment.

### Transfer of a learner between programmes at the same centre

A learner registration may be transferred between programmes approved at the centre with current open validity for registrations: the centre must ensure that the learner is able to complete the programme onto which transfer is made, e.g. that arrangements for accreditation of learning on the existing programme can be made.

No extra fee is payable, provided that the fee due for the new programme at the time of transfer is the same as, or less than, what was invoiced for the original registration.

Where the fee for the programme the learner is transferring to is higher than that invoiced for on the original registration, an invoice will be issued for the difference between the two fees.

A learner may not be transferred from an individual unit registration to a full programme (qualification). In such cases, the learner must be re-registered for a full programme. The special registration fee may be applicable.

All success reported under one registration number will appear on the final, cumulative Notification of Performance or Certificate of Unit Credit. If the learner does not wish the earlier unit success to appear on final award documentation, then it will be necessary for him/her to **re-register**.

Learners may not be transferred from or to an Apprenticeship Scheme and should be re-registered if they change to a new programme or scheme.

Transfers of registration between programmes of the same qualification type and level are made at no extra charge.

A new completion date is mandatory when transferring. Groups of 20 or more learners will be transferred overnight; all other transfers should take place almost immediately.

### **Transfer of a learner to another centre**

A learner may transfer to another centre. Normally if a registration is being transferred, it is to enable the learner to complete the same programme of study.

For a certificate to be awarded, the learner's record at the final centre will have to show all the completed units required. Prior to transfer, it is therefore essential that a comparison of units previously undertaken is made against the requirement of the new programme.

The learner must be advised of any additional work that may be needed to meet in full the requirements of the receiving centre. The initial centre must ensure both, that all completed units are notified to us and that all the relevant assessment records are passed to the receiving centre. The receiving centre should not process the transfer until all previous achievement has been notified.

### **Transferring from a different centre**

To validate the identity of a learner transferring into your centre, you will need to provide their date of birth along with their registration number. If these details match, you will be able to choose which currently approved Pearson programme you wish the learner to be transferred to.

It is important to ensure that any units completed by the previous centre are reported prior to the transfer. The receiving centre should confirm the units completed by the learner by viewing the unit certificate gained at the previous centre.

When you have selected the programme to be transferred to, click on "Transfer" to process the

transaction.

**Do not** re-register the learner for the new programme. Re-registering will create a new registration number for the learner which, in turn, will cause problems on programme completion and delays in certification.

## Programmes that are not compatible

If a learner, having completed some units of the programme for which they were initially registered, wishes to begin an entirely new and different programme where units already completed may not be compatible with the new programme, then the transfer of the original registration may not be applicable.

## Electronic Data Interchange (EDI) transfers and amendments (Edexcel Online Only)

Transfers and amendments can also be made via Electronic Data Interchange. Please refer to the Information Manual for more information.

# Access to assessment

Equality of opportunity is a requirement of our provision and is embedded in our policies. There should be no artificial barriers to Pearson programmes and awards, which must:

- be available to everyone who can achieve the required standard
- be free from barriers which restrict access to progression
- be free from overt or covert discriminatory practices with regard to age, colour, creed, ethnic origin, gender, nationality, marital status, race or sexual orientation
- pay due regard to the particular requirements of individuals, including those who may require support to undertake learning and assessment
- be free from any restrictions that are not legally required.

The JCQ *Access Arrangements and Reasonable Adjustments* regulations (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>) and our *Supplementary guidance for reasonable adjustments and special consideration in internal assessments* (<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/supplementary-guide-ra-sc-for-internally-assessed-units.pdf>) to ensure access to the qualifications for learners with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence being measured.



## English competency

In the course of their work, Security operatives are likely to be required to make calls to the emergency services or need to communicate to resolve conflict. It is essential that security operatives are able to communicate clearly in all aspects of English (reading, writing, speaking and listening).

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English language. All assessment must be conducted in the medium of English. Centres must ensure that learners have sufficient language skills before enrolling learners

As a guide, learners should as a minimum have language skills equivalent to the following:

- a B2 Level qualification on the Home Office's list of recognised English tests and qualifications
- a B2 Common European Framework of Reference for Languages (CEFR)
- an ESOL qualification at Level 1 on the Ofqual Register taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Credit and Qualifications Framework Level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework Level 5
- Essential Skills Wales Communication Level 1.

You are required to conduct an assessment to confirm the learner's ability to read, write, speak and listen in English before they enrol on the Security course. The assessment must be marked. The language assessment must be passed before the learner is accepted onto the Security course. In the case of learners for whom English language communication skills are a weakness (and other particular special needs considerations do not apply), it would be appropriate to direct them to undertake additional learning to develop these skills so that they meet the minimum requirements before they start the Security course. You are required to retain records of all learners' English assessments in reading, writing, speaking and listening with the other assessment documentation for a period of 3 years after certification and make these available for

your Standards Verifier activity.

There must be a declaration signed by centres to confirm they have assessed the learner and in their professional opinion the learner is sufficiently competent in the use of the English language (reading, writing, speaking and listening) to meet the SIA's requirements. All evidence must be retained for inspection by Pearson/SIA/other regulators for 3 years after certification.

In line with SIA requirements, Pearson sets tests which are available in English only. Therefore, it is not appropriate for learners for whom English is their second language to be provided with a scribe, reader or dictionary to assist them in their assessment. To do so would provide an unfair advantage to the learner. The policy on the use of English is available on the SIA website.

NB: Sample Functional Skills tests can be accessed by centres at the link [here](#) if required.

## Pre-requisites for learners - First Aid Requirements

### First Aid (Door Supervisor and Security Officer including Top Up qualifications)

Learners taking their Door Supervisor 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. First Aid is not a prerequisite requirement for learners completing CCTV or Vehicle Immobilisation qualifications.

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.

### First Aid (Close Protection)

Training centres must confirm that each learner has a valid Level 3 (RQF/QCF) Level 6 (SCQF) 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 194 hours of close protection 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.

### Recognition of prior achievement

You may make claims for some units or a whole qualification based on accreditation of prior learning or experience. There are two distinct processes that are explained below: RPL and exemptions.

### Recognition of Prior Learning (RPL)

Please note that there will be **No Recognition of Prior Learning (RPL)** from the old qualifications to the new qualifications. Any learners registering on the new Level 2 qualifications from 1st April 2021 or the new Close Protection Qualification from April 2022 need to complete ALL the new units. This is because there is new content in the new units and the SIA requires all learners to take the new units to ensure they receive the most up to date training. This policy will be applied by all awarding organisations.

In the context of SIA licence-to-practise qualifications, training exemption is applicable only to the **Pearson Level 3 Certificate for Close Protection Operatives in the Private Security Industry**. Detailed guidance on how this process should be applied is available on the [SIA website](#).

## Training exemption record form (Appendix 12) Level 3 Close Protection

This form should be completed by the centre for each learner who wishes to claim exemption from some or all of the training/ mandatory classroom attendance for Close Protection.

It must be kept securely for inspection by Pearson and presented for SV sampling. Please note there is No process for exemption from a part of the assessment.

### Exemptions (for L2 programmes)

The SIA has agreed exemptions from training or assessment for a number of qualifications where learners have passed relevant qualifications. For details of these qualifications, centres should refer to the [SIA website](#).

*Please note that exemptions can only be applied to qualifications within the same suite. For example, a unit exemption on a 2021 qualification can only be made to another unit within the same 2021 suite.*

Usually, exemptions will apply to the unit Principles of Working in the Private Security Industry 2021 only as this unit is common to all the Level 2 qualifications. The Conflict Management unit and the Physical Intervention unit also appear in a number of the qualifications.

### Claiming exemption for licence-to-practice qualifications

If a learner is exempt from a unit, the centre must supply evidence of this exemption by informing us of the relevant qualifications/units achieved. If the units have been achieved **with us**, please send an email to your Account Specialist, including:

- the learner's registration number for the original certificated qualification
- the learner's registration number for the current qualification being taken
- unit(s) in the current qualification the learner wishes to claim by exemption.

If the units have been achieved **with another awarding organisation**, please send an email to your Account Specialist, including:

- a PDF attachment of the certificate showing the units already achieved. Please include in the file name the learner's registration for the current qualification
- unit(s) in the current qualification the learner is claiming exemption for.

# Conducting tests

Tests are an assessment of the learner's knowledge and understanding. The test papers and test items are Pearson copyright and must not be reproduced or published without prior written consent from us. Any reproduction of test questions in revision documentation or student notes will be viewed as an infringement of copyright and will be viewed as malpractice to which sanctions, including the revocation of centre approval, may apply.

## Roles and responsibilities

You will need a **Test Manager** and an **Invigilator** to administer the tests. These two roles **must** be performed by separate people. This is necessary as there may be a situation where a candidate needs to leave the room, or someone is required to leave the room to request assistance. During the test, the candidates must be monitored at all times. In Work-Based Learning environments, where there are only two personnel at the centre, the tutor should take on the role of the Test Manager and **not** the Invigilator.

## Test Manager (Centre Manager or the nominated person)

This person holds responsibility for test security and must ensure that the testing procedure is followed. Their responsibilities are:

- downloading and printing the **correct** tests from the secure website
- ensuring that any re-sit learners have been given a different test paper
- creating a seating plan before the start of the test
- completing test logs
- all test records – Pearson test logs, seating plans, test room checklist, test control sheet etc – **must** be kept for at least three years for audit purposes
- photocopying/scanning of the test answer sheets prior to returning the originals
- ensuring safe storage and dispatch of test papers
- preparing the Invigilator to undertake their role in line with the testing procedure (this may also include confirming the identity of learners and checking eligibility for exemption from a test or training).

**Please Note:** All responsibilities must be carried out, even if there is only one learner taking the test.

**Important:** You **must** ensure that you download the correct test for the qualification on which your learner is registered.

The learner must complete the correct test according to their registration date as these are licence to practise qualifications. Tests submitted for the incorrect qualification cannot be processed.

## Invigilator

The Invigilator has the following responsibilities:

- ensuring the test room meets the requirements specified in the procedure
- ensuring no reference material which might be helpful to candidates is displayed in the test room
- distributing and collecting test papers and answer sheets to the learners on the test day
- recording evidence of learners' identities
- recording any changes to the seating plan
- ensuring the test is conducted under examination conditions
- ensuring learners do not commit malpractice (e.g. cheat), copy or in any other way gain an unfair advantage when taking the test
- reporting any issues of learner malpractice or misbehaviour during the test to the Centre Manager
- they do not need any knowledge of the syllabus or be a qualified trainer.

**Please Note:** The Invigilator **must not** be the trainer who delivered the training to the learners undertaking the test.

## Test room selection and checking

All exam venues must comply with Joint Council of Qualifications (JCQ) and the qualifications regulator for Wales (ACCAC) or Scotland (SQA) policy, standards and regulations. Centres must comply with the requirements of the Disability Discrimination Act as specified in the relevant SIA Core Competency specification.

We recommend that your Centre Manager undertakes regular audits of test rooms to satisfy themselves that they continue to meet the requirements. We advise Invigilators undertake a pre-test check on each testing occasion when a new testing location is used.

You can find a supporting **Test Room Checklist** on our [website](#).

You can adapt this to fit your individual requirements. You must retain the signed and dated test room checklist for a period of 3 years. These may be reviewed by Pearson personnel as part of our quality assurance processes.

## Onscreen tests

We offer onscreen Pearson Security tests. Our onscreen tests offer certain advantages over the traditional paper tests including additional benefits, these are listed below:

- on-demand testing
- schedule up to 365 days in advance
- free installation
- free support
- quicker results

Additional information on onscreen testing can be found [here](#).

## Paper tests

The following procedure should be used in conjunction with the current academic year's JCQ **Instructions for Conducting Examinations** available from [JCQ's website](#).

Supporting documentation is available on our [website](#).

## Downloading test papers from Edexcel Online

You will only be able to download Pearson test papers once you are approved to run the qualification. You will need to use your Edexcel Online login details. For guidance on how to do this, please refer to the separate **User Guide for Test Download Facility** document.

These tests are secure material. The files must be held securely, deleted after printing and must not be copied onto mobile storage devices, media devices or sent via email. Any infringement or misuse of test files will be viewed as malpractice to which sanctions including the revocation of centre approval may apply.

**Important:** You **must** ensure that you download the correct test for the qualification on which your learner is registered.

- Vehicle Immobilisation is the only qualification still available from the 2015 suite
- Every other learner for a Security Qualification must take the tests from the 2021 qualification test pages

These instructions are also signposted on the website and the correct qualification pages include the title of the qualification followed by '2015' or '2021'.



The learner must complete the correct tests as these are licence to practise qualifications. Tests submitted for the incorrect qualification cannot be processed.

## Printing test papers

- You must download new test papers and answer sheets for each test sitting and must delete the files once printed.
- Printing of test papers must be conducted in a secure environment
- You must use the correct answer sheet for the qualification on which your learner(s) are registered. These can be found alongside the test paper on the microsite. Failing to use the correct answer sheet will cause delays in marking.
- Tests must be downloaded no more than 10 days prior to each test sitting.
- Download the test paper and answer sheet from the secure website and print the required number of copies
- Once printed, test papers must be held securely in your centre's secure storage prior to the test. This is part of the conditions of centre approval. You will need to document printing of the papers using the Pearson Test Control Sheet
- A nominated individual (not involved in the provision of the training) needs to witness:
  - the time the test file was downloaded, printed and deleted
  - the copying of the required number of test papers
- The destruction of test papers following the test. It is recommended that you enter the learner details and proof of learner identification on the answer sheets at the start of the test, after checking identification documents brought by the learners on the day of the test, to reduce errors in the processing of the answer sheets. Ensure that the following details appear:
  - learner number, which is the Pearson learner registration number, created during the registration process. This is not a centre assigned number
  - centre ID, this may include a suffix letter if you have sub-sites. Please include this
  - date (the date the test is being taken)
  - proof of ID is the type of evidence seen, please see the section on checking learner ID
- Once you have printed/photocopied the correct number of test papers you need, the papers, answer sheets, test log, "Procedure for the Invigilation of Tests" and "Guidance to Learners" must be stored securely and they must be placed in a sealed envelope. The test papers **MUST NOT** be opened until the time of the test and then only opened

in front of the learners

- The Invigilator should be prepared for the invigilation, and have a copy of the “Procedure for the Invigilation of Tests”, the “Test Room Checklist” and the “JCQ Instructions for conducting examinations” so they can document the invigilation.

If the test is being held at an external location, and test papers are printed before arriving at the location, the Invigilator should ensure that test papers are transported in a secure bag and retained with them at all times. Test papers should **not** be secured in hotel room safe during transportation. The centre must have an appropriate policy to support the secure transportation of any test papers. You must have prior authorisation to deliver the test at an external location as per the Alternative Site policy (see Appendix 18). The test venue can be no more than 90 minutes from your approved centre address.

### Storing test materials securely

The Test Manager at your centre is responsible for the security of test papers.

- The door leading to the secure storage unit should be of solid construction and should have a security lock
- Secure room should **only** be accessed by exams office staff
- Secure room should have:
  - Walls, ceiling and floor of strong, solid construction
    - If windows are easily accessible, they must be fitted with bars or the room alarmed
  - 2 – 6 key holders
- The safe or cupboard/filing cabinet should be secure and not easily removable
  - Cupboard/filing cabinet should be metal and have a secure bar fixed
  - Only accessible to 2-6 exams staff
    - Includes key or electronic code
- Appropriate arrangements must be made for the collection and dispatch of test scripts
  - Completed papers are to be securely stored until dispatched to Pearson
- Live examination material must be transferred securely from storage to the test venue
- For onscreen tests, the Invigilator must check to ensure that the assessments have been uploaded to Pearson
- More details about the secure storage of exam materials are available in the JCQ guidance and “Conditions for Storing Exam Material”.

## Enabling learners to take the test

- Use the “Test Room Checklist” to ensure that your test centre has adequate accommodation and facilities for seating the learners. You should give due consideration to features such as heating, lighting, ventilation and the level of noise. This Checklist should be completed before you deliver any tests.
- Ensure that the seating arrangements prevent learners from overlooking, intentionally or otherwise, the work of others. The minimum distance in all directions (from centre to centre) of learners’ chairs must be 1.25metres
- Ensure that all learners face in the same direction and each learner has a separate desk big enough to accommodate test papers and answer sheets
- Follow the “Instructions for Invigilators and learners” (Appendix A)

## Guidance to the Test Manager

- The Test Manager or nominated individual should ensure that suitably experienced people carry out invigilation.
- “Experienced” is defined as people who thoroughly understand the “How to Conduct and Run Tests” section of this document and all associated documents
- Make sure that sufficient Invigilators are appointed to ensure that the test is conducted in accordance with the requirements
  - 1:30 paper tests
  - 1:20 onscreen tests
- The Invigilator must be certain of the identity of every learner sitting the test. The Test Manager should ensure that the Invigilators are able to carry out checks on the identity of all the learners
- The invigilator must open question papers in front of learners
- You must give learners enough time to check that the details on their answer sheet are correct. Any errors will result in delays to the processing of answer sheets and/or the SIA licence application
  - The Invigilator should give the answer sheets a visual check to ensure they are properly completed prior to the learners leaving the test room
  - The Invigilator should complete the “Pearson Test Log”. Retain this document at your centre for 3 years so it can be inspected by a Pearson auditor
  - The Invigilator must separate out answer sheets and test papers, placing them in two envelopes, sealing them, and returning them to the nominated individual or Test Manager. The Test Manager should then destroy the test papers and record this on the Test Log.

- 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.

### Returning the answer sheets to us for marking

- The Test Manager should check that the answer sheets are all completed correctly, and all secure materials should be kept in secure storage at the approved site prior to sending the test papers to Pearson using recorded or special delivery.
- Please note that all fields must be completed.
- There are two groups that identification documents are required from (Group A and Group B). **One** document is required from Group A and **two** documents are required from Group B. Please, complete the field (titled: Proof of ID) on the answer sheet by denoting the group by using the lettering and numbering in the list below (please note, that with Group B there is an additional list under one of the acceptable documents – document 6, please note which authority the document is from).

For example, if a learner provides a passport, a credit card statement and a letter from a Job Centre Plus. It should be recorded like this on the answer sheet:

Proof of ID	A1	B3	B6i	i	
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#### Group A:

1. a passport that is signed, current, and valid
2. a driving licence photocard issued by the Driver and Vehicle Licensing Agency (DVLA) in the UK
3. a driving licence photocard and its paper counterpart issued by the Driver and Vehicle Agency (DVA) in Northern Ireland
4. a UK original birth certificate issued within 12 months of birth
5. a UK biometric residence permit card

#### Group B:

1. a bank or building society statement from the last 3 months (we will accept 2 statements, but only if they are from different banks or building societies)
2. a utility bill from the last 3 months (we will accept gas, electric, telephone landline, water, satellite TV or cable TV bills but not mobile phone bills)
3. a credit card statement from the last 3 months (we will accept 2 statements, but only if they are from different credit-card providers)

4. a council tax statement from the last 12 months
  5. a mortgage statement from the last 12 months
  6. a letter from the last 3 months from any of the following:
    - i. HM Revenue and Customs
    - ii. the Department of Work and Pensions
    - iii. a Jobcentre Plus – or any other employment service
    - iv. a local authority
  7. a P45 or P60 tax statement from the last 12 months
  8. a paper version of a current UK driving licence (not the paper counterpart to a photocard)
  9. a driving licence photocard issued by the DVA in Northern Ireland (not the paper counterpart)
  10. a pension, endowment or ISA statement from the last 12 month
  11. a valid UK firearms licence with photo
- Scan or photocopy the answer sheets, and store these copies securely in your secure storage at your approved centre
  - Complete the “Test Paper Checklist” and include a copy with the answer sheets
  - If the tests were booked through Edexcel Online, send the original answer sheets and the “Test Paper Checklist” to the following address:
    - **Pearson, Fretwell Road, Hellaby, South Yorkshire, S66 8HN**
  - You should send the test papers using recorded or special delivery within 48 hours of completion of the second test. Delays to this process will delay the marking of the tests, reporting of test results and licence processing. We will check the length of time you take to return the test answer sheets and may consider delays as evidence of malpractice
  - Answer sheets for all units should be submitted together. If there is a gap between tests, the answer sheets should be stored securely until they are ready to be returned to Pearson for marking.

### Informing the learner of their test results

- We will process the answer sheets onto the learners’ record within 10 working days of receipt. We will make the results available on Edexcel Online as soon as the results are processed. Please inform your learners of their test results as soon as possible once you have the results
- You should have an appeals procedure as part of your centre approval. Please also see the Appeals Procedure section of this document
- You also need to have a system in place to support learners who have not passed the test. This may include additional training and the opportunity to retake a different

version of the test, as appropriate.

### Administering re-sits

- It is your decision if you wish to allow an unsuccessful learner to retake the test and the appropriate number of re-sits. It is also the centre's responsibility to suitably prepare learners retaking the test and to identify any special requirements which may have led the learner to be unsuccessful in the first instance
- The centre must ensure that the learner sits a different test paper on the re-sit
  - Invigilators are to be made aware of re-sits to ensure learners get a different test paper.

**Please Note:** We reserve the right to take appropriate action in the event of the misuse of the test, serious lapse of security arrangements or failure to adhere to the procedures outlined in this guide. This could include removal of centre approval.

### Practice tests

Practice tests for all units assessed by examinations can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-specialist-and-professional-qualifications/security/btec-l2-award-door-supervisors-private-security-industry.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

### Appeals Procedures

Internal: at your Centre

You should have an appeals procedure for learners as part of your centre approval. The appeals procedure should be communicated to learners at the start of the training. You should keep a written record of all appeals and keep these records for three years. Your records should describe the grounds for the appeal, who dealt with it and how, and what actions were taken to address it.

External: to Pearson

If a learner wishes to appeal a result and the centre supports the claim, please contact your

Account Specialist. We will investigate your claim and respond in writing. If an investigation into the result is necessary we reserve the right to make a charge for the service.

## Reporting learner achievement for internally assessed units

### Responsibilities

You are responsible for reporting the achievement of internally assessed units, where the learners have evidenced the assessment requirements. You are also responsible for reporting success for interim and/or final certification. For more information, please refer to the qualification specification.

### Unit grades

Pearson Security Qualifications are Pass/Fail only. Unlike some other Pearson qualifications, there are no Merit or Distinction grades.

### Methods of reporting

#### Edexcel Online

You may report results for internally assessed units and claim certification using Edexcel Online. Electronic Data Interchange (EDI) transmission (Edexcel Online only).

It is possible to report achievement using EDI. For details, please refer to the [Information Manual](#).

## Assessing Individual Units

### Assessing individual units

Pearson provision for the assessment of these units and qualifications is summarised below.

Copies of secure Mandatory Internal Assessment materials can be downloaded from the Pearson website by centres.

All written assessment evidence must be retained for 3 years for audit purposes. All practical assessment evidence (video evidence) should be retained for 1 year. All internal assessments must be internally quality assured and are subject to external quality assurance by your Pearson Standards Verifier.

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

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%
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. Learners should be video recorded using the CCTV equipment Pass mark = 100% and



Unit title	Knowledge assessment	Practical assessment
		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%
Application of Conflict Management in the Private Security Industry	Externally set and marked MCQ exam made up of 20 questions (30 minutes) Pass mark = 70%	Externally set, internally assessed of <b>one</b> practical scenario with observation sheet per learner 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%
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%

Unit title	Knowledge assessment	Practical assessment
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
Principles of Working as a Close Protection Operative in the Private Security Industry	Externally set and marked MCQ exam made up of 52 questions (80 minutes) Pass mark = 70%	Externally set, internally assessed workbook. Portfolio of evidence.
Working as a Close Protection Operative in the Private Security Industry	Externally set, internally assessed workbook	Externally set, internally assessed workbook. Portfolio of evidence.
Knowledge of Door Supervision Responsibilities for Close Protection Operatives	Externally set and marked MCQ exam made up of 29 questions (45 minutes) Pass mark = 70%	N/A
Application of Physical Intervention Skills for Close Protection Operatives 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 LO8 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.

Videos must be clearly labelled and auditable.

## Claiming certificates

You can claim an award and grade for internally assessed units using Edexcel Online. It is not necessary to make any claims if the qualification is purely externally assessed.

### Claim type

- **Full Award.** If the learner has completed all the required units, click the “Full Award” button. If the learner is eligible for the full award, it is important that a full award claim is made, or a final qualification will not be issued. Please ensure that all the requirements for the programme have been satisfactorily completed and all units are showing on the screen, as this entry closes the registration. Please note, only full certification from an SIA approved awarding organisation such as Pearson, will be acceptable evidence of successful achievement of licence-linked qualifications.
- **Interim.** If a learner has not completed all the requirements of the qualification, you can claim an interim certificate. This will issue a notification of performance, listing all currently completed units. The Notification of Performance is not a full certificate. The learner registration will remain open. To do this, click the “Interim” button.
- **Fallback.** If a learner has not completed the qualification and does not intend to continue studying, you can issue them with a fallback. This will issue a “Certificate of Achievement”. Clicking this button will close the learner’s registration, so you should only do so where you are sure that the learner will not be returning to continue the qualification at a later date. The Certificate of Unit Achievement does not state the title of the original programme of registration: it only lists units that have been successfully achieved.

### Withdraw/Re-instate Learner

If the learner has withdrawn from the programme, or they are transferring to another centre, you can put the registration on hold. This does not permanently close the registration but will remove them from your reports. A Notification of Performance will be issued for any units that have so far been achieved.

## Centre declaration

When you claim certification online you are declaring that you attest to the authenticity of the information and claims submitted and you confirm that you are authorised to make the statement on behalf of your centre.

## Timing of claims

Data should be submitted for all learners on these occasions:

- Immediately after completion. It is essential that you report promptly so that the licensing process is not delayed.
- On transfer of the learner to another programme/centre.
- For all learners who have withdrawn from the programme, even where no success has been achieved.

## Eligibility (Edexcel Online)

We can only issue a full certificate if the eligibility requirements have been met for that qualification. You can view the eligibility requirements on Edexcel Online for all the Pearson programmes that you have been approved to offer.

To do this, select the “Qualifications” option from the menu on the left of the screen, and then select “Reports”. Once requested, you can obtain the programme definition in your Edexcel Online mailbox which you can find at the top of the screen above your centre number.

If you claim a learner’s full award and they have not met the eligibility requirements we will contact you.

## Certificate deferrals

Your certificates may be deferred (held back) if you have not yet had a Standards Verifier sample or we have not received a report from your Standards Verifier.

We check our system to see if you have claimed any awards and they are deferred and may contact you if this is the case. We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Making amendments

### *Getting an internally assessed unit result changed*

If you realise you have incorrectly claimed a unit, then please contact us. We may ask you to take corrective action to prevent a recurrence, if the incorrect result was due to maladministration.

### *Re-opening a registration after a fallback has been issued*

We are happy to re-open fallback registrations if a learner resumes their study. Please email your Account Specialist with your request. Please note we may charge for processing of your request.

### *Queries raised by Pearson*

If we cannot issue a certificate for a learner because they are not eligible we may query it with you through Edexcel Online.

The query will be sent in the form of an email to your Edexcel Online mailbox. You can then reply to the query online by clicking the “Reply” button. Our query will explain the problem and any information or documentation we need in order to issue the certificate. Please help us by responding to these queries so we can issue your certificates.

## Award documentation

### Certificates

We send certificates out every week. We send them by recorded delivery or by courier service. You must give the certificates to learners as soon as possible once you have received them. You are responsible for giving them to your learners. It is not acceptable to withhold certificates from learners for non-payment of course fees.

### *Evidence of achievement*

Once a learner has successfully completed the course we will issue you with their certificate, together with a Notification of Performance.

The Notification of Performance lists all units that the learner has achieved. It will show the title

and details of each unit studied at each centre and the grade achieved, together with an indication of the current status of the learner.

This Notification of Performance should be given to the learner, so that he/she has evidence of achievement to offer for entry to a further programme, for employment purposes or for transfer to another centre.

### *Certificate of Unit Achievement*

If your learner does not obtain the full award you can claim a Certificate of Unit Achievement, which shows details of the units they have completed. This document does not state the title of the programme for which the learner was originally entered and is not a full certificate.

The issue of a Certificate of Unit Achievement closes the learner's registration. It should be noted that a Notification of Performance will automatically be issued for all units reported, so a request for a Certificate of Unit Achievement should not be necessary unless specifically requested by the learner.

### **Award date**

The award documentation will show the month and year in which a programme was completed. If, for any reason, results were submitted late to us, or the programme was of unusual duration, the centre can backdate the month on the final award by up to six months. You cannot backdate certificates by more than a year without a written explanation.

### **Funding**

There is funding available for security officer and door supervision qualifications needed to obtain a Security Industry Authority licence (SIA). These qualifications are available to learners who need help to move into work, or remove a barrier to getting into work. For a definition of 'unemployed' please refer to the Adult Education Budget Funding Rules 2023-24. The SFA will only fund the security qualifications if a local employer, individual, work programme provider or Jobcentre Plus commits to funding the SIA licence which allows the learner to enter a job. *N.B. The Pearson CCTV qualification is not currently funded.*

### **Retention of certificates**

If your learners do not collect their certificates, it is your responsibility to retain the documents for 12 months. After this point you can destroy them in a secure manner. If a replacement is then required after you have destroyed them we may have to charge a replacement fee. You do not need to send uncollected certificates to us.

## Outstanding financial obligations to the centre

Centres may be permitted to withhold certificates from candidates or learners only in very exceptional circumstances, and **only** with the prior consent of Pearson. For further guidance, please refer to Pearson's Withholding Results and Certificates from Candidates and Learners Policy.

The charges you make to learners are your own, and you may charge additional fees for late registration or other costs incurred at your centre if you wish. We recommend that you obtain payment from your learners before you register them.

## Incorrect and invalid certificate claims

If you have claimed a certificate in error, please return it to Customer Services with an explanation in writing. Please explain the nature of the error, how the error occurred, and detail any steps taken to prevent a recurrence of the error.

# Replacement certification

## Lost between Pearson and centre

While every care is taken to deliver certificates safely, sometimes certificates may be lost in the post. If you inform us of missing certificates within one month of issue we will happily replace them free of charge. If you notify us more than one month after issue we may charge you a fee for the replacements.

If you need to return any certificates to us, please use recorded delivery or some other proof of posting obtained from the post office. Either will be accepted as satisfactory evidence.

## Lost by centre

Please take due care when distributing certificates and award documents. If you misplace award documents in your centre, please contact Customer Services for replacements (a replacement certificate form is not needed).

## Learner name changes

You need to ensure that the learner's names and dates of birth reported at registration are correct, and match their evidence of identity. These are the details that will appear on the certificate.

When you receive your certificates, please check them for accuracy. You should receive an "Awards Receipt Acknowledgement" (SA6) form with each package of certificates. If you need any changes to any certificates please complete this and return it to us and we will make the

necessary corrections and send replacement certificates to you.

A replacement certificate fee will be charged if the request is received by us more than one month after the certificate was issued. No change of name that has taken place later than the award date can normally be taken into account. Learners should be made aware of this policy.

### **Damaged documents**

If you receive damaged certificates please return them to Customer Services and we will be happy to replace them for you.

### **Lost or damaged between centre and learner**

We make every effort to pack documents securely and advise you to do the same when giving the certificates to your learners. We cannot accept responsibility if they are damaged between your centre and the learner. We recommend that you either arrange for personal collection or use recorded delivery for dispatch of original documents.

If the documents have been lost between your centre and the learner, please apply in writing to your Account Specialist, enclosing details of any information you have from the Post Office regarding the loss. A duplicate certificate fee per learner may be charged for replacements.

## **Duplicate documents**

### **Replacement certificates**

If required, you may apply for replacement award documents for a learner, following the instructions in the Information Manual.

Replacements, whilst of precisely the same standing as the original they replace, may not be exactly the same style or format of the original.

There is a fee for replacements, which covers the certificate and the Notification of Performance. Payment from learners will be needed in advance and should be included with the application.

### **Notifications of Performance, Certificates of Achievement or Unit Credit**

Replacement copies of these documents will be produced on payment of the appropriate fee and completion of the application form.



# 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 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](#).

Centres are required to take steps to prevent malpractice and to report 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 further information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information and examples, and details the 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 a Joint Council for Qualifications (JCQ) *Form M1* ([www.jcq.org.uk/exams-office/malpractice](http://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 Candidate Malpractice Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions 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](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto: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, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time
- withdrawing your centre's approval status.

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 sanctions imposed as a result of 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*.

# Quality assurance

Our quality assurance processes are built into your centre approval and we carry out ongoing quality checks once you are approved. These may include:

- statistical monitoring of your centre performance (e.g. test performance)
- planned/announced quality assurance activities undertaken by a Pearson Standards Verifier
- unplanned/unannounced quality assurance activities undertaken by a Pearson Auditor / Standards Verifier (at any time without notice)
- A minimum of 2 Lead Standards Verifier activities each year, including:
  - 1 face-to-face visit and initial risk rating via the LSV report
  - ongoing remote support throughout the year, and
  - 1 final risk rating and LSV report.
- A minimum of **2 Standards Verifier samples** each year, these will be face to face visits and a minimum of 1 unannounced visit which may also involve sampling for all Pearson Security programmes with internally assessed units including Door Supervision, Door Supervisor TopUp, CCTV, Delivering Physical Intervention Training, Close Protection, Security Operatives
- Additional standards verification activities based on risk (e.g. for centres with large numbers of registrations)
- Test inspection activity.

Centres must retain all evidence of assessment, assessment and internal quality assurance records and visual recording of practical activities so it is available for retrospective sampling.

A crucial part of the improvements to Quality Assurance for the Security sector in 2023-24 is that a centre's DCS will be reviewed at 12-week intervals by Pearson and the allocated SV. Centres are required to upload all of the relevant evidence (see guidance linked below) to Pearson's Sharepoint. This will enable Pearson SVs to consistently review a centre's portfolio to confirm DCS at each 12-week checkpoint.

[Guidance to centres on using Pearson Sharepoint – shared with customers on 31 Jan 2024](#)

As mentioned at the beginning of this Handbook, Pearson will ensure your Lead Standards Verifier will also act as your Standards Verifier where they are occupationally competent and it is possible to do so. This will reduce the number of personnel assigned to your centre. However, quality assurance visits will be conducted separately.

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

- working with you to create an improvement action plan
- requiring staff members to receive further training
- remove your access to test materials
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- Restricting your registrations to a monthly registration cap
- removing your centre from the SIA website training provider listing
- debarring staff members or the centre from delivering Pearson qualifications
- withdrawing your centre approval status (subject to our investigation).

When your centre gains approval you will be notified of our quality management procedures.

If for any reason, an LSV or SV is unable to carry out a sampling activity, please escalate this to Pearson immediately via the [Customer Portal](#).

There is a specified **minimum** number of samples that will be conducted during a verification activity which is based on the number of learner registrations you have.

Minimum sampling sizes are stated below, but SVs may increase sampling sizes based on risk:

- 1 to 50 learners – all up to 4 learners sampled
- 50 - 100 learners – 6 learners sampled
- 100 – 200 - 8 learners sampled
- 201 plus learners – 12 learners sampled

## Guidance on student interviews

Please be aware of the revised guidance regarding student interviews with Standards Verifiers and Lead Standards Verifiers, which was issued October 2023.

When learner interviews take place during a face-to-face visit by a Pearson Associate, they must only take place whilst the learner is on site (i.e. centre or workplace) and never in their home.

A member of centre staff who is not involved with the delivery and/or assessment of the programme does not need to accompany the learner for the duration of the interview.

Pearson will be conducting remote interviews for Security qualifications. Remote interviews will take place via telephone.

Centres will need to provide all telephone numbers to facilitate the interviews. Centres will not be informed of learners who have been interviewed, this is to protect the learners, and the information they provide.

Pearson Assessment Associates will not store details beyond the sample, this avoids any data privacy concerns of personal contact details being shared.

## Guidance for Internal Verification / Internal Quality Assurance (Requirements for the Security Sector)

Having an effective internal quality assurance process in place is an integral aspect of the partnership between Pearson and security centres approved to deliver Pearson Work-Based Learning programmes.

Centres must employ internal verifiers who are suitably qualified and experienced with occupational expertise to ensure centre internal verification procedures are robust. The internal quality assurance process should be informed by best practice, such as that described in the [Joint Awarding Body Guidance](#) on Internal Verification and the Pearson Delivery Guidance & Quality Assurance Requirements published on the Pearson website.

Internal Verifiers for SIA programmes must be able to demonstrate both current sector competence, (having a good understanding of the qualification(s) being sampled) and experience of internal quality assurance of assessment.

### Qualification requirements for internal quality assurers (IQA)

All those seeking to undertake internal quality assurance activities for SIA 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)
- V1 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

**Each centre must have access to at least one qualified IQA.**

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 to act as an IQA for SIA qualifications can do so by contacting their allocated centre Lead Standards Verifier.

Pearson supports approved centres in developing an internal quality assurance process based on managing risk. This should lead to an internal quality assurance strategy and an internal quality assurance process which includes:

- a) IQA sampling strategies, plans and records.
- b) IQA monitoring of assessment judgments and signing off completion of any actions set.
- c) observation of the assessors/assessment practice.
- d) standardising of assessors and assessment judgments.

Part of the role of the internal quality assurance process is to raise the quality of assessment practice through:

- a) encouraging assessors to raise the standards of the assessment process.
- b) identifying and encouraging participation in training opportunities for assessors.
- c) arranging for the standardisation of assessors.

For security programmes, most of which are classroom-based and of short duration, it is recommended that all cohorts of learners are sampled, but not necessarily all learners. The amount of IQA sampling should be informed by the risk rating of the centre's assessors based on factors such as experience and outcomes of previous IQA sampling.

As part of the external quality assurance process (SV Sampling), Pearson will ensure that centres comply with the requirements for internal quality assurance through reviewing the processes, procedures, documentation and records in place at the centre to ensure internal quality assurance is effective.

The Pearson EQA process will also check the qualifications and sector competence of any centre personnel undertaking an IQA role.

Where the requirements for internal quality assurance are not met, standards verifiers will apply the

appropriate sanctions and set actions for the centre.

Refer to [Appendix 7](#) for additional guidance and exemplars on the internal verification / IQA process.

## The role of the Test Inspector

Unannounced test inspections are additional quality assurance measures to give you and your learners added confidence in how the tests are conducted.

Our requirements for the delivery of Pearson BTEC Security tests are included in this handbook and the JCQ *Instructions for Conducting Examinations (ICE)* documents. Please ensure you have the current version of the JCQ ICE guidance. It is updated in September each year.

The test inspector will be in possession of a test inspector ID letter which will allow you to verify their identity and give you an opportunity to call us directly to confirm that the inspector has been scheduled to visit your centre. You must allow the test inspector access to your test venue and provide them with the information they require. If using paper-based tests, you must provide the test inspector with photocopies of the answer sheets used during the exam or allow the test inspector to take photos of the answer sheets upon request.

The test inspector will complete a test inspection visit report which will outline the findings from the test inspection activity. You will be issued with a copy of the test inspection visit report within ten working days of the activity.

For more information on test inspections, please visit the [Pearson Qualifications website](#).

## How to view your standards verification allocations & reports

As BTEC Security qualifications sit under the Work-Based Learning quality assurance model, all Security programmes (BTEC and NVQ) will be reported on the eQRF SV report form if registrations are made on Edexcel Online. *T*

In order to view these reports and Standards Verifier allocations please follow the instructions below.

## Edexcel Online

Click [here](#) and then on the PDF document labelled “How to find SV details and reports”. Detail of how to locate your Standards Verifier allocations and completed eQRF reports can be found from pages 4-7.

# How to describe our courses accurately

Please ensure that any marketing that you undertake to promote our qualifications is clear and accurate. You can describe the courses with your own preferred title, but please inform your learners of the full name of the qualification as it will appear on their certificate. For example, you may promote the Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry as “door supervisor’s course” but please make the full title of the qualification clear to applicants as it will appear on their certificate.

We also advise you to make it clear that successful completion of the course does not guarantee the provision of an SIA licence. You should inform prospective learners that they are also subject to the SIA checks including disclosure, barring (DBS) and identification checks.

## Use of the BTEC logo

If you are an approved centre then you may use the BTEC logo. Please contact our Marketing Team at [brandhelp@pearson.com](mailto:brandhelp@pearson.com) for more information.

## Use of the SIA logo

Pearson approval does not give you permission to use the SIA logo. Please contact the SIA for further information on the use of their logo.

## Listing of approved training providers on the SIA website

The SIA has a [‘Search for a Training Provider’](#) function on their website. This is a list of approved Security centres, with contact details, that is provided by each Awarding Organisation.

We provide a list of all Pearson approved centres and the licence linked courses they are approved to offer to the SIA on a monthly basis. The list is auto-generated and includes all centres approved by Pearson to offer one or more licence-linked Security qualifications. If you wish to be removed from this list, so that your details do NOT appear on the SIA website, you **must** let your LSV know during your annual LSV review. Please complete [this form](#) to confirm that you do not want your centre details to appear on the SIA website.

Centres that have not undertaken any training/testing in any of the areas, for which they are approved for more than one year, may be removed from the SIA website listing.



## Applying for a Security Industry Authority (SIA) licence

The individual, not the centre, should apply for an SIA licence.

If you or any of your learners have any queries regarding the completion of the SIA Licence Application Form you need to contact the SIA. We will be unable to answer queries about the SIA licensing process and the application forms.

We are unable to provide learners with confirmation of their record or information about the upload of their record to the SIA, and we will direct learners to contact your centre to resolve any problems.

## Important to note

Please note that we send learner achievement data for all Security licence linked qualifications to the SIA. The SIA then match this up to individuals' licence applications on the SIA portal to confirm that individuals hold the required licence linked qualification.

Please note that it can take up to 15 working days for qualification achievement data to be reconciled on the SIA portal and for licence applications to progress. The SIA have asked if centres can please advise learners not to contact the SIA within 15 working days of completing their qualification, as they are unlikely to be able to resolve any queries before then.

It is essential that learners ensure the details they provide for their qualification registration are identical to those they use for their SIA licence application. As noted above, the SIA reconcile learner data with licence application data, and if the details are not identical, the licence application will not be processed. The SIA are reporting that an increasing number of applications cannot be processed because the data does not match.

Common errors include:

- Names not matching e.g.
  - First name and Family name are mixed up/transposed in one system, so records do not match
  - Shortened version of First name is used in one system and the full version in the other e.g. Andy and Andrew, so records do not match
- Individuals enter their date of birth incorrectly in one system, so records do not match

If there is a discrepancy between the registration and the licence application and the learner wishes to amend their registration details, or an error has been made on the learner registration, please contact Customer Services to request the change.

If the learner has confirmed that all information is correct and the same on both the qualification registration and the licence application, 15 working days after completing the qualification the learner can contact the SIA to query the progress of their licence application. If the SIA advise they are unable to reconcile the qualification achievement with the licence application please contact [WBL Customer Services](#) and we will investigate further.

# Appendix 1: Procedure for the invigilation of tests

Please note that this process must be followed for all tests

1. One Invigilator is allowed to invigilate a maximum of 20 learners for onscreen and 30 learners for paper-based tests.
2. Invigilators should be aware of the process for latecomers as well as the process to follow in the event of malpractice.
3. Where there is a sole Invigilator he/she must have the facility to summon help without disturbing learners taking the test. An active use of a walkie-talkie or mobile phone is permitted only in this situation
4. Learners should be seated with a minimum gap of 1.25m between them.
5. For onscreen tests, the workstations should be set up to ensure that no learners' work can be seen by others e.g. Stations are a minimum 1.25 meters apart (or greater if required to support social distancing), positioned back-to-back/separated by dividers/protected by privacy screens.
6. Learners may only take pens into the examination room and any pencil cases must be transparent. Dictionaries are not permitted. Mobile telephones, pagers and other electronic equipment are not permitted.
7. When preparing your examination room you should consider making provision for candidates to securely store their personal belongings outside of the room. If this is not possible, determine how bags and other items could be stored within the examination room so that they are out of the reach of candidates and access to them can be monitored by the Invigilator.
8. Notices must be displayed outside the examination room with warning to candidates, no mobile phones.
9. Learners must be informed they are under exam conditions and learners have no prohibited items on them (including watches - these can be kept on the candidate's desk or removed from the candidate completely).
10. There must be a procedure for emergency evacuation of the examination room which is explained to learners before the start of the test.
  - This is to cover evacuating the examination room under exam conditions (including separation outside).
11. A seating plan should be completed for each test and retained for three years. The seating plan should also contain the names of the candidates sitting the qualifications.
12. A seating plan should be completed for each test, even if there is only one

learner.

13. A reliable clock must be visible to learners at all times.
  - For onscreen tests only the computer clock can be used (if displayed)
14. The start and finish times must be written up clearly for all to see. Please refer to the times printed on the exam cover sheet (written paper).
15. Identification codes should be entered on the answer sheets after checking the identity of learners **before** they start the test.
16. Test answer sheets must be completed in black pen; test answer sheets completed in pencil are deemed invalid.
17. Invigilators are required to issue each learner with a reference number (Centre Managers are responsible for allocating reference numbers in the first instance). This number is entered on the test answer sheet and later on the Pearson BTEC Test Log. The test number should also be recorded on the Pearson BTEC Test Log. Invigilators must check and record the identity of all learners before they take the test.
18. Pearson BTEC Test Logs, seating plans, Test Room checklists, TestControl sheets must be retained for three years for audit purposes.
19. The Guidance to Learners relating to the test must be read out prior to the commencement of the test.
20. A copy of the JCQ Instructions for Conducting Examinations & Procedure for the Invigilation of Tests should be retained in the test room during the test.
21. The envelope must be opened immediately before the start of the examination, in the presence of the learners and be recorded on the Pearson BTEC Test Log.
22. Once the test has started learners may not ask questions about the test. In exceptional circumstances they may seek the attention of the Invigilator, for example if they need to use the toilet. Invigilators must not talk to or distract learners during the test.
23. If a learner wishes to leave the room for any reason and intend to return to continue their exam they must be accompanied. The Invigilator must remain with them at all times and ensure that they cannot access restricted material. The learners remaining in the exam room must continue to be invigilated.
24. Any issues of ambiguity as identified by the learner must be recorded on the Pearson BTEC Test Log. These issues must NOT be addressed with the learners at the time of the test.
25. No requests for help from learners in relation to the test can be dealt with during the test.
26. Learners arriving late for the test should be seated near to the door and the

disturbance to other learners kept to a minimum.

27. Late learners must not be allowed entrance to the examination room if more than fifteen minutes late. In such cases, a Fail must be recorded.
28. Under no circumstances must the tutor / trainer that has prepared the learners for the test be the sole Invigilator.
29. Test Managers **must not** be the Invigilator. In cases where the Test Manager and Invigilator cannot be separate persons, centres should seek to combine their learners with those from other centres or 'swap' personnel with another centre for testing purposes.
30. For paper-based tests: Learners must be reminded verbally when there are only ten minutes of the test remaining.
31. For onscreen tests: Learners do not require a verbal reminder that there are only ten minutes left. A reminder will appear on their screen.
32. At the end of the test the learners must be told to stop writing and ensure that their answer sheet is correctly marked with their name and reference number.
33. Test papers and test answer sheets must be collected in immediately at the end of the test. The Invigilator must check that the learners have completed their details correctly before the learners have left the test room.
34. The Invigilator must put the test papers and test answer sheets into separate envelopes and then seal the envelopes.
35. The Invigilator has 2 envelopes: one for test papers and one for answersheets. The test papers should be returned to the Test Manager for destruction and the answer sheets stored securely prior to dispatch to the address given in the Centre Management Handbook.
36. The test answers must not be changed, checked or altered in any way between the time of collection and dispatch for marking.
37. Where the centre has an issue with a question that is considered misleading or incorrect, this should be recorded on the Pearson BTEC Test Log and reported to Pearson as instructed on the Log.
38. When transporting test papers to and from an external location the test papers and answer sheets should be secured in a secure bag and retained at all times.
39. Completed papers should be securely stored until dispatched to Pearson.

Your adherence to this process will be checked by Pearson.

## Appendix 2: BTEC Test Log

This must be retained at the centre for your records and should be made available for inspection by Pearson appointed staff. Please note Test Logs must be completed for both paperbased and onscreen testing.

These records must be kept for **three years**.

Centre name	
Centre number	
Format of test (paperbased/onscreen)	
Paper based: Name of person managing the issue of test papers Onscreen: Name of person managing the issue of candidate passwords	
Test name	
Test number	
Paper based: I confirm the test papers have been locked securely prior to the examination, signed	
Date and time test started	
Time test finished	
Name(s) of Invigilator(s)	
<p>Paper based: I/We confirm the envelope was opened five minutes before the start of the examination and in front of the candidates. Signature(s)</p> <p><b>Onscreen:</b> I/We confirm the assessments were successfully uploaded to Pearson upon completion. Signature(s)</p>	
Please give details of any unusual incidents, which occurred during the invigilation of this examination.	

<p>Please record the paper reference number or onscreen test version as well as the number of any questions that have given cause for concern, for example for reasons of ambiguity, inaccuracy or typographical errors. You should then email the issue to <a href="mailto:btectestfeedback@pearson.com">btectestfeedback@pearson.com</a>.</p> <p>heading the email; "Security BTEC Test Issue".</p> <p><b>PLEASE DO NOT SEND THE CONTENT OF ANY QUESTIONS OR ANSWERS.</b></p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Names of Candidates who sat this examination	Registration number

--	--

I confirm that all the information contained in this report is accurate. I confirm that all the test papers (except for the answer sheets) have been destroyed after the completion of the examination process.

_____	_____	_____
Signature	Please PRINT Name	Date

## Appendix 3: Identification Codes – learner identification requirements

Recording of identification documents

<https://www.gov.uk/guidance/apply-for-an-sia-licence#check-you-have-the-right-document>

Check the learner to be registered has the right documents to prove their identity  
During the application process, the learner will need to provide documents to prove their identity.

You will need to check and record details of

- 1 document from group A
- 2 documents from group B
- a photo of the learner

The record of identification documents checked should be retained and made available for Pearson or SIA audit for 3 years post certification.

Each document **must be the original, physical document**. You cannot accept a scan or photocopy.

If any of the documents are not in English, the learner will need to provide both:

- the original document
- an English-language translation from an approved translator

The learner will need to arrange the translation of the document(s) into English and pay any costs.

Only accept translations from the following:

- embassies, high commissions or consulates
- translators who are accredited by the Institute of Translation and Interpreting (ITI) and hold qualified or corporate membership
- translators who are fellows (FCIL) or members (MCIL) of the Chartered Institute of Linguists (CIOL)
- translation companies that are accredited by the Association of Translation Companies (ATC) and hold full or overseas membership

### Group A documents

The learner will need to provide **1 document from group A**.

Acceptable documents are:

- a passport that is signed, current, and valid
- a driving licence photocard issued by the Driver and Vehicle Licensing Agency (DVLA) in the UK
- a driving licence photocard and its paper counterpart issued by the Driver and Vehicle Agency (DVA) in Northern Ireland
- a UK original birth certificate issued within 12 months of birth
- a UK biometric residence permit card

### Group B documents

The learner will need to provide **2 documents from group B**.

Each of these documents must show the learner's current address.

You cannot accept 2 of the same type of document. For example, 2 council tax statements.

You can only accept 1 council tax statement and 1 document of a different type.

You can accept:

- a bank or building society statement from the last 3 months (you can accept 2 statements, but only if they are from different banks or building societies)
- a utility bill (for example: gas, electric, telephone, water, satellite TV or cable TV) from the last 3 months



- a credit card statement from the last 3 months (you can accept 2 statements, but only if they are from different credit-card providers)
- a council tax statement from the last 12 months
- a mortgage statement from the last 12 months
- a letter from the last 3 months from any of the following:
  - HM Revenue and Customs
  - the Department of Work and Pensions
  - a Jobcentre Plus – or any other employment service
  - a local authority
- a P45 or P60 tax statement from the last 12 months
- a paper version of a current UK driving licence (not the paper counterpart to a photocard)
- a driving licence photocard issued by the DVA in Northern Ireland (not the paper counterpart)
- a pension, endowment or ISA statement from the last 12 months
- a valid UK firearms licence with photo

### Learner Photo

The learner will need to provide a passport-style photo so that you can check it against the photo in the learner's group A identity document.

Use it to register the learner with Pearson

The photo must be

- in colour (not black and white)
- 45mm high by 35mm wide
- clear and in focus
- a true likeness
- a close-up of full head and upper shoulders
- taken against a white or cream background
- not changed using computer software

In the photo, the learner must:

- be facing forwards and looking straight at the camera
- have a plain expression, with closed mouth
- have eyes open and visible
- not have hair in front of their eyes
- not have a head covering (unless it's for religious or medical reasons)
- not have anything covering the face

- not wear sunglasses or darkened lenses (clear glasses are permitted)
- not have any shadows on the face or behind

# Appendix 4: Test Room Checklist

## Test Room Checklist

All examination venues must comply with Regulator standards and regulations.

Test room address (including room number and postcode)

Physical requirements of the examination room

General surroundings	Yes/No
A board or flipchart and pen is available to record the start time and finish time of the test	
A reliable clock is visible to learners at all times	
Due attention must be paid to such matters as heating, lighting, ventilation and the level of extraneous noise	
Seating	Yes/No
Learners can be seated with a minimum gap of 1.25 meters from the next learner's chair	
All desks or tables face in the same direction	
Each learner has a separate desk or table of sufficient size to accommodate test papers and answer sheets	
There is a place for Invigilator(s) to sit	
Fire and Emergencies	Yes/No
Emergency exit routes are clearly visible	
Fire exits are unobstructed	
Documents	Yes/No
Pearson BTEC Test Log completed	
Seating plan completed	

Printing of test papers logged on Test Control sheet

NB One Invigilator is permitted to invigilate a maximum of 20 learners for onscreen and 30 learners for paper-based.

Invigilator name	Signature	Date checked	Date of last inspection

## Appendix 5: Guidance to Learners

### Guidance to learners

To be read aloud to the learners in the testing room prior to the start time of the test.

### General information

- This paper contains multiple-choice questions. You have ..... (THE TIME PRINTED ON THE FRONT OF THE TEST PAPER) to complete the test.
- Please ensure that all personal electric devices are switched off and kept in your bag.
- .
- AirPods; earphones/earbuds; iPods; mobile phones; MP3/4 players/similar devices, watches or smart glasses are not permitted in the exam room.
- Your bag must be placed in the secure area until the exam is completed.
- Check that you have been given the correct test paper.
- You must not communicate in any way with, ask for help from or give help to another candidate while you are in this exam room. You should put up your hand to attract the Invigilator's attention.
- If the fire alarm sounds, please stay seated – wait for instructions from the Invigilator.
- Please remember you are under exam conditions

## Examination information

- Write in block capitals in black pen in the space provided on the answer sheet. Do not use pencil. If not already entered by your Test Manager please complete the following details in the boxes provided on the test answer sheet:
  - learner number as supplied to you by the Invigilator or Test Manager
  - date of birth - enter as DAY, MONTH, YEAR (DDMMYY), omit hyphens and slashes
  - name - enter only forename and surname as it appears on your birth certificate.
- Read the questions carefully before answering them.
- Answer as many questions as you can; marks will not be deducted for any questions left unanswered.
- Questions offer either four or two choices, only one of which is correct – encircle your answer on the answer sheet.
- If you make a mistake or want to change an answer draw a line through the wrong answer and circle your new answer. See the example in the right hand corner of the test answer sheet.

**FAILURE TO COMPLY WITH THE ABOVE INSTRUCTIONS WILL RESULT IN THE LEARNER'S ANSWER SHEET BEING INVALIDATED**

# Appendix 6: Test Control Sheet

Pearson BTEC Test Control Sheet

Centre name:

Centre number:

Name of course	Location	Test no.	Test date	Date file accessed (EOL only)	Copies made (EOL only)	Witnessed by (EOL only)	Date test papers destroyed	By whom	Witnessed by

# Appendix 7: Internal Verification: Guidance & Exemplars

## Example: Internal Verification/ Quality Assurance Policy

This is what an Internal Quality Assurance Policy might look like. You may use this as a starting point for your own policy by using those sections relevant to your centre. Customise and badge it for your centre.

Specific procedures, based on your centre policy and relevant to your centre's procedures, should be developed, supported by recording documentation.

### Internal Quality Assurance Policy

#### Aims:

- To ensure that internal verification is valid, reliable and covers all assessors, cohorts and programme activity
- To ensure that the internal verification procedure is open, fair and free from bias
- To ensure that there is accurate recording of internal verification decisions

#### In order to do this, the centre will:

- ensure all staff have access to this centre policy and related procedures
- ensure staff are briefed and trained in the requirements for the centre's internal verification process
- ensure effective internal verifier roles are defined, maintained and supported
- ensure all staff undertaking IQA activity meet SIA requirements in terms of qualifications and sector competence
- ensure internal verification is promoted as a developmental process
- verify an appropriately structured sample of Assessor work from all cohorts, programmes and sites to ensure centre programmes conform to Pearson and SIA external verification requirements
- plan an internal verification schedule
- define, maintain, and support effective internal verification roles
- ensure that identified staff maintain secure records of all internal verification activity
- provide standardised internal verification documentation
- use the outcome of internal verification to enhance future assessment practice
- observe assessor practice
- ensure no certification is claimed until the cohort has been signed off by the IQA.

**This policy will be reviewed every year by the Head of Centre.**

IQA SAMPLING PLAN - Exemplar					
Programme & Unit	<i>Pearson Level 2 Award for Door Supervisors in the Private Security Industry: Application of Physical Intervention Skills</i>				
Cohort start/end dates and Learner Names	Assessment date	Internal Verification of Assessment Decisions Date	Internal Verification Review date (if actions)	Assessor Name	Internal Verifier Name
Start: 14 January 2024 End: 25 January 2024	25 January 2024	27 January 2024	30 January 2024	Assessor 1	IQA 1
LEARNER 1					
LEARNER 2					
LEARNER 3					
Internal Verifier Signature			Date		



INTERNAL VERIFICATION – ASSESSMENT DECISIONS Exemplar				
Programme title and unit		<i>Pearson Level 2 Award for Door Supervisors in the Private Security Industry: Application of Physical Intervention Skills</i>		
		Assessor 1	Internal Verifier	IQA 1
Assessor	List which criteria the Assessor has awarded.	Assessment Decision Accurate (Y/N)	List where inaccurate decisions have been made and state issue identified	
LEARNER 1	LO 4/5; Oral Question and Answer Session	Y		
LEARNER 2	LO 4/5; Oral Question and Answer Session	N	Learner has given incorrect answers to some of the oral questions	
LEARNER 3	LO 4/5; Oral Question and Answer Session	Y	Limited assessor feedback to confirm assessment decisions No learner authentication statement signed	
Assessment Decision Accurate (Y/N)			Y/N	
List where inaccurate decisions have been made and state issue identified				
LEARNER 2			Learner 2 has not responded correctly to all oral questions	
LEARNER 3			The Assessor has provided limited guidance and feedback.	

COMMENTS			
<p>It is important to give learners feedback and recognise achievement and to allow the IQA to confirm assessment outcomes.</p> <p>Where learner oral responses are incorrect please re-assess and visually record the retest session.</p> <p>Please ensure all learners have authenticated each internal assessment.</p>			
ACTION REQUIRED		TARGET DATE FOR COMPLETION	
<p>Learner 3</p> <p>We need to meet to discuss outcomes where your feedback to the learner is limited</p> <p>Please request learner 3 signs the authentication statement</p> <p>Learner 2</p> <p>Please reassess asking the oral questions and visually recording the responses.</p> <p>Resubmit to me for IQA sign off by 29 January 202</p>		29 January2024	
I will check the next cohort to see that more detailed feedback has been provided.		Next full cohort	
INTERNAL VERIFIER SIGNATURE	Assessor 1	DATE	27 January2024
ASSESSOR SIGNATURE	IQA1	DATE	27 January2024
Final Internal Verifier sign off (if appropriate)		DATE	

## Appendix 8: IQA Observation Report Sample

INTERNAL QUALITY ASSURANCE – OBSERVATION OF ASSESSMENT REPORT			
Centre name:		Programme Unit and Title	<i>Pearson Level 2 Award for Door Supervisors in the Private Security Industry: Application of Physical Intervention Skills</i>
Assessor:	ASSESSOR 1		
IQA:	IQA 1	Date and Time of observation:	23 January 2024 2pm
Learner name(s)	Learner 1		
	Learner 2		
	Learner 3		
Observation context:	<p>I observed Assessor 1 during a practical Physical Intervention training and assessment activity.</p> <p>There were 10 learners in the group.</p> <p>The assessment was taking place after the delivery of Conflict Management and Physical Intervention knowledge and skills development.</p> <p>I joined the group for the final briefing session before the formal assessment was undertaken.</p> <p>I observed the 3 learners named above being assessed as they demonstrated the practical techniques they had been taught. This included moving on stairs.</p> <p>I also checked that the Assessor had completed a risk assessment of both the training room and the stairs before the session and checked the 3 learner files to ensure they had a signed medical declaration included.</p> <p>All learners were suitably dressed for the session and the assessor confirmed he had checked to ensure none of them were wearing jewellery during the physical intervention training and assessment. I interviewed the 3 learners at the end of the assessment session and their feedback was positive.</p>		

Did the assessor:	IQA comments
give the learner(s) clear information on the assessment process?	Assessor 1 had briefed the learners before the assessment commenced and repeated the briefing as the formal assessment activity commenced.  As the assessment was being video recorded each learner was asked to clearly state their name before their assessment commenced.
refer to the specific assessment criteria being assessed?	The learners were asked to demonstrate assessment criteria/ techniques.
fully complete the Pearson assessment documentation?	The assessor recorded commentary on learner performance on the Pearson documentation.
confirm the outcome of the assessment and feedback as soon as practicable?	The assessor confirmed achievement for Learners 1 & 2. Learner 3 was asked to repeat 2 of the techniques after a brief discussion and demonstration to ensure he was fully competent in the use of these techniques.
accurately judge evidence against the requirements of the qualification?	All assessment decisions were correct and met the specification requirements.

#### Feedback to assessor

You managed the group well and had clearly built up a rapport with the learners. Your instructions to the learners were clear and your feedback supportive.

You handled the situation with Learner 3 well, explaining to him how to improve his use of the techniques, getting another learner to demonstrate and then reassessing.

You recorded this in detail on the assessor observation record.

All required health declarations and risk assessments have been completed/signed & dated as appropriate.

#### Comments from assessor

I have enjoyed working with this group.

They were keen to learn the PI techniques and we spent some time this morning practicing.

Assessor Name	Signature	IQA Name	Signature	Date
Assessor 1	Signed	IQA 1	Signature 1	23 January 2024

## REGAL ACADEMY - Sample

### Internal Verifier Assessment Sampling Record

Internal Verifier: J DAVEY/ BETTY EDWARDS	Date of sampling Activity: 16/04/24; 17/04/24	
Formative or Summative Sampling:	Qualification title: Level 2 Award for CCTV Operator (Public Space Surveillance) within the Private Security Industry	
Candidate: M FORDLY	Assessor: J MAXWELL	
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		
<b>Evidence must be Valid, Authentic, Reliable, Current , Sufficient</b>		
Is the evidence produced easily accessible to sample?	Y	
Is the evidence clearly indexed?	Y	
Does the evidence show that all the assessment criteria have been met?	Y	
Is there appropriate written feedback to the learner?	Y	
Is all the documentation complete and signed by the Assessor?	Y	
<b>General Comments:</b> <b>Principles of Working in the Private Security Industry</b> <ul style="list-style-type: none"> <li>The evidential (Section 9) statement is clearly written and includes all details required to be accepted as evidence in any potential police prosecution.</li> </ul> <b>Principles and Practices of Working as a CCTV Operator (Public Space Surveillance) in the private security industry</b> <ul style="list-style-type: none"> <li>I have sampled the assessor observation record, video knowledge Q&amp;A and completed documents in the workbook</li> </ul> <p>I am satisfied that all internal assessments have been successfully completed and can be signed off.</p>		
Internal verifiers signature: Julian Davey		Date : 16/4/24
Action Points: n/a	Date Actioned	Assessor Initials
Assessor's Signature: J Maxwell	Date:	16/4/24
Internal Verifiers Signature:	Date:	
Lead IV comments if sampled <b>As this is the first cohort of new specifications.</b> <b>I have 2nd checked and am happy to sign off</b>		
Lead Internal Verifiers Signature: Betty Edwards, Head of Compliance	Date:	17/4/24

<i>Internal Verification Documentation</i>		CANDIDATE INTERVIEW
<i>Monitoring assessor performance via candidate interview</i>		
Name of Assessor:	J MAXWELL	No of Candidates: 5
Name of Candidate:	Michael Fordly	
Name of Internal Verifier:	Julian Davey	
Date of Interview:	15/04/2024	
Question	Response	
When did you begin the programme?	I signed up to do this course a few months ago but was advised to wait until after April to do the new course	
Did you have any additional training / upskilling whilst working towards your portfolio?	I did a workbook before I came to cover some of the first unit and that was marked	
Was the assessment and verification process explained to you?	Yes, I was told there were exams to do, practical assessment and a writing task	
When, where and how did your assessments take place?	We have done the written task so far in the classroom. The exams will be in another room using computers. We are doing them tomorrow.	
What types of evidence have you collected / will be collecting?	I am going to do some practical CCTV assessment and fill in some questions and complete the control room logs The workbook I did before the course was marked	
Does your assessor give you constructive feedback after each assessment? How is this given?	We get feedback as we go along	
What documentation have you completed?	As listed above	
What tasks (if any) have you completed so?	As above	
What support & guidance have you received when compiling your evidence?	John has explained we have to do all the assessments by ourselves	
Do you have any other comments?	I hope to get a job in CCTV	
I agree that the contents of this form may be shared with my assessor		
Candidate Signature:	Michael Fordly	Date: 15/4/24
Internal Verifier Signature:	Julian Davey	Date: 15/4/24

# Appendix 9: SV Activity Planner

SV Activity Planner 2023 (remote and visit)

Security & Spectator Safety (including SIA and NVQ programmes)

Centre, Name, Number, Address		Centre Contact(s)	
Sample Date		SV Name & Contact details	
Visit or Remote sample		SV Number	
Programme(s) to be sampled – Programme(s) Number and Title			
<i>In preparation for the SV sample, please arrange for the following to be available on site or forwarded electronically.</i>			Notes
List of sub-sites/all assessment sites used since last Pearson sample			
<b>Details of Trainers, Assessors and Internal Verifiers</b> Trainers, assessors and IQAs must meet the SIA requirements as detailed in the current SIA Get Training documentation All trainers, assessors and IQAs must maintain a CPD log showing a minimum of 40 hours of professional development annually including annual update for Action Counters Terrorism (ACT) training			Evidence required Current CVs, authenticated copy certificates/licenses and current CPD records must be held on centre file and made available for LSV/SV inspection
<b>Programme information</b> given to candidates (for SIA programmes to include joining instruction & Appeals and Malpractice policies)			Appeals and malpractice policy to be provided and copies of information provided to learners
<b>Learner language checks</b> for SIA programmes as per current SIA Get Training documentation <b>English language pre-requisite to be at L1 or above</b>			Evidence to be retained for 3 years after certification
For <b>Door Supervision or Security Officer</b> including Top Up training: evidence learners hold a <b>current and valid First Aid or Emergency First Aid certificate</b> prior to commencing the programme			Copies of First Aid certificate to be retained by the centre for 3 years after certification
For <b>L3 Close Protection and L3 CPO Top Up</b> : Evidence candidates have First Aid competence/qualification at L3 or above. Evidence used for <b>fast track Close Protection</b> (if applicable) recorded on Pearson documentation			Evidence to be retained for 3 years after certification

<p><b>Details of specific resources</b></p> <p><b>Programme materials</b>, including assessed <b>copies of any self-study materials issued and results</b></p> <p><b>Training delivery rooms and stairs</b>, including <b>risk assessments conducted prior to each PI delivery</b></p> <p><b>Specialist resources</b> for CCTV/Close Protection/ Searching/ Use of communication devices practical exercises</p> <p>For <b>Physical Intervention</b> the room has an unobstructed area of approximately 2 x 2 metres per person; access to BS 8599-1:2019 approved first aid kit/ ice packs/ water/ telephone</p>		
<p><b>Candidate Tracking Records:</b> to include registration details/form and confirmation of ID documents check</p> <p>Centres to ensure identical and accurate learner details (full name, spelling etc) are used to avoid delays to licensing</p>		Evidence to be retained for 3 years after certification
<p><b>IQA procedures and records:</b></p> <p><b>Note all cohorts and assessors should be subject to internal quality assurance checks.</b></p>		Copy of centre IV policy and procedures, recording documents for planning, sampling of assessment decisions and observation of training/assessment
<p><b>Minutes</b> of meetings, including standardisation meetings (where assessment and IQA decisions are discussed and standardised)</p>		
<p>Procedures for ensuring <b>authenticity</b> of candidates' work</p>		Authenticity statement to be signed by the candidate, using a 'wet' signature.
<p><b>For PI delivery</b> that the centre/ trainers/assessors are using a currently endorsed PI training programme</p>		Copies of qualification certificates and current licenses to deliver
<p><b>Insurance</b> – centre has insurance that meets <b>current SIA Get Training requirements</b></p>		Copy of current insurance documentation/policy
<p><b>Timetables, SoW and signed registers</b> showing that the centre is delivering all SIA programmes to meet minimum days and hours required in <i>Get Training: Requirements for awarding organisations and training centres</i></p> <p><b>Centre to retain detailed daily registers that include sign in/out times, times of breaks taken and 'wet' signatures of learners</b></p>		Signed registers and any evidence of completion of distance learning to be retained for 3 years after certification
<p><b>Video evidence</b> is available and appropriately named/labelled for the assessment of all practical units for all learners</p>		Video evidence to be retained for 1 year after certification
<p><b>All trainers, and assessors to be available for interview</b> by phone or in person</p>		
<p><b>QN and all IQAs need to be available for interview <u>in person</u> for announced visits</b></p>		These personnel must be present in person during an announced visit



Evidence that any **action points** from last Pearson sample (SV/LSV) have been completed

Evidence that any action points from the SIA Unannounced Inspections have been completed

Actions listed below

Outline for the sample

Meeting/interviewing staff/candidates (face to face or by phone)

Review of premises

Review of all documentation

Review of assessed and IVd work for sample

Observation of training delivery/assessment

SV feedback on sample findings and confirmation of next sample date

Learners /portfolios required for sampling

Please note all learner work to be retained between SV samples and to be available for sampling

All assessment and verification records to be retained for 3 years after certification

These all need to be available via the online platform specified by Pearson

Sample size:

There will be **2 announced (pre-arranged) SV samples per year (both need to be face-to-face)**, with additional verification activities based on risk, e.g. where **volumes of learners registered and certificated are high**

There will also be at least **one unannounced visit each year, with a second unannounced visit where registration numbers are 100+**

The SV samples will aim to ensure all cohorts/assessors/delivery and test locations for SIA programmes are sampled over a period of time.

Sampling size for each SIA programme will depend on your volume of **registrations since the previous SV sample** and the SV will select the sample from the registration listing for each programme without prior notification to the centre.

Minimum sampling sizes are stated below, but SVs may increase sampling sizes based on risk:

• 1 to 50 learners – all up to 4 learners sampled	• 100 – 200 - 8 learners sampled
• 50 - 100 learners – 6 learners sampled	• 201 plus learners – 12 learners sampled

Note: The SV may choose to sample additional portfolios throughout the year without prior notification to the centre.

# Appendix 10: Guidance to centres on complaints

## *Purpose/Scope*

To support centres with their responsibility to:-

- have a clear written procedure in place for learners to raise concerns and complaints about examinations or assessment and have these addressed
- ensure learners are aware of the procedure and know where to find a written copy
- ensure learners are aware of how to escalate their concerns to the awarding body and appropriate regulator
- ensure complaints and all related correspondence are recorded and
- documented for an appropriate time period. This should be based on a centre's document retention policy.

## *Definitions/Terminology*

- **Complaint:** An expression of concern or dissatisfaction from a learner which needs to be investigated and addressed by the centre via a formal complaints channel.
- **Complaints procedure:** a standard, time-limited, sequenced and documented process for the centre and learner to follow when a complaint is made.

## *Responsibilities*

- **Learner:** responsible for invoking the complaints procedure, via the appropriate channel, when they have a complaint.
- **Centre:** to address the learner's concerns in accordance with its published complaints procedure, which should include timescales for acknowledgement and resolution of the complaint, and at least one point of escalation for the learner if they are not happy with the first review of their complaint. The centre should update the learner if it is not able to meet the timescales published in its complaints procedure, and set a new expectation on the time frame for a response. The centre also needs to ensure learners know how to escalate their concerns to the awarding body and relevant regulator.

## *Procedures*

- **Learner induction:** the learner should be informed of the centre's complaint procedure and where it is available.
- **Learner complaints procedure:** The procedure which will allow a centre to

address its learners' concerns or complaints. The centre should have the opportunity to investigate and respond to a learner's concerns before Pearson becomes involved (with the exception of malpractice cases).

- **Possible complaints procedure stages:**
  - **Stage 1 – Informal:** learner lets an appropriate member of centre staff (e.g. teacher or exams officer) know about their concerns and the member of staff attempts to satisfactorily resolve any issues. The outcome should be documented and if unresolved, move to Stage 2.
  - **Stage 2 – Formal review:** learner submits their complaint through the formal centre complaints channel and appropriate manager at the centre investigates and addresses their concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 3.
  - **Stage 3 – Formal review at a point of escalation:** learner escalates their complaint through the formal complaints channel and appropriate senior manager at the centre investigates and addresses their ongoing concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 4.
  - **Stage 4 – Formal review at final point of escalation:** learner escalates their complaint through the formal complaints channel and this is reviewed Board of Governors address the learner's ongoing concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 5.
  - **Stage 5 – Escalation to Pearson or appropriate regulator for information on next steps\*.** Information on the Pearson complaints procedure and regulatory bodies can be found [here](#).

\*Please note that once a learner has exhausted a centre's complaints procedure, there will only be certain matters Pearson can then assist with. We cannot assist with matters which are between the centre and learner, for example, fee disputes.

- **Recording complaints:** all complaints correspondence should be recorded in writing and dated. Letters of complaint and their responses should be kept for the appropriate time period based on the centre's own document retention policy.
- **Monitoring of complaints and outcomes:** undertaken by senior management at the centre to inform development and quality improvement.
- **Support with the resolution of complaints:** At any point during the investigation of a complaint, a centre can make contact with Pearson for information, support or advice. We would not normally get involved with a complaint until the centre complaints

procedure has been fully exhausted, and there are some centre matters which we are not able to support with, for example, fees. A centre should also forward Pearson a copy of all complaints received related to Pearson qualifications, which are not resolved within 28 days of receipt, and co-operate with Pearson in respect of any action Pearson needs to take to resolve such matters.

### Example: Complaints Policy

This is an example of what a centre's complaints procedure may include. Centres may use this as a starting point for their own procedure and tailor it so it's appropriate for their centre and learners. Specific procedures, appropriate for the centre, should be developed.

Complaints Procedure:

Aim:

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process.
- To protect the interests of all learners.
- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate.

In order to do this, the centre will:

- inform all learners of the complaints procedure at induction and make it accessible to all learners
- have a staged complaints procedure
- record, track and respond to all complaints in line with the complaints procedure
- take appropriate action to try and resolve learner concerns
- monitor complaints to inform quality improvement
- forward the complaint to Pearson, should it not be resolved within 28 days of receipt
- keep complaints records for the appropriate document retention period.

## Procedure\*

\*Please refer to the 'possible complaints procedure stages' outlined above for an example of what your procedure may look like. Please note that all centre complaints procedures need to ensure learners know how to escalate their concerns to the awarding body and appropriate regulator.

This policy will be reviewed again on <<insert yearly date>> by <<owner>>.

# Appendix 11: Training exemption record form

Each learner who wishes to claim exemption from some or all of the training/ mandatory classroom attendance for the 2022 L3 Close Protection programme must complete the Training Exemption Record form available to download from the Close Protection qualification page of the [website](#). It must be kept securely for inspection by Pearson and presented for SV sampling. Documentary evidence to confirm that training has been completed within the last 3 years must be supplied and kept by the centre.

Please ensure you read the SIA guidance document '[Exemption from Mandatory Training](#)' before completing the form.

Please note there is NO process for exemption from any part of the assessment.

# Appendix 12: Assessor Observation Records

## Assessor observation of practical performance

Observation records are used to provide a formal record of the observer's judgement of performance against specified criteria.

The context of the observation is important and should be highlighted at the start of the record.

A BTEC security centre should use **assessor observation** to support judgments about **performance by a learner/student**.

### An Assessor observation record of learner performance must:

- relate directly to the requirements of the learning outcome and assessment criteria being assessed
- provide specific feedback to the learner about performance and achievement of the targeted assessment criteria
- provide evidence of performance to support subsequent assessment decisions
- be sufficiently detailed to enable others to make a judgement about the learner performance.

Observation by an assessor provides a key piece of evidence of performance.

Assessor observation records should:

- be accompanied by supporting/additional evidence such as videos (eg of physical intervention techniques, conflict management role play, searching and communication devices) or documents (such as logs for CCTV and route maps for Close Protection)
- be completed by the assessor who must have direct knowledge of the qualification and the security sector and provide detail of how the learner met the criteria or standard being assessed
- may include records of questions asked by the assessor and learner responses in support of the observed performance
- record the assessor's comments and feedback to the learner
- also include the learner's comments
- be signed and dated by the assessor and the learner (and the internal verifier if they sample the observation). These signatures must be physical signatures (wet signatures) and/or digital signatures (cannot be print name).
- be included in the learner's portfolio, along with any supporting evidence

Please note the assessor observation record is included within the Mandatory Workbook for units 1 and 2 of the Close Protection (2022) qualification.

Examples are provided below.

## Assessor Observation Record 1 (Exemplar)

Extract from the Mandatory Workbook for Close Protection (2022) units 1 and 2 for exemplar purposes only:

Unit 1: Principles of Working as a Close Protective Operative in the Private Security Industry.			
Candidate Name	Jonathan Davey		
Course Title	Pearson Level 3 Certificate for Close Protection Operatives in the Private Security Industry		
Centre Name	XXXXXX		
Assessor Name	Malik Razak		
IQA Name	Jane Madden	Assessment Date	08/1/24

Unit 1: Principles of Working as a Close Protective Operative in the Private Security Industry.

Assessment Criteria			
LO.11	Understand the importance of planning, route selection and additional licence considerations	Assessor Comments Please provide details of how the learner has met each criterion	Achieved? Tick if yes
	<b>11.8 Produce a primary and secondary route plan</b> using paper based and technology based resources. <ul style="list-style-type: none"> <li>Paper based: Atlas, A-Z</li> <li>Technological tools: Satnav, GPS, mobile phone</li> <li>Distance, time, location, terrain, environment, group, vehicle, safe havens, comfort stops</li> </ul> <b>Evidence expected:</b> <ul style="list-style-type: none"> <li>Primary route plan</li> <li>Secondary route plan</li> </ul>	Jonathan and his team completed both primary and secondary route plans which they submitted individually for assessment as part of the evidence for their planning for both practical assignment exercises	Yes



LO.12	Understand reconnaissance within a close protection environment	Assessor Comments Please provide details of how the learner has met each criterion	Achieved? Tick if yes		
<b>12.5 Conduct reconnaissance activity</b> <ul style="list-style-type: none"><li>Planning, preparation.</li><li>Teamwork, role allocation</li><li>Variety of methods: vehicle, foot, internet, opensource information, overt, covert.</li><li>Reporting, consolidation, summarisation, presenting</li><li>Complete a site/ venue report</li></ul> <b>Additional evidence expected:</b> <ul style="list-style-type: none"><li>completed reconnaissance report/ presentation for venue(s).</li></ul>		Jonathan and his team conducted reconnaissance activities in preparation for their final assignment. Jonathan completed a detailed reconnaissance report which he presented to the group and handed in as a report.	Yes		
Assessor Feedback					
Jonathan worked effectively as part of the team when planning both assignments He has produced and handed in the route plans, notes of his presentation and a detailed reconnaissance report					
Unit 1 Observation Criteria Achieved	Yes	<input type="checkbox"/>	No		
Learner signature	Jonathan Davey			Date	08/1/24
Assessor signature	Malik Razak			Date	08/5/24
IV signature	Jane Madden			Date	09/5/24

# Assessor Observation Record 2 (Exemplar)

Centre	xxxxxxx
Learner name	Jonathan Davey
Assessor name	Malik Razak
IQA name	Jane Madden
Course	Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry
Unit title	Unit 2: Application of Physical Intervention Skills in the Private Security Industry (Close Protection)

## Learner Declaration

I declare that the work submitted for this assignment is entirely my own. I understand that false declaration is a form of malpractice.

Signed (learner): Jonathan Davey

Date: 10/1/2024

## Assessor Declaration

I declare that the work for submitted for assessment is entirely the learner's own work. I understand that false declaration is a form of malpractice.

Signed (Assessor): Malik Razak

Date: 10//2024

Practical **activity will also be video recorded** and will be made available for the Pearson Standards Verifier to review.

	Assessment Criteria	Indicative Content	Pass/Fail (P/F)
9.1	Demonstrate soft skills to redirect others	Prompts Passive redirection – allowing the subject to approach and use their own momentum (shoulder turn, elbow turn) Body positioning (own) to restrict direction of travel Body positioning (own) to gently displace subjects centre of gravity from a static position Body positioning (own) to gently displace subjects centre of gravity to adjust direction of travel at slow pace.	Pass
9.2	Demonstrate soft skills to restrict a subject's movements	Assessment touch Subtle limb range restrictions Limit the movement of arms in a particular direction. Strategic Positioning Lowering of cameras or similar devices	Pass
9.3	Demonstrate non pain compliant skills to redirect others	Applied force to redirect the subject Hip or shoulder turns to actively redirect or move the subject Displacement of centre of gravity to encourage movement from the subject	Pass
9.4	Demonstrate non pain compliant skills to restrict a subject's movements	Active limb range restrictions Close down a potential fighting arc Restrict subject's ability to reach or withdraw from pockets, holders, bags, or holsters Active movement of limbs away from self or principal Leg positioning to restrict subject's ability to transition body weight Leg positioning to restrict subject's ability to rotate hips	Pass
10.1	Demonstrate skills to evade and protect self from blows	Proactive or pre-emptive hand positioning to protect disabling strike areas (head, jawline, throat) Proactive or pre-emptive stance and manoeuvrability Repositioning of self to transition from proactive or pre-emptive to positive positioning Blocks to kicks and blows Closing of fighting arc (body position and subject limb restriction) Protection against head butts and eye strikes	Pass
10.2	Demonstrate skills to protect self from choke holds and strangulation	<i>No direct chokeholds/strangulation may be used (no force applied to neck region), this may be simulated by the hand position of person applying the hold being on/across the shoulder region.</i> Protection of windpipe from rear naked choke Escape or reduction of impact when encountering chokeholds (front and rear) Escape from strangulation (open space and against immovable object e.g., wall or vehicle)	Pass
10.3	Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm	Priority of alerting team and direct (non-contact) escape Body positioning outside of fighting arc (lateral and tight) Limitation of subject's limb movement to create temporary arc restriction as means of escape	Pass

10.4	Demonstrate methods of disengagement of yourself from grabs and holds	Handshake	Pass
		Lower arm grab (including wrist) front and rear	
		Clothing grab belt and jacket/coat(rear)	
		Clothing grab front	
11.1	Demonstrate methods of preventing subject from penetrating inner cordon	Team block and redirection	Pass
		3rd party take off	
		Assertive commands (fluster)	
		Arm link	
11.2	Demonstrate methods of applying a restrictive hold	Standing non-turbulent	Pass
		Standing turbulent	
11.3	Demonstrate a method of removing a person	Restrictive with transition to movement	Pass
11.4	Demonstrate a two-person method of removing a person	Restrictive intervention with transition to movement – Standing start	Pass
		Restrictive intervention with transition to movement - From seated start (subject is seated)	
12.1	Demonstrate a method of disengaging the principal from unwelcome embraces and holds	Handshake	Pass
		Embrace	
		Lower arm	
		Upper arm	
		Head lock (front/rear)	
		Choke (front/rear)	
		Clothing single hand (front/rear)	
12.2	Demonstrate a method of protecting the principal from blows	Clothing double hand (front/rear)	Pass
		Principal immediate positional displacement	
		Body shield positions	
		Arm wrap, belt hold or of principal	
13.1	Demonstrate effective communication with the subject throughout a physical intervention	Swift extraction	Pass
		Assertive	
		Professional	
		Confident	
		Calm	

**Assessor comments**

Jonathan competently demonstrated all techniques.

He worked well with colleagues and the Principal and showed effective communication skills.

He was professional and calm throughout all practical demonstrations.

# Oral Question and Answer Session

The assessor is required to ask the learner on a minimum of two occasions the following questions after demonstrating a technique to ensure the Learner is fully aware of critical knowledge areas of physical intervention.

The assessor must use their professional capacity to ascertain sufficiently full responses from the Learner to demonstrate their awareness.

*Assessor, learner signatures must be physical signatures (wet signatures) and/or digital signatures (cannot be print name).*

The Q&A session must be video recorded, with a copy retained for quality assurance purposes.

8.1 Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation.	ASSESSOR COMMENTS		Pass/Fail (P/F)
In what circumstances do you believe this technique would be justifiable within the boundaries of UK legislation?	Clear and correct response provided		Pass
What are the possible injuries that may result from application of this technique to both yourself and the recipient?	Possible injuries identified		Pass
What may you consider when deciding if this physical intervention would be ethical?	Number of considerations discussed		Pass
What are the likely public perceptions of this physical intervention?	Response showed importance of public perception in example discussed		Pass
Assessor summative comments			
Jonathan's oral responses showed a good understanding of the potential legal, medical, and ethical implications of physical interventions in the context of operating as a CPO withing the boundaries of the UK law.			
Video evidence of Q&A is available for IQA/EQA scrutiny.			
Learner signature	Jonathan Davey	Date	10/1/24
Assessor signature	Malik Razak	Date	10/1/24
IV signature	Jane Madden	Date	11/1/24

# Assessor Observation Record 3 (Exemplar)

Qualification	L2 Award for Working as a Door Supervisor	Assessor name	DAN WATSON
Unit 3: Application of Conflict Management in the Private Security Industry		Learner name	RUTH JONES
		IQA name	JULIAN DAVEY
LO4: Be able to communicate to de-escalate conflict	ASSESSOR COMMENTS Please summarise how the Assessment Criterion was met		Achieved? Tick if yes
4.4 Demonstrate approaches to take when addressing unacceptable behaviour	Ruth demonstrated calm body language and spoke clearly and assertively		✓
4.5 Demonstrate ways to de-escalate conflict situations	Ruth maintained a non-aggressive stance and kept appropriate body space		✓
4.6 Demonstrate working with colleagues to de-escalate conflict situations	Ruth worked with her fellow Door Supervisor to calm 2 agitated clients		✓
<b>Assessor summative comments</b> I can confirm that Ruth successfully demonstrated the application of conflict management techniques and met assessment criteria 4.4/5/6  Ruth also responded appropriately to oral questions and has been assessed as meeting the standard for 4.1/2/3  Ruth was confident and assertive when taking part in the role play scenarios.  WELL DONE Ruth!			
I confirm video evidence is available for this learner which will be made available for Standards Verification			
Learner signature	Ruth Jones	Date	13/1/24
Assessor signature	Dan Watson	Date	13/1/24
IV signature	Julian Davey	Date	13/1/24

# Assessor Observation Record 4 (Exemplar)

Qualification	Pearson BTEC Level 2 Award Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry	Assessor name	J MAXWELL
Unit	Principles and Practices of Working as a CCTV Operator	Learner name	Michael Fordly
		Interval Verifier name	J DAVEY
LO 8: Be able to operate the CCTV System		Assessor Comments	

## Learning Outcome 8 – Be able to operate the CCTV system

Did the learner meet the following criteria?	Yes	No	Comments/Supporting Evidence
Demonstrate functional checks of the CCTV system (8.1)	✓		Assessor observed Michael's practical demonstration in the control room environment where he followed assessor instructions
Demonstrate equipment fault procedures (8.1)	✓		Michael checked all equipment and completed the fault log which is in his portfolio
Use keypads and joysticks to operate cameras, monitor associated equipment (8.2)	✓		Assessor observed Michael while he used the joysticks and keypads to operate the CCTV cameras and equipment
Whilst operating a CCTV system be able to liaise with other agencies and take notes as appropriate (8.4) (9.1)	✓		Tutor observed Michael liaising with the police and making notes which he has included in his portfolio
Identify body language and behaviours that could indicate unusual or suspicious activity (8.4)	✓		Assessor and Michael has a discussion where he gave examples of body language/behaviour that would make him suspicious such as a suspect trying to hid his face, looking around nervously to see if he was being observed,

			crouching down behind vehicles.
Whilst operating the CCTV system, be able to give clear and accurate descriptions of people, vehicles and events (8.4)	✓		Detailed descriptions of 2 suspects and 2 vehicles included in notes and in photo still in portfolio. 2 way radios were used to communicate these descriptions to his colleague.
Use of cameras to search the outside of buildings, streets and open spaces for suspicious items, people or vehicles (8.3)	✓		Michael demonstrated how he would use the cameras to search the area for suspicious items and individuals.
Using a CCTV system, detect and track/follow a suspect on foot or in a vehicle (8.3)	✓		Michael used the cameras to track suspect A who was on foot. Stills were produced for this suspect.
Whilst operating the CCTV system, carry out a lost contact drill (8.3)	✓		Michael operated CCTV camera 1 to conduct lost contact drill of IC4 male using PTZ. The man was spotted again later at the Nearby junction.
Record images onto storage media in an evidentially sound manner (8.5) (9.1)	✓		Images were recorded and saved and later printed for the portfolio
Produce images for evidential purposes (8.5)	✓		A range of images have been produced and included in the portfolio of evidence.
<b>Assessor summative comments</b> Michael successfully demonstrated ability to use CCTV in a practical context and met all assessment criteria.  Michael was confident when using the CCTV equipment.  WELL DONE!!			
Learner signature	Michael Fordly	Date	13/1/24
Assessor signature	J Maxwell	Date	13/1/24
IV signature	Julian Davey	Date	13/1/24



# Appendix 13: CPD Record Template

## SECURITY CPD RECORD (SECTION A)

SECTION A should be used to record relevant qualifications and occupational competence.

In subsequent years the ONGOING CPD RECORD (SECTION B) is to be used to demonstrate continuing professional development.

Name:

Occupational Sector(s): SECURITY

Relevant Qualifications: A summary of qualifications relevant to the qualification(s) being delivered, assessed, internally verified is to be detailed below		
Title of relevant qualification Include <b>relevant</b> professional qualification, teaching/training qualification, SIA linked qualifications, Assessor and IQA awards, First Aid	Date awarded (and validity if appropriate eg for First Aid)	Awarding Organisation issuing

Relevant Licence (for delivering and assessing Physical Intervention and Physical Intervention for Close Protection only)

Endorsed Provider Name and contact phone number <a href="http://www.sia.homeoffice.gov.uk/Pages/training-trainer-training.aspx">http://www.sia.homeoffice.gov.uk/Pages/training-trainer-training.aspx</a>	Licence Renewal date

## Relevant Security Sector Experience

List relevant experience within the last 10 years (as a maximum) starting with the most current. You may include part-time and temporary positions if relevant.

You may include experience working operationally in the sector; delivering and assessing security training; quality assuring security related programmes.

Dates	Position/Title/Nature of Employment	Description

## ONGOING CPD RECORD – SECURITY (SECTION B)

Name:

Period From:

To:

Occupational Sector: **SECURITY**

*CPD equivalent of at least 40 hours every year spent in a combination of training, increasing professional knowledge or working in the industry is required for SIA programmes.*

Date(s)	What did I do?	Hrs	Why did I do this?	What key things did I learn from this?	How have I applied this to my role as Trainer/Assessor/IQA?

# Appendix 14: Professional CV For Security

Centre name		Centre No	
Qualification(s) to be delivered			

Staff member name	
Position at Centre (please indicate if employed on sessional basis)	
Assessing/ Internally Verifying units/qualifications	

## Relevant Qualifications held by the staff member

Only list qualifications **directly relevant to the above qualifications**. If necessary, explain how the qualification is relevant. You should retain on file centre authenticated copies of certificates for these qualifications

Title of <b>relevant</b> qualification Include <b>relevant</b> professional qualification, teaching/training qualification, SIA linked qualifications, Assessor and IV awards	Date awarded	Awarding Organisation issuing

### Relevant Licence (for delivering PI and PI for CP only)

Endorsed Provider Name <a href="https://www.gov.uk/guidance/teaching-sia-licence-linked-training-courses#you-must-have-the-right-qualifications">https://www.gov.uk/guidance/teaching-sia-licence-linked-training-courses#you-must-have-the-right-qualifications</a>	Licence Renewal date

### Relevant Security Experience

List relevant experience within the last 10 years (as a maximum) starting with the most current. You may include part-time and temporary positions if relevant. You may include experience working in the sector, as a trainer and as an assessor/IV

Dates	Position/Title/Nature of Employment	Description

### Arrangements for professional updating (CPD)

Explain how you keep up to date with developments in the security sector and any other relevant professional development.

--

### Any other relevant information as Trainer/Assessor/IQA for these qualification(s)

Only complete this section if there is other relevant information that you have been unable to provide in the above sections.

### Declarations

### Personal

I certify that the information given in this form is accurate and that I can verify the information if requested to do so.

Signed by email:		Date:	
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**Centre (Head of Centre/ Lead IQA)**

On behalf of the centre I verify that the person named in this form has been designated to train/ assess and/or internally verify on this qualification and that the information given in this form is accurate.

Signed by email:		Date:	
---------------------	--	-------	--

# Appendix 16: Sample Q&A assessor recording sheet for Physical Intervention

The assessor must ask each candidate questions in relation to the assessment criteria listed below to ensure the candidate is fully aware of critical knowledge areas of physical intervention.

The assessor must use their professional capacity to ascertain sufficiently full responses from the candidate to demonstrate their awareness.

The Q&A session must be video recorded, with a copy retained for one year for quality assurance purposes.

<i>Criterion to be assessed</i>	<i>ASSESSOR COMMENTS Please summarise how the Assessment Criterion was met</i>	<i>Achieved? Tick if yes</i>
2.1 Identify the risk factors involved with the use of physical intervention	Location/ light, age/ size of the person; kind of restraint being used	✓
2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	Bizarre behaviour/ paranoia. Communicate, distract, calm them down	✓
2.3 State the specific risks associated with positional asphyxia	Breathing obstruction which can lead to death. Minimise use.	✓
2.4 State the specific risks associated with prolonged physical interventions	longer the time individual restrained, the greater the risk of complications	✓
3.2 Identify how to deal with physical interventions on the ground appropriately	monitor the individual, ensure they can breathe without difficulty, return to seated or recovery position asap	✓
3.5 State how to manage and monitor a person's safety during physical intervention	Observe closely, take needed actions, communicate, request help from colleague	✓
Assessor summative comments		
Alexis responded well to all oral questions and showed good understanding of the issues.		
Learner signature	Alexis Bruno	Date 31/1/24
Assessor signature	Charlie West	Date 31/1/24
IV signature	Joe Biggs (video recording sampled)	Date 02/2/24

# Appendix 17: Q&A Session for Application of Physical Intervention for Close Protection

The assessor is required to ask the learner, on a minimum of two occasions, the following questions after demonstrating a technique to ensure the candidate is fully aware of critical knowledge areas of physical intervention.

The assessor must use their professional capacity to ascertain sufficiently full responses from the candidate to demonstrate their awareness.

The Q&A session must be video recorded, with a copy retained for quality assurance purposes.

8.1 Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation.	<b>ASSESSOR COMMENTS</b>		<b>Pass/Fail (P/F)</b>
In what circumstances do you believe this technique would be justifiable within the boundaries of UK legislation?			
What are the possible injuries that may result from application of this technique to both yourself and the recipient?			
What may you consider when deciding if this physical intervention would be ethical?			
What are the likely public perceptions of this physical intervention?			
<b>Assessor summative comments</b>			
<b>Learner signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	
<b>IV signature</b>		<b>Date</b>	

# Appendix 18 Alternative and Additional Sites: Guidance for Security Centres

Approval is given at centre level and then subsequently for each qualification that you wish to offer and each sub-site you will be delivering/assessing at.

If you wish to deliver and assess security programmes at alternative and/or additional sites you must gain authorisation and/or approval for those sites **prior** to any delivery.

## Definitions

Alternative site:

The site will typically not be owned or rented by the centre and is being used as a one-off venue for delivery of a course e.g. an employer's workplace for delivering training to their staff; at a conference facility.

Additional site:

The site will typically be owned or rented by the centre and will be used regularly for delivery of training. The site will be a registered sub-site and will be approved on EOL.

## Requirements

### Alternative Site

You must notify us of any alternative site that you wish to deliver training and assessment at. You must not start delivering the course or conduct tests until you have received authorisation from us to do so.

Training Delivery



If you will be delivering the Physical Intervention unit(s) the room intended for delivery must meet the venue requirements as outlined in the Security Centre Handbook:

- The room should have an unobstructed area of approximately 2 x 2 metres per person to ensure learners have space to demonstrate techniques safely
- A minimum of 3 stairs must be available for the demonstration, practice and assessment of escorting an individual up and down stairs
- All stairs used for the assessment must be fully risk assessed and fit for purpose.
- There must be access to:
  - a BS 8599-1:2019 approved first aid kit
  - ice packs
  - water
  - a telephone

If you will be delivering the Principles and Practices of Working as a CCTV Operator in the Private Security Industry unit the site must have:

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

## Tests

If you wish to deliver tests at an alternative site i.e. somewhere other than the approved centre address, or a registered sub-site, you must have an appropriate policy in place to support the secure transportation and storage of test materials.

If you are delivering paper-based tests, the following requirements apply:

Question papers must:

- a) be kept in the centre's secure storage facility at the centre's registered address, (as per EOL) until 90 minutes before the start time of the test;
- b) be taken to the alternative test venue by a member of centre staff;
- c) be transported to the alternative test venue, securely packaged and always kept under secure conditions, within 90 minutes of the start time of the test.

If the alternative site is more than 90 minutes from the centre's approved secure storage facility (at either the main site or an approved sub-site) you will not be able to deliver paper-

based tests at this site. You will only be permitted to deliver onscreen tests at this site. You must have approval for on-screen delivery.

The alternative venue must be risk assessed for its suitability to deliver the test(s). The risk assessment must be completed before each test date (if multiple tests are to be taken on one day only one risk assessment need be completed).

The test room must meet JCQ requirements. The Test Room Checklist is available to download [here](#).

## Additional Site

You must apply for approval for all additional sites that you wish to deliver training and assessment at. Once approved, the additional site will be set up as a sub-site on EOL. You must not start delivering the course or conduct tests at this site until the site has been approved. You must ensure you register learners at the correct sub-site.

### Training Delivery

If you will be delivering the Physical Intervention unit(s) the room intended for delivery must meet the venue requirements as outlined in the Security Centre Handbook:

- The room should have an unobstructed area of approximately 2 x 2 metres per person to ensure learners have space to demonstrate techniques safely
- A minimum of 3 stairs must be available for the demonstration, practice and assessment of escorting an individual up and down stairs
- All stairs used for the assessment must be fully risk assessed and fit for purpose.
- There must be access to:
  - o a BS 8599-1:2019 approved first aid kit
  - o ice packs
  - o water
  - o a telephone

If you will be delivering the Principles and Practices of Working as a CCTV Operator in the Private Security Industry unit the site must have:

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

## Tests

If you wish to deliver paper-based tests at the additional site, the site must comply with the approval criteria for secure storage as per the Security Centre Handbook. If there is no secure storage at the site, paper-based testing can only be carried out at this site if it is within 90 minutes of the secure storage facility at the centre's main registered address. The following requirements will then apply:

Question papers must:

- a) be kept in the centre's secure storage facility at the centre's registered address, (as per EOL) until 90 minutes before the start time of the test;
- b) be taken to the additional site by a member of centre staff;
- c) be transported to the additional site, securely packaged and always kept under secure conditions, within 90 minutes of the start time of the test.

If the additional site is more than 90 minutes from the centre's approved secure storage facility you will not be able to deliver paper-based tests at this site. You will only be permitted to deliver on-screen tests at this site. You must have approval for on-screen delivery.

# Approval: Alternative Site

If you are intending to deliver training or assessment at an alternative site, you must have authorisation from us to do so. You must submit the required information to us at least 5 working days before the start of the course. You must retain the documentation for each site you use. You must not start delivering training or assessment at this site until we authorise you to do so.

To notify us that you intend to use an alternative site please contact us via the [Customer Portal](#):

- Issue type: Approvals and Centre Details
- Category type: Update Details
- Subcategory type: Change of Address

Please include:

- The address of the alternative site
- The course you will be delivering
- The start and end dates of the course
- Completed risk assessment of the room to be used for testing (if applicable)

For qualifications including a physical intervention unit include:

- Photographs of the rooms(s) to be used, clearly showing the size and layout of the room including any obstructions
- Photographs of the stairs you intend to use
- Confirmation in writing of the size of the room and/or floorplans/ documentation confirming the size of the room
- Completed risk assessment of the room to be used

For the CCTV qualification:

- Photographs/written confirmation that the room has least 2 PTZ cameras and associated recordings and monitoring equipment.
- Photographs/written confirmation that a simulated control room environment that is used solely for this purpose during training and assessment will be used.

# Approval: Additional Site

You must apply for approval for any additional site that you wish to use for delivering training and/or assessment.

The additional site will require a visit to confirm that it is suitable before approval is granted. This visit may be a physical visit or may be conducted virtually. Whether visits are conducted physically or virtually is at Pearson's discretion. If the visit is conducted virtually, the visit will be conducted by video call and will be recorded.

When applying for approval for an additional site, you must include the following with your application:

For qualifications including a physical intervention unit:

- Photographs of the rooms(s) to be used, clearly showing the size and layout of the room including any obstructions
- Photographs of the stairs you intend to use
- Confirmation in writing of the size of the room and/or floorplans/ documentation confirming the size of the room.

For the CCTV qualification:

- Photographs/written confirmation that the room has least 2 PTZ cameras and associated recordings and monitoring equipment.
- Photographs/written confirmation that a simulated control room environment that is used solely for this purpose during training and assessment will be used.

To apply for approval for an additional site you must:

- Complete the Security Annex A Approval Form for the new site and supply the required supporting evidence
- Complete the Change of Centre Details form:
  - o Section 4: Request to add an additional site
  - o Complete the Secure assessment application form (if applicable)

To request the Change of Centre Details form please contact us via the [Customer Portal](#):

- Issue type: Approvals and Centre Details
- Category type: Update Details
- Subcategory type: Change of Address

As per the Security Centre Handbook, risk assessments must be completed to confirm the suitability of training venues for Physical Intervention before each course, whether it is at the registered centre address, an additional site (sub-site) or an alternative site.

All venues intended to be used for delivering tests must be risk assessed for their suitability to deliver the test(s). The risk assessment must be completed before each test date (if multiple 7.1 tests are to be taken on one day only one risk assessment need be completed).

The test room must meet JCQ requirements. The Test Room Checklist is available to download [here](#).