

Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry

Specification

BTEC Specialist qualification

First registration April 2022

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1 Introducing the qualification

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3. The qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Qualification purpose

The Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry is for learners who are working in, or who are intending to work in the security sector.

The Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry is suitable for learners who wish to:

- develop knowledge related to the close protection in the security industry.
- develop skills related to intervention and management of conflict in close protection situations.
- achieve a qualification to prepare for employment.
- Apply for a licence to practise.
- achieve a nationally-recognised Level 3 qualification.
- develop own personal growth and engagement in learning.

Industry support and recognition

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

Funding

Qualifications eligible and funded for 18+ learners can be found on the funding Hub.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry (601/5229/1).

This qualification reflects the revised units, assessment strategy, GLH and total qualification time issued by the Security Industry Authority (SIA).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry
Qualification Number (QN)	610/0730/4
Regulation start date	28/03/2022
Operational start date	01/04/2022
Approved age ranges	18+
Total qualification time (TQT)	235 hours
Guided learning hours (GLH)	194 hours
Assessment	Externally set and marked Multiple Choice Question (MCQ) exams. Externally set, internally assessed practical assessments.
Grading information	The qualification and units are graded Pass/ Fail.
Delivery requirements	The Security Industry Authority (SIA) has placed restrictions on how training for this qualification must be delivered. Centres must ensure that they have read <i>Annexe B, Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications</i> to ensure that they are compliant with all of the requirements. Section 3 shows each unit with their guided learning hours (GLH). For units 1, 2, 3, 5, 6 and 7 the contact time required by the SIA is the GLH. Unit 4 is permitted to have 20 minutes of the 2 hours GLH delivered as e-learning. The total GLH is 194 hours over a minimum of 18 contact days.

Qualification title	Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry
Entry requirements	<p>Learners should, as a minimum, have English language skills, writing, speaking, and listening equivalent to the following:</p> <ul style="list-style-type: none"> • a B2 Level qualification on the Home Office's list of recognised English tests and qualifications • a B2 Common European Framework of Reference for Languages (CEFR) • an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland • an ESOL qualification at Scottish Credit and qualifications Framework Level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland • Functional Skills Level 1 in English • SQA Core Skills in Communication at Scottish Credit and qualifications Framework Level 5
First Aid (Close Protection)	<p>Training centres must confirm that each learner has a valid First Aid qualification before they can begin any close protection training.</p> <p>Acceptable qualifications include:</p> <ul style="list-style-type: none"> • 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

Qualification title	Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry
Progression	Learners who achieve the Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry can apply for an SIA Close Protection licence.
Resit arrangements	Resit opportunities are at the discretion of centres. Learners are not required to resit the unit or full qualification, only the assessment component they have not achieved e.g. MCQ. Centres will need to ensure that learners are fully prepared against any identified areas of weakness before resitting the assessment.

3 Qualification structure

Pearson BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry

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

Minimum number of units that must be achieved	7
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Unit number	Mandatory units	Level	Guided learning hours
1	Principles of Working as a Close Protection Operative in the Private Security Industry	3	68
2	Working as a Close Protection Operative in the Private Security Industry	3	70
3	Application of Conflict Management in the Private Security Industry	2	11
4	Principles of Terror Threat Awareness in the Private Security Industry	2	2
5	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	2	10
6	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	2	20
7	Application of Physical Intervention Skills in the Private Security Industry	2	13

4 Assessment requirements

The table below gives a summary of the type and availability of assessment methods available for each unit in the qualification. Centres should check this information carefully, together with the relevant unit specifications and the sample assessment materials, so that they can timetable learning and assessment periods appropriately.

Unit number	Assessment Methods
1	External assessment (MCQ exam) Internal assessment (Externally set and internally marked workbook)
2	Internal assessment (Externally set and internally marked workbook and practical assessment)
3	External assessment (MCQ exam) Internal assessment (Externally set, internally marked practical assessment)
4	External assessment (MCQ exam)
5	External assessment (MCQ exam)
6	External assessment (MCQ exam) Internal assessment (Externally set, internally marked practical assessment)
7	External assessment (MCQ exam) Internal assessment (Externally set, internally marked practical assessment and oral question and answer session)

Language of assessment

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

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

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

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

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

External assessment

The table below gives information on the MCQ exams that are available for this qualification:

Unit number	Duration	Pass Mark
1	80 minutes 52 questions	37/52
3	40 minutes 20 questions	14/20
4	20 minutes 10 questions	7/10
5	45 minutes 29 questions	21/29
6	45 minutes 30 questions	24/30
7	45 minutes 30 questions	24/30

Pearson sets and marks the external assessments.

The external assessments assess all the learning outcomes in the units, to meet the standard specified by the related assessment criteria. All the content in each unit is mandatory for the assessments and may be sampled across different versions of assessment over time.

Further information on the structure and format of the assessments is available in the relevant units in *Section 9: Units*.

Conducting external assessments

Information on how tests are administered is available on the Pearson website in the 'centre administration onscreen testing' section.

Information on how tests are administered is available on the Pearson website in the 'centre administration onscreen testing' section.

Centres must make arrangements for the secure delivery of external assessments. All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

There is more information on the Security tests pages, available on our website.

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

Sample assessment materials

Each externally assessed unit with an MCQ exam has a set of sample assessment material (SAM). Each SAM provides an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

SAMs show the range of possible question types that may appear in the actual assessments and give a good indication of how the assessments will be structured.

While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from the qualification page on our website.

Internal Assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally assessed unit, learners must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. [Agree exact wording at qualification level with subject leader] Learners who do not successfully pass an assignment, are allowed to resubmit evidence for the assignment or to retake another assignment.

Practical Assessment

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

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

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

5 Centre recognition and approval

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

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

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

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

Approvals agreement

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

Centre resource requirements

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

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4: Assessment requirements*)
- staff involved in the assessment process must have relevant expertise and occupational experience. For information regarding the qualification requirement and sector competence for trainers, please refer to Annexe B: *Get Training: requirements for awarding organisations and training centres delivering SIA licence to practise qualifications*
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification.

Centres must have in place appropriate health and safety policies relating to the use of equipment by learners. For information regarding the qualification requirements and sector competence for trainers, please refer to the *Training Requirements* section of Annex B: *Get Training: Requirements for Awarding Organisations and Training Centres*:

- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures
- any unit-specific resources stated in individual units

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

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

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

We are committed to making sure that:

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

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

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

Reasonable adjustments and special consideration

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

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

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

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

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

7 Recognising prior learning and achievement

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

In the context of SIA licence-to-practise qualifications, RPL is not applicable to the Security qualifications that Pearson offers. In addition, learners are not able to claim RPL from Pearson BTEC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry (601/5229/1), which this qualification has replaced.

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.

In addition to this, exemptions apply where two qualifications share the same unit number.

8 Quality assurance of centres

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

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

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

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

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

- *Pearson centre guide to quality assurance – NVQs/ SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/ SVQs; competence-based qualifications and BTEC Specialist qualifications.*
- *Pearson Centre Management Handbook: BTEC Security.*

9 Units

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

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

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

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

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

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

Level: 3

Guided learning hours: 68

Unit introduction

In this unit, you will look at different areas of a close protection operative, gaining an understanding of the principles needed to effectively perform this role in the private security industry. You will learn about the roles and responsibilities of a close protection operative, the skills they use, law and legislation within the context of close protection and operational planning.

Learning outcomes and assessment criteria

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

Unit content

Learning outcome		Assessment criteria		Indicative content
1	Understand the roles and responsibilities of a close protection operative.	1.1	State the purpose of close protection	Purpose of close protection: <ul style="list-style-type: none"> • Overall definition – to mitigate risk, protect a Principal (family, lifestyle, business, image, property) from injury, harassment, hostile acts including kidnap.
		1.2	State the purpose of close protection training and licensing	<ul style="list-style-type: none"> • To obtain a frontline licence. • To gain essential specialist skills. • For continuing professional development (CPD). • To raise standards in the profession • To provide a quality service. • To increase public confidence and trust.

Learning outcome		Assessment criteria	Indicative content
		1.3 Describe the different roles and responsibilities within a close protection team	<p>Different roles and responsibilities:</p> <ul style="list-style-type: none"> • Team leader – has overall responsibility of the operation, liaises with the client, deals with disputes. • Second in command – 2IC – works as a deputy to the team leader and helps the team leader on large operations. • Personal protection officer – PPO – immediate protection to the Principal, direct contact with the Principal, authority over all other team members. • Security advance party – SAP – could be days, hours or minutes in advance of the PPO and Principal, liaises with venues, route reconnaissance, route planning, counter surveillance, communication with PPO. • Security driver – SD – vehicle checks, maintenance of vehicle, cleaning of vehicle, driving safely, evasive driving, complying with road traffic legislation. • Medic – provides medical treatment to Principal and team members, knows Principal's medical history, medical equipment, adequate medical supplies. • Residential security team – RST – maintains the perimeter of the Principal's residence, monitor CCTV, searching of visitors and guests, building searches, initial contact with visitors. • Personal escort section – PES – provide outer cordon whilst walking in foot formation, move the Principal safely on foot, provide body cover, eliminate threats to Principal on foot, extraction of Principal, support PPO.

Learning outcome		Assessment criteria	Indicative content
		1.4 Explain the required standards, behaviours and ethics that apply to a close protection operative	<p>General standards: honesty, integrity, intelligent, discreet, excellent communicator, calm, modest, trained, well presented, prepared.</p> <p>SIA specification for learning and qualifications for close protection (CP) officer <i>Annex A</i>:</p> <ul style="list-style-type: none"> • Personal appearance. • Professional attitude. • General conduct. • Respecting organisation values and standards.
		1.5 Identify who is likely to require protective security	<ul style="list-style-type: none"> • Types of client: corporate; celebrities; dignitaries; private individuals; public sector; international clients.
		1.6 State a range of tasks that a close protection operative may undertake for their Principal or whilst working alone	<ul style="list-style-type: none"> • Lone working tasks: <ul style="list-style-type: none"> ○ scheduling, planning, liaising, booking ○ reconnaissance ○ security surveys. • For the Principal: <ul style="list-style-type: none"> ○ driving, escorting, security of minors ○ reconnaissance ○ security advance party (SAP) ○ residential security (RS). ○ meetings, functions, events, leisure, shopping.

Learning outcome		Assessment criteria	Indicative content
		1.7	<p>Explain the difference between a client and a Principal within the role of close protection</p> <ul style="list-style-type: none"> • Client pays for the protection service – deals with budgets; payments; invoices; assignment requirements. • Principal is who or what requires protecting – individual; family; property; valuables. • Client and Principal can be the same person.
		1.8	<p>Explain how to communicate with the Principal and others</p> <ul style="list-style-type: none"> • Communication skills required: interpersonal skills; empathy; negotiation skills; problem solving; team working; information gathering. • Need to communicate with relevant people: colleagues, client, Principal, Principal's family, Principal's staff, venue staff, external agencies, members of the public. <p>Communication with Principal:</p> <ul style="list-style-type: none"> • Maintaining security and confidentiality of information. • Checking understanding. • Reporting (clear, accurate, relevant). • Need for clear decision making; prompt action; reduces risk.

Learning outcome		Assessment criteria	Indicative content
		1.9 Identify the types of equipment likely to be used by the close protection operative	<p>Types of equipment:</p> <ul style="list-style-type: none"> • Radios. • Global Positioning System (GPS). • Satellite Navigation (Satnav). • Technical Surveillance Counter Measures (TSCM). • Closed Circuit Television (CCTV). • Overt, covert/ body cam. • Infra-red; laser sensors. • Alarms. • Tracking devices. • Drones. • Personal Protective Equipment (PPE).
		1.10 State why continuing professional development (CPD) is necessary for a close protection operative	<ul style="list-style-type: none"> • Continuing professional development (CPD) is necessary: updating skills, knowledge, competency.

Learning outcome		Assessment criteria	Indicative content
		1.11 State the role and responsibilities of protection team members when responding to a threat to your Principal	Role and responsibilities: <ul style="list-style-type: none"> • Gathering information, threat/ risk assessment, resources, team roles, preparation, contingency planning. • Management, leadership, teamwork. Responding to a threat: <ul style="list-style-type: none"> • Communication, response, focus. • Applying techniques, skills.
		1.12 State what actions you are able to take to deal with dealing with incidents	<ul style="list-style-type: none"> • Staying within the law. • Ensuring the operation schedule went as planned. • Not compromising security or safety. • Ensuring outcomes meet Principal and client needs.

Learning outcome		Assessment criteria		Indicative content
2	Understand current law and legislation within a close protection context.	2.1	State the main aims of the Private Security Industry Act	<ul style="list-style-type: none"> To establish the SIA, raise standards, increase public confidence, improve safety, remove criminal elements, raise standards through training and licensing.
		2.2	Identify the main regulatory functions of the Security Industry Authority	<ul style="list-style-type: none"> Monitor effectiveness of the industry: <ul style="list-style-type: none"> conduct inspections of licensed individuals impose fines and penalties for breaching any terms set out in the Private Security Industry Act report to the Home Secretary. Manage the approved contractor scheme (ACS). Licence individuals in licensable roles.
		2.3	State the purpose of SIA licence integration	<ul style="list-style-type: none"> Licensing criteria to be met for one licensable activity are considered by the SIA to be sufficient to allow a licensed individual to carry out other licensable activities.

Learning outcome		Assessment criteria	Indicative content
		2.4 Identify the parts of civil, criminal and common law that have an impact on the role of a close protection operative	<p>Current relevant legislation, regulations, codes of practice and guidelines relating to using physical intervention within close protection:</p> <ul style="list-style-type: none"> • Data Protection Act 2018 and the General Data Protection Regulation (GDPR) – Control and access of confidential information. • Corporate Manslaughter and Homicide Act 2007, Criminal Law Act 1996, Equality Act 2010 and Freedom of Information Act 2018. • Health and Safety at Work Act 1974. • Human Rights Act 1998. • Misuse of Drugs Act 1971, Regulation of Investigatory Powers Act 2000 and Road Traffic Act 2018. • Criminal Justice & Public Order Act 1994 (specifically trespass). • Offences against the Person Act 1998. • Criminal Damage Act 1971. <p>Dealing with:</p> <ul style="list-style-type: none"> • Breach of the Peace. • Citizen's Arrest. • Use of Force. • Defending Self, Others and Property. • Harassment. <p>Understand what is meant by 'reasonable' and 'necessary force'.</p>

Learning outcome		Assessment criteria		Indicative content
3	Understand the importance of threat and risk assessment	3.1	State the definition of risk to the protected person(s)	<ul style="list-style-type: none"> • Definition of risk: the possibility of a threat occurring - e.g. harm, loss, danger assessment, management. • Probability, likelihood, chance. • Classifications of risk: <ul style="list-style-type: none"> ○ low, medium, high ○ negligible, moderate, severe.
		3.2	State the importance of threat and risk management within a close protection context	<ul style="list-style-type: none"> • Types of threat: the seven P's of Principal threat profiling: <ul style="list-style-type: none"> ○ people, places, personality, prejudices, personal history, political/religious views, private lifestyle. • Direct and indirect threats. • Types of risk management: <ul style="list-style-type: none"> ○ daily, routine, event, route, venue personal, postal, imminent, terroristic (personal, building, facility).
		3.3	Identify threats to a Principal within a close protection context	<ul style="list-style-type: none"> • Unwanted attention. • Unintentional injury. • Intention to inflict harm – e.g. pain, injury, misery disruption of lifestyle. • Embarrassment, threat to public image. • Threat may be imminent, terroristic, planned, intrusion, security breach.

Learning outcome		Assessment criteria		Indicative content
4	Understand the importance of threat and risk management	4.1	Describe the difference between a threat and risk assessment for protected person(s) and venues and why it is necessary to conduct both.	<ul style="list-style-type: none"> Protected person(s): to ensure safety maintained throughout based on the threat and risk assessment conducted for the individual. Venues: need for reconnaissance, searching. <p>Why it is necessary:</p> <ul style="list-style-type: none"> Safety: personal, team, Principal, Principal's guests/ passengers, vehicle, public. Planning, resource, control, third party, external assistance, intelligence gathering.
		4.2	State the importance of profiling the protected person to establish the level of threat and associated risk	<p>Importance:</p> <ul style="list-style-type: none"> Understand the source of the threat. Provide best protection. Safety, determine the level of risk. Correct team roles. Adequate resources. Clarify assignment requirements.

Learning outcome		Assessment criteria	Indicative content
		4.3 Identify the variations in threat assessment and risk management when a Principal is arriving and leaving a location	<ul style="list-style-type: none"> ● Arriving: <ul style="list-style-type: none"> ○ exposure to risk ○ layers of protection ○ parking arrangements ○ venue security ○ venue contact ○ embus/ debus points ○ disruption to business activities/ lifestyle ○ venue compromised ○ entrance compromised. ● Leaving: <ul style="list-style-type: none"> ○ vehicle access ○ leaving under routine or leaving under an attack ○ unaccounted passengers accompanying the Principal ○ exposure to risk ○ early departure ○ late departure.

Learning outcome		Assessment criteria		Indicative content
		4.4	Explain how close protection operatives gather intelligence for operational purposes within the UK	<ul style="list-style-type: none"> • Sources of intelligence: <ul style="list-style-type: none"> ○ client ○ Principal ○ agencies (police, embassies, local authorities) • Profiling <ul style="list-style-type: none"> ○ known history, open source intelligence – e.g. social media, internet websites ○ cross reference, intelligence updates, news and media, security companies • Surveillance, use of (SAP)

Learning outcome		Assessment criteria	Indicative content
		4.5 Explain how decision-making models can be used within a threat and risk assessment process	<ul style="list-style-type: none"> Decision-making model <ul style="list-style-type: none"> gather information and intelligence assess threat and risk identify options and contingencies develop strategy take action review Following model <ul style="list-style-type: none"> provides guidance aids decision making helps justify costs and resource allocation allows for review and evaluation
		4.6 Outline the UK's Threat Level System	<p>UK Threat Level:</p> <ul style="list-style-type: none"> LOW means an attack is highly unlikely MODERATE means an attack is possible, but not likely SUBSTANTIAL means an attack is likely SEVERE means an attack is highly likely CRITICAL means an attack is highly likely in the near future. <p>The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels</p>

Learning outcome		Assessment criteria		Indicative content
5	Understand personal and professional skills within a close protection environment.	5.1	Identify the personal and professional skills required of the close protection operative	<p>Range of personal and professional skills required of a close protection operative:</p> <ul style="list-style-type: none"> • Friendly and courteous. • Fair and non-discriminatory. • Professionalism. • Integrity. • Co-operative. • Follow organisation procedures. • Use moderate language.
		5.2	Explain effective personal and professional relationships	<ul style="list-style-type: none"> • Working effectively with Principal's, clients and others involved in a close protection operation. • Skills used every day to communicate and interact with others. • Interpersonal skills create effective personal and professional relationships with Principal's, clients and others involved in a close protection operation. • Importance of time and resource management when managing self and others.

Learning outcome		Assessment criteria	Indicative content
		5.3 Explain what being assertive promotes and with whom	<ul style="list-style-type: none"> • Promotes: <ul style="list-style-type: none"> ○ positive image ○ confidence ○ effective management ○ leadership ○ taking responsibility. • With: <ul style="list-style-type: none"> ○ Principal's clients and others involved in a close protection operation ○ colleagues.
		5.4 Explain the importance of etiquette, dress code and protocol	<ul style="list-style-type: none"> • Importance, for example: <ul style="list-style-type: none"> ○ social diversity ○ representation of Principal ○ client relationship ○ maintain a low profile ○ avoid job loss ○ embarrassing the Principal ○ loss of face.

Learning outcome		Assessment criteria		Indicative content
6	Understand the importance of teamwork within a close protection environment.	6.1	Identify the attributes of an effective team	<ul style="list-style-type: none"> • Communication. • Support. • Problem-solving. • Listening. • Feedback. • Conflict resolution.
		6.2	Explain the importance of personal and team preparation	<ul style="list-style-type: none"> • Benefits of knowing and using other team members' abilities and skills when: <ul style="list-style-type: none"> ◦ allocating roles and responsibilities ◦ carrying out close protection duties • Importance of planning and preparing including contingency planning.
		6.3	Explain why details of attacks and use of force must be recorded	<ul style="list-style-type: none"> • Records to be maintained meeting evidential requirements detailing: <ul style="list-style-type: none"> ◦ who – the report is for/ it was written by. ◦ what – happened/ action was taken/ was the result. ◦ when – day/ date/ time. ◦ how – did it happen. ◦ where – place of incident. ◦ other witnesses/ people/ injuries or property.

Learning outcome		Assessment criteria		Indicative content
7	Understand surveillance, anti-surveillance and counter-surveillance methods	7.1	State the purpose of surveillance	<ul style="list-style-type: none"> Gathering information for a planned or ad hoc operation – e.g. on a person, place, object.
		7.2	Describe the range of basic surveillance applications	<ul style="list-style-type: none"> Four sames: <ul style="list-style-type: none"> same person, same time of day, same activity same place. Covert and overt. Use of equipment. <ul style="list-style-type: none"> Foot. Mobile. Static.
		7.3	State the purpose of anti-surveillance	<ul style="list-style-type: none"> To detect if surveillance is being carried out on the Principal or operation.

Learning outcome		Assessment criteria	Indicative content
		7.4 Describe a range of basic anti-surveillance applications	<p>Vehicles:</p> <ul style="list-style-type: none"> • Drive three sides of square. • Head to uncrowded areas. • False/ no turn signals. • Speed up. • Slow down. • False starts. • Dummy vehicles. • Roundabouts. <p>Foot:</p> <ul style="list-style-type: none"> • Cornering. • Boxing in. • Change of direction.
		7.5 State the purpose of counter-surveillance	<ul style="list-style-type: none"> • Drills used by individuals or a team to evade surveillance. • Passive or active detection. • Third party detection. • Hostile activity.

Learning outcome		Assessment criteria		Indicative content
		7.6	Describe a range of basic counter-surveillance measures	<ul style="list-style-type: none"> • Monitor from a distance. • Use of external companies. • Technical surveillance.
		7.7	State the purpose of Technical Surveillance Counter Measures (TSCM)	<ul style="list-style-type: none"> • Technical surveillance countermeasures (TSCM) (electronic bug sweeping). • Detailed physical and technical inspection of environment, vehicles or premises to locate and neutralise covert surveillance devices.
		7.8	Identify likely sources of unwanted attention	<ul style="list-style-type: none"> • Criminals. • Media. • Followers. • Stalkers. • Fixated persons. • Protest groups. • Hostile reconnaissance.

Learning outcome		Assessment criteria		Indicative content
		7.9	Describe the equipment used in surveillance, its capabilities and limitations	<ul style="list-style-type: none"> • Equipment – e.g. radios, mobiles, static CCTV, camcorder, optical support, listening devices, tracking devices. • Current surveillance equipment: drones, trackers, foot surveillance, open source, cyber and digital footprint. • Technical surveillance counter measures (TSCM), Trace explosive detection (TED). • Capabilities: visual and audio surveillance; recording from ground; aerial surveillance. • Limitations: legislation restrictions, licence requirement, budgets, communication black spots, user training, availability on the day, power/ battery, maintenance of equipment.

Learning outcome		Assessment criteria		Indicative content
8	Understand search procedures within a close protection operation for people, vehicles and buildings/venues	8.1	Explain the reasons for a search	<ul style="list-style-type: none"> • Secure the environment. • Identify illicit objects. • Familiarity. • Ensure the Principal's location is sterile from cameras, listening devices and tracking devices.
		8.2	Explain the law in relation to control of access and searching	<ul style="list-style-type: none"> • Common law. • Criminal Law Act 1967 section 3 (Use of Force). • Breach of peace. • Common assault. • Same sex searching. • Must gain permission no automatic legal right.

Learning outcome		Assessment criteria	Indicative content
		8.3 Explain the procedures for, and implications of, searching buildings, vehicles and people	<p>Types:</p> <ul style="list-style-type: none"> • People, property, premises, vehicles. <p>Procedure:</p> <ul style="list-style-type: none"> • Explain the search policy. • Obtain permission of person being searched prior to the search. • Use effective communication. • Follow site policy/ assignment instructions. • Use appropriate personal protective equipment (PPE), - e.g. protective gloves. • Search with a witness or in view of CCTV in designated search, good lighting. • Use self-searching techniques (where appropriate). <p>Implications:</p> <ul style="list-style-type: none"> • For people: conflict, aggression, violence, assault. • On buildings: disruption to normal activities, large teams required, specialist equipment such as sniffer dogs. • On vehicles: need to stay with vehicle after search, require specialist equipment such as dogs, surveillance detectors, manpower.

Learning outcome		Assessment criteria		Indicative content
		8.4	Explain how to deal with unauthorised/ dangerous items	<ul style="list-style-type: none"> • Items: weapons, drugs, tracking devices, IED, bombs, suspect packages. • Dealing with items – e.g. confiscate, secure, report, record, evidence, citizen arrest, refuse entry, clear, cordon, confirm, evacuate the Principal/ team, emergency services.
		8.5	Explain the use of a range of resources available to assist in a search	<p>Resources:</p> <ul style="list-style-type: none"> • Wands. • Scanners. • X-ray. • Thermal. • Infra-red (IR). • Torches. • Specialist search teams: <ul style="list-style-type: none"> ○ dog ○ team members. • Search mirrors. • Technical surveillance counter measures (TSCM). • Trace explosive detection (TED).

Learning outcome		Assessment criteria		Indicative content
		8.6	Explain the process for sanitising and securing a location prior to and after use	<ul style="list-style-type: none"> Physical search, systematic search, technical surveillance counter measures (TSCM). Sanitise, secure, tamper tape, security seals.
		8.7	Identify methods used to secure a vehicle, building or location	<ul style="list-style-type: none"> Methods: scanning, sweeping, manpower monitoring; sanitise, search, secure, guard (SSG), seven point vehicle search. Post search security: maintain integrity, sanitise, post security (removal of important documents, removal of personal effects, clearing).
		8.8	Identify the skills required to search people in different environments	<ul style="list-style-type: none"> Skills - e.g. communication, assertiveness, conflict management, observation. Environments – e.g. private, public, secure, controlled.

Learning outcome		Assessment criteria		Indicative content
9	Understand close protection foot drills	9.1	State the responsibilities of a close protection operative on foot	Protection, move the Principal from one location to another without compromising safety on foot 360° cover, layers of protection, cordons.
		9.2	Identify the team roles within a close protection team whilst on foot	<ul style="list-style-type: none"> Team leader, other positions in formations. Roles – Personal protection officer (PPO), personal escort section (PES), security advance party (SAP).
		9.3	Explain the importance of a flexible approach to protection whilst on foot	<ul style="list-style-type: none"> Adapt to change, timings. Exposure, public interaction. Dynamic risk assessment.
		9.4	Explain the range of communication techniques to be used whilst on foot	<ul style="list-style-type: none"> Communication techniques: <ul style="list-style-type: none"> oral, non-verbal overt, covert. Communication equipment – e.g, radios and phones.
		9.5	Explain the purpose of effective body protection for the protected person	<ul style="list-style-type: none"> 360° cover, protection, contact and cover, body cover. Limit exposure, reduce risk. Maintain security, extract Principal to safety.

Learning outcome		Assessment criteria	Indicative content
		9.6 Explain the purpose of foot evacuation of the protected person(s)	<ul style="list-style-type: none"> • Safety. • Embarrassment. • Schedule. • Increase in risk. • New threat(s).
		9.7 Explain the considerations when evacuating a protected person(s) on foot	<ul style="list-style-type: none"> • Limit exposure. • Separation from team. • Decrease in team size. • Additional threats. • Pre-planned routes. • Regroup considerations. • Safe haven.
		9.8 Explain the need for foot route selection and planning	<ul style="list-style-type: none"> • Avoid routine, maximise movement, safe route. • Identify choke points, vulnerable points, timings. • Safe havens, establish primary and secondary routes. • Communication black-spots.

Learning outcome		Assessment criteria		Indicative content
10	Understand venue security operations and requirements	10.1	Identify a range of venue-related security operations	<ul style="list-style-type: none"> • Private and public venues. • Access control, access/ egress points, embus, debus. • In-house security, emergency procedures. • Safe haven, access to emergency services, screening/ vetting of in-house staff, search procedures, CCTV availability.
		10.2	Identify common factors that may influence security procedures at a venue	<ul style="list-style-type: none"> • Public holidays, public access, other activities. • Emergency services, evacuation drills, safe haven. • Car parking, embus, debus, venue location, security arrangements. • Group size, type of event, guest profile, time, duration, access, limitations, third party intervention.
		10.3	Explain the importance of communication within a venue	<ul style="list-style-type: none"> • Maintaining contact with team. • In-house security. • Identifying threats. • Undertaking dynamic risk assessment.

Learning outcome		Assessment criteria	Indicative content
		10.4 Explain the use and maintenance of communication equipment and other technology	<p>Use:</p> <ul style="list-style-type: none"> • Covert/ overt use. • Team. • Client. • Venue. • Emergency services. • External agencies. • Regular communications checks. • Private frequency. • Back-up resources. • Personal skills. • Communication updates. <p>Maintenance:</p> <ul style="list-style-type: none"> • Charged batteries/ equipment. • Functional checks. • Range checks.
		10.5 State the importance of identifying communication black spots within a venue	<ul style="list-style-type: none"> • Safety of team, Principal, personal. • Counter surveillance, reactive measures. • Planning and coordination.

Learning outcome		Assessment criteria	Indicative content
		10.6 Identify common countermeasures to employ in venue-based close protection operations	<ul style="list-style-type: none"> • Patrolling and access control. • CCTV. • SAP.
		10.7 Identify a range of in-house resources available to support venue security and the associated benefits	<ul style="list-style-type: none"> • Resources: security personnel; equipment; planning. • Benefits of in-house resources – e.g. local knowledge, venue knowledge, teamwork.
		10.8 State common contingencies that may be employed in venue-based close protection operations	<ul style="list-style-type: none"> • Knowledge of alarms, emergency procedures, local protocols. • Safe rooms, evacuation contingencies.

Learning outcome		Assessment criteria		Indicative content
11	Understand the importance of planning, route selection and additional licence considerations	11.1	State the purpose of route selection and planning	<ul style="list-style-type: none"> • Avoid routine. • Maximise safe transition. • Speed limits. • Safe route.
		11.2	Explain the importance of assessing risks associated with route selection	<ul style="list-style-type: none"> • Assessing risk and factors to take into account. • Identify choke points, vulnerable points, timings. • Safe havens, motorways, establish primary and secondary routes, emergency services, terrain, vehicle use. • Communication black-spots.
		11.3	State the considerations to be made when selecting modes of transport for primary and secondary routes	<ul style="list-style-type: none"> • Factors: threat, timings, route plan, distance, traffic state, road state, published information, means of transport, emergency response, terrain, environmental factors, time of day. • Modes: road, sea, air, rail, public transport.
		11.4	Identify a range of technological and non-technological tools for use in route planning	<ul style="list-style-type: none"> • Sat Nav, OS Maps (ordinance survey maps). • GPS, compass. • Mobiles, radios, internet. • Drones.

Learning outcome		Assessment criteria	Indicative content
		11.5 Identify the advantages and disadvantages associated with the use of technological tools in route planning	<ul style="list-style-type: none"> Technology advantages: accuracy, convenience, speed, predictability, alternative route selection, traffic update. Disadvantages: power, errors, black-spots, updating required.
		11.6 Identify the advantages and disadvantages associated with the use of non-electronic maps	<ul style="list-style-type: none"> Non-electronic maps – e.g. Atlas, A-Z. Non-technology advantages: not reliant on connectivity, alternative route selection, speed indicator, accuracy, training tool, currency, logical, familiarity of area. Disadvantages: interpretation, competence of user, poor skills, preparation, up-to-date publication, poor lighting, working in isolation.
		11.7 State the factors to be considered when planning and timing a route	<ul style="list-style-type: none"> Principal preference (self-drive, security driver, PPO accompany, chauffeur driven). Destination, timings, target, terrain, location, vehicle type. Team size, group size Threat and risk implication, stops, duration, connections.
		11.8 Produce a primary and secondary route plan using paper based and technology based resources.	<ul style="list-style-type: none"> Paper based: Atlas, A-Z. Technological tools: Sat nav, GPS, mobile phone. Distance time: location, terrain, environment, group, vehicle, safe havens, comfort stops.

Learning outcome		Assessment criteria		Indicative content
		11.9	Explain the legal requirements for driving a Principal within London	<ul style="list-style-type: none"> • CP Driver is identified as a private hire vehicle (PHV) operator. • PHV includes minicabs, executive cars, limousines and chauffeur services. • Transport for London (TfL) require PHV operators to hold a PHV licence. • PHV operators in London are regulated by the direct provisions of the Private Hire Vehicles (London) Act 1998. • Fines. • The only exemptions from licensing are those operating licensed London Hackney Carriages and individuals who supply vehicles solely for weddings and funerals. • Other 'outside London' authorities may also require a PHV licence, but it varies across UK.

Learning outcome		Assessment criteria		Indicative content
12	Understand reconnaissance within a close protection environment	12.1	State the purpose of reconnaissance	<ul style="list-style-type: none"> • Information gathering. • Planning. • Intelligence. • Identify vulnerable points (VP). • Timings. • Route selection. • Venue liaison.
		12.2	State the issues to consider when conducting a reconnaissance	<ul style="list-style-type: none"> • Different terrains. • Location type. • Daily routine. • Short notice. • Event. • Dynamic threat level.
		12.3	Outline the role of a Security Advance Party (SAP)	<ul style="list-style-type: none"> • Conduct reconnaissance. • Routes. • Communication. • Search, secure, guard (SSG). • Anti-surveillance. • Advance/ abort confirmations.

Learning outcome		Assessment criteria		Indicative content
		12.4	Explain the difference between discreet and overt reconnaissance	<ul style="list-style-type: none"> • Covert: undercover, discreet, un-noticed, deterrent, anti-surveillance. • Overt: public view, identifiable, known, in open view.
		12.5	Conduct reconnaissance activity	<ul style="list-style-type: none"> • Planning, preparation. • Teamwork, role allocation. • Variety of methods: vehicle, foot, internet, open-source information, overt, covert. • Reporting, consolidation, summarisation, presenting. • Complete a site/ venue report.

Learning outcome		Assessment criteria		Indicative content
13	Understand the importance of operational planning.	13.1	State the purpose of operational planning	<ul style="list-style-type: none"> Purpose of operational planning: gathering information, threat/ risk assessment, resources, team roles, preparation, contingency planning. Logistics: itinerary, timings, initiation, control room, (fixed and field).
		13.2	State the importance of threat and risk assessment in operational planning	<ul style="list-style-type: none"> Types of threat: the seven P's of Principal threat profiling (people, places, personality, prejudices, personal history, political/ religious views, private lifestyle), direct and indirect threats. Types of risk assessment: daily, routine, event, route, venue personal, postal, imminent, terroristic (personal, building, facility).
		13.3	State the importance of time and resource management	<ul style="list-style-type: none"> Time: Prevent disruption to Principal's activities, coordination, facilitation, effectiveness, preparedness, manpower, smooth running of operation. Resources: Adequate, relevant, in line with budgets, availability; balance of protection against requirements, ready for the unexpected.
		13.4	Identify the relevant agencies that may need to be contacted when planning operations	<ul style="list-style-type: none"> Statutory, non-statutory. Private, public, government agencies, third sector.

Essential information for tutors and assessors

Essential resources

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

Assessment

Assessment for this unit is in two parts:

- MCQ exam made up of 52 questions (80 minutes), pass mark = 37/52.
- Completion of the workbook assessment, pass mark = 100%.

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

MCQ Exam

All MCQ learning outcomes will be externally assessed through an onscreen or paper-based test that is set and marked by Pearson. The test has a duration of 80 minutes and has 52 questions, each worth one mark. The assessment is available on demand.

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

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

Workbook

The workbook is a mandatory assessment and should be internally marked and made available for standards verification. It is composed of knowledge and practical assessment criteria.

Learners complete this workbook in the classroom under the supervision of a tutor/assessor.

In order to demonstrate adequate knowledge and practical skills, learners must pass all assessment criteria.

The assessment criteria covered by the workbook are:

- 1.3
- 4.1, 4.4 and 4.5
- 5.2, 5.3 and 5.4
- 6.2 and 6.3
- 7.2, 7.4, 7.6 and 7.9
- 8.1, 8.2, 8.3, 8.4, 8.5 and 8.6
- 9.3, 9.4, 9.5, 9.6, 9.7 and 9.8
- 10.3 and 10.4
- 11.2 and 11.9
- 12.3 and 12.4.

Unit 2: Working as a Close Protection Operative in the Private Security Industry

Level: 3

Guided learning hours: 70

Unit introduction

Working as a close protection operative can be mentally and physically challenging. The role will often require you to be versatile and resourceful when planning and responding to different situations. In this unit, you will gain an understanding of the skills used by close protection operatives and demonstrate their application in different situations. You will demonstrate how to use surveillance and search skills, be able to carry out close protection assignments and deal with a range of incidents that you would expect to experience in the close protection environment.

Learning outcomes and assessment criteria

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

Unit content

Learning outcome		Assessment criteria		Indicative content
1	Undertake a dynamic risk assessment.	1.1	Explain the concept of a dynamic risk assessment	<p>Dynamic risk assessment:</p> <ul style="list-style-type: none"> • Observing assessing and analysing an environment to identify and minimise risk. • Identify a threat or risk instantly and make rapid decisions in regard to the safety of the Principal.
		1.2	State the need for on-going assessment, response and contingency plans	<ul style="list-style-type: none"> • Ongoing assessment of threat and risk. • Planning, adapting response, contingency planning. • Options, mitigation, safety measures. • Situational awareness, evolving/continuous situation. • Response, preparedness. • Communication, manpower, backup plan. • Ready for the unexpected or unplanned. • Maintain high level of safety.

Learning outcome		Assessment criteria		Indicative content
		1.3	Carry out a risk assessment	<ul style="list-style-type: none"> • Risk assess people, venues, environment. • Identify threat, risk, source, intelligence, policy, procedures, legal implications. • Complete planning, contingency measures, action, review, evaluate.
		1.4	Explain how to assess the risk involved in using physical skills, particularly in relation to the threat	<ul style="list-style-type: none"> • Nature of the threat. • Techniques employed. • Setting and location/ environment. • Availability of help and access to medical attention. • Threats presented by others. • Individual factors – e.g. age, size, physical state, medical conditions. • Vulnerable groups.

Learning outcome		Assessment criteria		Indicative content
2	Demonstrate use of surveillance, anti-surveillance and counter surveillance	2.1	Use basic surveillance, anti-surveillance and counter surveillance techniques	<ul style="list-style-type: none"> • Covert. • Foot drills. • Technology (lawful). • Vehicle (if appropriate). • Rule of three. • Pinch points, choke points, vulnerable points. • Crossing, trigger, housing, cornering, boxing. • Routine, drilling.
		2.2	Identify signs of potential attack to a Principal	<ul style="list-style-type: none"> • Situation – e.g. domestic, social, business. • Setting – e.g. remote, populated, private, public, using transport, on foot. • Target – e.g. person, property.

Learning outcome		Assessment criteria		Indicative content
3	Be able to search people, vehicles and venues	3.1	Demonstrate how to deal with unauthorised/ dangerous items	<ul style="list-style-type: none"> • Items – e.g. weapons, drugs, tracking devices, IED, bombs, suspect packages. • Dealing with items – e.g. confiscate, secure, report, record, evidence, citizen arrest, refuse entry, clear, cordon, confirm, evacuate the Principal/ team, emergency services.
		3.2	Carry out methodical and detailed searches on people, places and property	<ul style="list-style-type: none"> • Personal search. • Vehicle (seven point vehicle search). • Buildings (team leader, scribe, rummage pairs, sector, subsector, scan, sweep). • Carry out a room search. • Sweep, scan, rear to near, sanitise, search, secure, guard (SSG).

Learning outcome		Assessment criteria		Indicative content
4	Demonstrate close protection foot drills.	4.1	Demonstrate effective body protection for the protected person	<ul style="list-style-type: none"> Position, flexibility, clear. Organised, teamwork, role, responsibility.
		4.2	Demonstrate foot evacuation of protected person(s)	<ul style="list-style-type: none"> Attack, suspected attack. Unwanted attention. Change in threat level, verbal, physical.
		4.3	Demonstrate providing protection when operating on foot	<ul style="list-style-type: none"> Provide protection while on foot. Adaptability, flexibility. Observation, positions (PPO, PES, Surveillance). Security, safety, 360° body cover, escort from debus to embus point, between locations, to and from venues. Use a range of communication techniques. Oral, non-verbal. Overt, covert. Team, Principal, client operations, report (relayed in briefing/ debrief).

Learning outcome		Assessment criteria		Indicative content
5	Be able to demonstrate venue security skills	5.1	Work with in-house security teams	<ul style="list-style-type: none"> • Liaise with resident security teams at a range of venues – e.g. public venues, private venues, differing levels of access and security. • Effective planning and communication.
		5.2	Conduct a venue search and identify the measures required to maintain a secure environment post search	<ul style="list-style-type: none"> • Conduct a venue search including internal and external areas as appropriate. • Alarms, emergency procedures, local protocols. • Safe rooms, evacuation contingencies. • Measures required to maintain a secure environment post search including records and visual images.

Learning outcome		Assessment criteria		Indicative content
6	Be able to manage transport arrangements within a close protection environment	6.1	Explain how to manage mobile security	<ul style="list-style-type: none"> • Planning, preparation, contingency plan. • Risk assessment of available options.
		6.2	Identify the need for mobile security	<ul style="list-style-type: none"> • Relay information. • Recommendations. • Route change. • Update intelligence.
		6.3	Identify why choosing the correct mode of transport is essential within a security context	<ul style="list-style-type: none"> • Reliability. • Threat. • Risk. • Size of group. • Terrain. • Environmental. • Destination. • Duration. • Armoured. • Soft skin.

Learning outcome		Assessment criteria	Indicative content
		6.4	Describe the risks associated with all modes of transport <ul style="list-style-type: none"> • Road: traffic, diversions, attacks, carjacking, road traffic collisions, separation of convey, being under surveillance. • Sea: piracy, private, commercial, suspect vessels, size of vessel for all crew and passengers, reduced safe rooms, reduced emergency response. • Air: private, commercial, delays, strike actions, departure and arrival delays, baggage delays, threats at destination, airport routines. • Rail: delays, unknown passengers if commercial, number of people using rail system, mostly on foot to and from transport.
		6.5	Identify the need for alternative transport plans <ul style="list-style-type: none"> • Destination, duration. • Security measures, safety, timings. • Efficiency, predictability, preparedness.
		6.6	State the impact the mode of transport may have on the capabilities of the close protection team <ul style="list-style-type: none"> • Transport arrangements: chauffeurs, self-drive, solo CPO, vehicle type, locations accessed. Impact: <ul style="list-style-type: none"> • Limitations on ability to control schedule. • Proximity of support. • Limitations of risk management. • Skills and capabilities (self-drive).

Learning outcome		Assessment criteria	Indicative content
		6.7 Identify the potential consequences on the close protection team in relation to transport arrangements	<ul style="list-style-type: none"> • Re-evaluation of threat and risk assessment. • Team size. • Contingency planning. • Availability of resources.
		6.8 State the checks that must be completed when selecting modes of transport	<ul style="list-style-type: none"> • Principal's preferences. • Security checks. • Availability. • Time schedules.
		6.9 Complete risk-based contingency planning	<ul style="list-style-type: none"> • Identify potential risks. • Plan to mitigate identified risks.
		6.10 Carry out incident management follow-up	<ul style="list-style-type: none"> • Maintain integrity. • Sanitise. • Post security (removal of important documents, removal of personal effects, clearing).
		6.11 Demonstrate embus/debus techniques	<ul style="list-style-type: none"> • Embus, debus, arrival, departure. • Locations, venue, mode of transport. • Role, responsibility, teamwork. • Principal/ client requirements, protocol, etiquette.

Learning outcome		Assessment criteria		Indicative content
7	Be able to prepare and carry out a close protection assignment	7.1	Develop an operational plan	<ul style="list-style-type: none"> • Work independently. • Work in a team. • Threat assessment. • Risk assessment. • Client/ Principal profile. • Assets. • Duration, location, travel, residential.
		7.2	Implement an operational plan	<ul style="list-style-type: none"> • Work independently. • Work as a team. • Threat management. • Risk management. • Client/ Principal profile. • Assets. • Duration, location, travel, residential.

Learning outcome		Assessment criteria		Indicative content
		7.3	Conduct an operational briefing, handover and debriefing	<p>Operational briefing:</p> <ul style="list-style-type: none"> • The Principal, the team members, other relevant people. • Preparation: communication, understanding, updates, changes, preliminaries, Standard Operating Procedures, Determine – when, who, where, what. • Clarify roles and responsibilities: question and answers. <p>Handover:</p> <ul style="list-style-type: none"> • Intelligence update. • Observations. • Communication. • Resource. <p>Operational debriefing:</p> <ul style="list-style-type: none"> • Review. • Reflect. • Implement.

Learning outcome		Assessment criteria		Indicative content
8	Be able to deal with a range of incidents within a close protection environment	8.1	Demonstrate how to deal with a range of incidents within a close protection environment.	<ul style="list-style-type: none"> Range of incidents: <ul style="list-style-type: none"> life threatening, non-life threatening not directly related to the Principal foreseeable, non-foreseeable. Types of incidents: <ul style="list-style-type: none"> vehicle incidents conflict (dealing with conflict within the team, with the protected person and third parties) managing unexpected illness attack on protected person or member of the team (verbal and/or physical) loss of property breach of security. Manage a close protection incident: clear, cordon, control, confirm <ul style="list-style-type: none"> assess situation, communicate information, evaluate options, respond identify change to threat/ risk.

Learning outcome		Assessment criteria		Indicative content
		8.2	Explain the personal responsibility of a close protection operative when dealing with an incident	<ul style="list-style-type: none"> • Preservation of life: safety, self, team, Principal, standard operating procedures (SOP), emergency operating procedures (EOP). • Communication: restoration of normality, reporting, relay information, liaison with third party agencies, direct team.
		8.3	State the importance and role of Standard Operating Procedures (SOPs) within a close protection context	<ul style="list-style-type: none"> • Standard operating procedures (SOP): set of step-by-step instructions to help operatives to carry out complex routine operations. <ul style="list-style-type: none"> ○ importance: to achieve efficiency, quality output and uniformity of performance ○ reducing miscommunication and failure to comply with regulations.

Essential information for tutors and assessors

Essential resources

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

Assessment

Assessment for this unit is:

- Completion of the workbook and practical assessment, pass mark = 100%.

Workbook and practical assessment

The workbook and practical assessment are mandatory assessments and should be internally marked and made available for standards verification. Knowledge and practical assessment criteria are included.

Learners complete the workbook in the classroom under the supervision of a tutor/assessor. Learners are observed by an assessor carrying out their practical assessment.

In order to demonstrate adequate knowledge and practical skills, learners must pass all assessment criteria.

Unit 3: Application of Conflict Management in the Private Security Industry

Level: 2

Guided learning hours: 11

Unit introduction

It is better if potential conflict can be avoided altogether, so in this unit you will be taught techniques to prevent potential conflict situations arising. You will learn about how to manage conflict that does occur, particularly ways of assessing risk to yourself and about how to behave in a way that will defuse the situation.

Once a situation has been defused, the next stage is about solving problems and you will be taught about the strategies that you can use to do this. You will also learn how to communicate to de-escalate conflict including dealing with communication barriers and unacceptable behaviour.

Learning outcomes and assessment criteria

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

Unit content

Learning outcome		Assessment criteria		Indicative content
1	Understand the principles of conflict management appropriate to the role	1.1	Identify situations that can lead to conflict	<ul style="list-style-type: none"> • Common situations leading to conflict: <ul style="list-style-type: none"> ○ misunderstandings ○ poor communication ○ lack of planning ○ unrealistic/ unfair expectations ○ attitudes ○ frustration and stress ○ substance and alcohol use.
		1.2	State how positive and constructive communication can be used to manage conflict	<ul style="list-style-type: none"> • Importance of positive and constructive communication. • Being positive, professional, calm, clear and polite. • Using effective communication skills (vital to defuse and avoid conflict).

Learning outcome		Assessment criteria	Indicative content
		1.3 Recognise why it is important to be familiar with policies and procedures relating to workplace violence	<ul style="list-style-type: none"> • Employer policies, guidance and procedures relating to workplace violence. • Meeting Health and Safety at Work legislation. • Setting an expectation for both staff and customers as to what behaviour is and is not acceptable. • Making staff aware of their responsibilities in regard to workplace violence. • Ensuring staff are aware of the procedures to follow in the event of a violent situation. • Detailed reporting procedures. • Helps reduce risk of litigation and harm to self and others.
		1.4 Identify the stages of escalation in conflict situations	<ul style="list-style-type: none"> • Stages of conflict escalation: <ul style="list-style-type: none"> ○ frustration leads to ○ anger leads to ○ aggression leads to ○ violence.

Learning outcome		Assessment criteria		Indicative content
		1.5	Recognise the stages of the attitude and behaviour cycle	<ul style="list-style-type: none"> • Attitude and behaviour cycle: <ul style="list-style-type: none"> ○ importance of adopting an appropriate initial response to conflict situations ○ link between attitude and behaviour ○ positive attitude constructs positive behaviour ○ negative attitude constructs negative behaviour ○ effective behaviour and communication influencing attitude and behaviour of others.
2	Understand how to recognise, assess and reduce risk in conflict situations	2.1	Recognise the potential risk posed in a conflict situation	<ul style="list-style-type: none"> • Risks in potential conflict situations: <ul style="list-style-type: none"> ○ Identifying potential risk to self and others (staff, customers, bystanders) ○ Dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately) ○ Possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and assessing potential threats, adapting conflict response to situation) ○ Minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques.

Learning outcome		Assessment criteria	Indicative content
		2.2 Identify factors that can trigger or inhibit a range of responses in self and others	<ul style="list-style-type: none"> • Factors: <ul style="list-style-type: none"> ○ actions ○ behaviours (self and others) ○ situations ○ emotions. • Triggers: <ul style="list-style-type: none"> ○ perceptions ○ conflicting goals ○ different personal values ○ misunderstandings ○ poor communication. • Inhibitors: <ul style="list-style-type: none"> ○ self-control ○ personal values ○ fear of retaliation ○ social or legal consequences. • Body Worn Cameras and any other technology.

Learning outcome		Assessment criteria	Indicative content
		2.3 Identify a range of responses to conflict situations	<ul style="list-style-type: none"> • Range of responses: <ul style="list-style-type: none"> ○ feeling insulted ○ feeling threatened ○ anger ○ loss of face ○ being ignored ○ peer pressure ○ feeling patronised ○ the feeling of not being taken seriously ○ alcohol, drugs and medical conditions. ○ angry response. • Fight or flight response: <ul style="list-style-type: none"> ○ fear ○ adrenaline ○ shock. • Fear of being “blocked in”.

Learning outcome		Assessment criteria	Indicative content
		2.4	<p>Recognise the stages in de-escalating conflict</p> <ul style="list-style-type: none"> • Stages in de-escalating conflict: <ul style="list-style-type: none"> ○ assess emotional state ○ identify trigger factors ○ reassure to reduce anxiety ○ speak calmly and actively listen ○ empathise and check understanding ○ problem solving - resolve the issue ○ explain what, when, how ○ keep informed.
		2.5	<p>State the importance of positioning and exit routes</p> <ul style="list-style-type: none"> • Positioning and exit routes: <ul style="list-style-type: none"> ○ maintaining personal space ○ demonstrating non-aggressive stance ○ ensuring an escape route is visible for all parties ○ awareness of exit routes.

Learning outcome		Assessment criteria		Indicative content
3	Understand the use of problem- solving techniques when resolving conflict	3.1	Recognise how to use empathy to resolve conflict	<ul style="list-style-type: none"> • Empathy: <ul style="list-style-type: none"> ○ ability to share someone else's feelings or experiences ○ imagining being in that person's situation. • Customer perspective/ resolving conflict: <ul style="list-style-type: none"> ○ what the customer thinks and feels; sees; says; does ○ customer pain (fears, frustrations, obstacles) ○ potential gain (goals, wants, needs) ○ understanding the customer's point of view.
		3.2	Identify the benefits of using problem-solving techniques	<ul style="list-style-type: none"> • Problem-solving techniques: <ul style="list-style-type: none"> ○ identify issues ○ understand everyone's interests ○ identify possible solutions/ options ○ evaluate options ○ select option or options ○ document agreement(s) ○ agree on contingencies, monitoring, and evaluation.

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • Benefits: <ul style="list-style-type: none"> ○ managing customer expectations ○ building rapport ○ building trust ○ finding mutual understanding ○ demonstrating empathy ○ explaining reasons.
		3.3	Recognise how win-win approaches work to resolve conflict situations	<ul style="list-style-type: none"> • Win-win situation: <ul style="list-style-type: none"> ○ outcome where everyone is satisfied. • Win-win approaches: <ul style="list-style-type: none"> ○ active listening ○ empathy ○ problem solving ○ negotiation.

Learning outcome		Assessment criteria		Indicative content
4	Be able to communicate to de-escalate conflict	4.1	Recognise verbal and non-verbal communication techniques	<ul style="list-style-type: none"> Range of communication techniques: <ul style="list-style-type: none"> verbal communication: <ul style="list-style-type: none"> speaking – pitch, tone, clarity, language listening non-verbal communication: <ul style="list-style-type: none"> stance body language eye contact gestures signalling non-aggression through non-verbal communication personal space awareness.
		4.2	Explain how to deal with communication barriers in conflict situations	<ul style="list-style-type: none"> Barriers: <ul style="list-style-type: none"> heat, pain, fear, noise, shock, language, mental illness, culture, fear of authority, attitude, belief, substance and/ or alcohol use. Overcoming communication barriers: <ul style="list-style-type: none"> speak clearly, adopt non-aggressive stance, maintain space, move to quieter/ lighter space, make sure you are non-threatening, explain what you are doing.

Learning outcome		Assessment criteria		Indicative content
		4.3	Identify different behaviour types	<ul style="list-style-type: none"> • Aggressive behaviour: <ul style="list-style-type: none"> ○ threatening tone ○ threatening positioning ○ angry gestures ○ angry words ○ concerns of violence ○ staring/ uncomfortable eye contact. • Assertive behaviour: <ul style="list-style-type: none"> ○ firm but fair ○ calm ○ normal positioning ○ relaxed body language ○ polite/rational speech ○ listening ○ acknowledging.

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • Passive behaviour: <ul style="list-style-type: none"> ○ hesitant, apologetic speech patterns ○ overly seeking approval ○ always agreeing with others ○ broken speech pattern ○ self-deprecation or self-criticism ○ overly quiet speech ○ discomfort in groups ○ lack of eye contact.
		4.4	Demonstrate approaches to take when addressing unacceptable behaviour	<ul style="list-style-type: none"> • Approaches: <ul style="list-style-type: none"> ○ non-aggressive body language ○ empathy ○ be positive and assertive ○ actively listen ○ problem solving ○ follow appropriate organisational policies and procedures.

Learning outcome		Assessment criteria	Indicative content
		4.5 Demonstrate ways to de-escalate conflict situations	<ul style="list-style-type: none"> • Conflict de-escalation: <ul style="list-style-type: none"> ○ managing communication barriers ○ using positive communication ○ active listening ○ non-verbal communication ○ verbal communication ○ non-aggressive ○ empathy ○ building rapport/trust ○ problem solving ○ providing assistance, e.g. calling a taxi ○ including management in discussions.
		4.6 Demonstrate working with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> • Positioning. • Switching to or from a colleague.

Essential information for tutors and assessors

Essential resources

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

The training should be tailored to respond to the specific workplace context of the learning group through the inclusion of highly relevant scenarios.

Learners should be observed participating in scenario situations requiring effective communication skills and conflict management. This is so that learners become aware of situations likely to lead to conflict and can apply their knowledge of effective communication and conflict management skills to these situations.

When delivering this module, training providers can use either the Door Supervisor or Security Officer scenarios, depending on which is most relevant to the workplace context of the learning group.

If you choose to use the Door Supervisor scenarios, training must include:

- Refusal scenario
- Rejection scenario
- Incident scenario.

A refusal scenario includes refusing entry to a customer on the grounds of:

- the venue already being full to capacity
- being under the influence of drink and/or drugs
- being underage
- not being suitably dressed
- not being able to pay the entrance fee
- refusal to be searched
- being found in possession of weapons or drugs
- being banned or under an exclusion order.

A rejection scenario includes rejecting a customer due to:

- breaches of criminal law (theft, damage, assaults, drugs etc)
- breaches of licensing law (being drunk, violent, quarrelsome etc)
- breaches of house rules (dancing on tables, bottles on the dance-floor etc.).

An incident scenario includes Incidents inside the venue, such as:

- advising/reprimanding for behaviour (breaches of house rules)
- first aid situation
- undertaking an arrest of a customer for an arrestable offence
- failing to adhere to drinking-up times
- domestic disputes
- other disputes (customer vs. bar-staff, complaints about service etc.)
- arguments/fights
- lost property (coat/bag/keys etc.)
- dealing with incidents that lead outside of the premises and door supervisor responsibilities.

If you choose to use the Security Officer scenarios, training must include one practical scenario from each of the four headings:

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

Enforcement Scenario:

- a situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as, access control and identity checks.

Defusing Scenario:

- a situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.

Confronting Scenario:

- a situation that requires non aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.

High Risk Scenario:

- an obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

Assessment

It is a requirement that learners undertaking the BTEC Level 3 Certificate for Close Protection Operatives in the Private Security Industry are trained in the Application of Conflict Management of in the Private Security Industry (*Unit 3*) before undertaking the practical assessment of Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (*Unit 6*), Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry (*Unit 5*) and the Delivery of Application of Physical Intervention Skills in the Private Security Industry (*Unit 7*).

Assessment for this unit is in two parts:

- MCQ exam (learning outcomes 1, 2 and 3), pass mark = 14/20
- practical assessment (learning outcome 4), pass mark = 100%.

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

MCQ Exam

Learning outcomes 1, 2 and 3 of this unit are externally assessed through an onscreen or paper-based test that is set and marked by Pearson. The test lasts for 30 minutes and has 20 questions, each worth one mark. The assessment is available on demand.

The questions in the test are based on each assessment criterion and its associated unit content.

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

Items in the test will not necessarily be sequenced in the order of the criteria in the unit. Test items will not rely on or directly follow on from another test item. Test items may use colour images/diagrams/graphs for the context of the question or for the answer options.

Practical Assessment

Learning outcome 4 (assessment criteria 4.1- 4.6) will be assessed by an externally-set and internally-marked practical assessment. This assessment will be externally quality assured. Learners must meet all assessment criteria.

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

Assessment criteria 4.4, 4.5 and 4.6 are internally assessed through observation of a scenario-based practical carried out in a simulated environment. The recommended duration of the practical assessment is approximately 15 minutes per learner. The scenarios will be externally set by Pearson. Where possible the assessment of the different learning outcomes should be integrated and linked.

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

Assessment criteria 4.1, 4.2 and 4.3 are assessed through an oral question and answer session between the assessor and the learner. The assessor will ask the learner three questions to check their understanding of verbal and non-verbal communication techniques, communication barriers and behaviour types. The questions will be directly related to the scenario.

Evidence of learner performance, including learner responses to questions, must be recorded in writing by the assessor and made available for external verification. In addition, each learner must be visually recorded achieving the assessment criteria for learning outcome 4.

Unit 4: Principles of Terror Threat Awareness in the Private Security Industry

Level: 2

Guided learning hours: 2

Unit introduction

In this unit, you will look at the key areas of understanding and knowledge in relation to terror threat awareness in the private security industry. You will learn about different threat levels, identifying behaviours and responses to suspicious behaviour or item, as well as the most current terrorist attack methodologies and actions to take in the event of a terror threat.

Learning outcomes and assessment criteria

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

Unit content

Learning outcome		Assessment criteria		Indicative content
1	Understand terror threats and the role of the security operative in the event of a threat	1.1	Identify the different threat levels	<ul style="list-style-type: none"> The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have. LOW means an attack is highly unlikely. MODERATE means an attack is possible, but not likely. SUBSTANTIAL means an attack is likely. SEVERE means an attack is highly likely. CRITICAL means an attack is highly likely in the near future. Have an understanding of how UK Threat Level may impact the response level for the location in which you are working.
		1.2	Recognise the common terror attack methods	<ul style="list-style-type: none"> Awareness of attack planning phases. Most current terrorist attack methodologies: <ul style="list-style-type: none"> marauding terror attack (MTA), including firearms, knife, blunt objects, etc. explosive device, including improvised explosive device (IED), person-borne Improvised explosive device (PBIED), vehicle-borne improvised explosive device (VBIED), leave behind improvised explosive device (LBIED) vehicle as a weapon (VAAW) also known as vehicle ramming

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ○ chemical, biological, radiological and nuclear (CBRN), including acid attacks ○ cyber attacks ○ insider threat.
		1.3	Recognise the actions to take in the event of a terror threat	<ul style="list-style-type: none"> ● Understand the role security operatives have to play during a terror attack. ● Understand what run, hide, tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place. ● Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority. ● Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe. ● Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options: <ul style="list-style-type: none"> ○ in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities. ● Report incidents requiring immediate response from the police on 999.

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • Know what information emergency response require: <ul style="list-style-type: none"> ○ What you have seen and what has happened? ○ Who you saw, what they looked like, what they were wearing? ○ Where did the situation happen and where you are? ○ When did it happen? • Awareness of emergency services response time. • Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline. • Know who the public sector counter-terrorism experts are and how to access their information; <ul style="list-style-type: none"> ○ Centre for the Protection of National Infrastructure (CPNI) ○ National Counter Terrorism Security Office (NaCTSO) . • Awareness of current initiatives: <ul style="list-style-type: none"> ○ run, hide, tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place. ○ action counter terrorism (ACT) ○ see, check and notify (SCaN).

Learning outcome		Assessment criteria		Indicative content
		1.4	Identify the procedures for dealing with suspicious items	<ul style="list-style-type: none"> • HOT principles: <ul style="list-style-type: none"> ○ hidden ○ obviously suspicious ○ typical. • Four C's: confirm, clear, communicate and control. • Safety distance, including: <ul style="list-style-type: none"> ○ distance v suspicious package size (small items: 100 metres - large items or small vehicle: 200 metres - large vehicle: 400 metres) ○ how to visually represent safety distance (e.g. football field). • Difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 metres.

Learning outcome		Assessment criteria	Indicative content
		1.5 Identify behaviours that could indicate suspicious activity	<ul style="list-style-type: none"> • Suspicious activity is any observed behaviour that could indicate terrorism or terrorism-related crime. • Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act. • Understand examples of what this might look like, including: <ul style="list-style-type: none"> ○ individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities ○ individuals avoiding security staff ○ individuals carrying out activities inconsistent with the nature of the building or area ○ individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/ location; taking photos or making drawings ○ parked vehicles with people inside, empty parked vehicles left unattended for long period ○ multiple sightings of same suspicious person, vehicle, or activity.

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> Understand actions that can deter or disrupt hostile reconnaissance, including: <ul style="list-style-type: none"> ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals maintaining organised search procedures ensuring emergency exits are secured when not in use to prevent unauthorised entry.
		1.6	Identify how to respond to suspicious behaviour	<ul style="list-style-type: none"> Use your customer service skills to disrupt potential hostile reconnaissance. Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance. Know where to report suspicious behaviour including: <ul style="list-style-type: none"> internal procedure for site confidential Anti-Terrorist Hotline: 0800 789 321 British Transport Police (BTP) "See it, Say it, Sort it": text 61016 or call 0800 40 50 40 non-emergency: 101 Action Counters Terrorism (ACT) online reporting life threatening emergency or requiring immediate response: 999.

Essential information for tutors and assessors

Essential resources

Centres must meet the requirements stipulated by the SIA (for facilities, trainer qualifications, sector competence of trainers and examination facilities) in *Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications* (Annexe B).

ACT E-learning and ACT E-learning (Security) options are available and can be used. Use of authorised E-learning is permitted for Principles of Terror Threat Awareness in the Private Security Industry for up to 1 hour 40 minutes of the 2 hours GLH.

Assessment

Assessment for this unit is by MCQ exam:

- Externally set and marked MCQ exam made up of 10 questions (20 minutes), pass mark = 7/10.

MCQ Exam

This unit is externally assessed through an onscreen or paper-based test that is set and marked by Pearson. The test lasts for 20 minutes and has 10 questions, each worth one mark. The assessment is available on demand.

The test assesses all the learning outcomes. The questions in the test are based on each assessment criterion and its associated unit content.

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

Items in the test will not necessarily be sequenced in the order of the criteria in the unit. Test items will not rely on or directly follow on from another test item. Test items may use colour images/diagrams/graphs for the context of the question or for the answer options.

Unit 5: Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry

Level: 2

Guided learning hours: 10

Unit introduction

In this unit, you will be taught about the role of a door supervisor and the behaviours required to perform this role. You will gain an understanding of how to keep vulnerable people safe, including being able to identify those who show behaviours of vulnerability and how to deal with anti-social behaviour. You will also gain an understanding of licencing law and the duties that are required to take responsibility for door premises supervision. Finally, you will understand the importance of queue management and the communication and responsibilities needed to perform this role successfully.

Learning outcomes and assessment criteria

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

Unit content

Learning outcome		Assessment criteria		Indicative content
1	Understand how to keep vulnerable people safe	1.1	Recognise duty of care with regard to vulnerable people	<ul style="list-style-type: none"> Duty of care is: “a moral or legal obligation to ensure the safety or well-being of others”. People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone.
		1.2	Identify factors that could make someone vulnerable	<p>Vulnerable:</p> <ul style="list-style-type: none"> Being under the influence of alcohol or drugs. Alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened. Victim of domestic violence. Young people under the age of 18. Mental ill-health; learning disabilities; physical disabilities; being elderly; being acutely ill. <p>Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person’s movements, senses or activities that is invisible to the onlooker).</p>

Learning outcome		Assessment criteria	Indicative content
		1.3 Identify actions that the security operative should take towards vulnerable individuals	<ul style="list-style-type: none"> • Seeking help from other professionals: police, ambulance, street pastors, street marshalls or representatives from any other scheme active in the area to help people. • Offer to call a relative or friend to give assistance. • Offer to call a licensed taxi to take the vulnerable person home. • Using 'safe havens' or other local initiatives run by organisations – e.g. St John's Ambulance. • Be aware of current safety initiatives – e.g. Ask Angela campaign.
		1.4 Identify behaviours that may be exhibited by sexual predators	<ul style="list-style-type: none"> • Close monitoring of vulnerable people. • Buying drinks or gifts for vulnerable people. • Suspicious behaviour around certain times and venues Unusual use of technology – e.g. phones.
		1.5 Identify indicators of abuse	<ul style="list-style-type: none"> • Restricting freedom of individuals. • Unexplained bruising. • Lack of confidence and insecurity. • Change in circumstances – e.g. cleanliness, appearance.

Learning outcome		Assessment criteria	Indicative content
		1.6 State how to deal with allegations of sexual assault	<ul style="list-style-type: none"> • Follow organisation's policies and procedures. • Notify police. • Safeguard victim. • Separate victim from assailant. • Record and document all information.
		1.7 State how to deal with antisocial behaviour	<ul style="list-style-type: none"> • Follow your organisation's policies and procedures. • Speak to the person: <ul style="list-style-type: none"> ◦ explain the situation and the risks of the anti-social behaviour ◦ explain the consequences if the anti-social behaviour continues ◦ remain calm ◦ positive non-aggressive communication ◦ prompt reporting of incidents, accurate recording of incidents ◦ ensure that your colleagues know about the situation and that you have back-up if needed. • Liaison with police and other appropriate agencies • Vigilance: high-profile patrols, early intervention

Learning outcome		Assessment criteria		Indicative content
2	Understand licensing law relevant to the role of a door supervisor	2.1	Identify the licensing objectives	<p>Listed in the Licensing Act 2003 Licensing (Scotland) Act 2005:</p> <ul style="list-style-type: none"> • Prevent crime and disorder. • Securing public safety. • Preventing public nuisance. • Protection of children and young persons from harm. • Protecting and improving public health.
		2.2	State the law in relation to refusing entry and ejecting customers	<ul style="list-style-type: none"> • Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives. • Anyone refusing to leave the premises when asked becomes a trespasser and can be lawfully ejected from the premises using only such force as is reasonable and necessary.
		2.3	Identify police powers regarding licensed premises	<ul style="list-style-type: none"> • Have right of entry/ inspection. • Have right to search premises. • Have powers of closure.

Learning outcome		Assessment criteria	Indicative content
		2.4 State the rights and duties of licensees and door supervisors as their representatives	<ul style="list-style-type: none"> • Licence holder is responsible for ensuring that the premises complies with licensing objectives and all other relevant legislation. • Licence holder decides on admission policy and other house rules. • Door supervisors, acting on behalf of licence holders should promote those policies. • Door supervisors and the licence holder should know the differences between personal and premises licences and how to obtain them.
		2.5 State the role of the designated premises supervisor (DPS)/ premises manager (PM)	<ul style="list-style-type: none"> • Must only have one DPS/ PM for that premises. • A DPS/ PM has day-to-day ultimate responsibility for the running of the premises. • Must be named in the operating schedule (which is completed when applying for a premises licence). • Point of contact for police and local government.
		2.6 State the law regarding children and young persons on licensed premises	<ul style="list-style-type: none"> • Protection of children from harm is a licensing objective: selling alcohol to a person under 18 is illegal. • Penalties can be imposed on venues. • Test purchasing may take place. • Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol.

Learning outcome		Assessment criteria	Indicative content
		2.7 State conduct that is unlawful under licensing, gaming and sexual offences legislation	<ul style="list-style-type: none"> • Allowing drunkenness on licensed premises. • Serving someone who is drunk. • Serving alcohol to someone under the legal age. • Unlawful gaming. • Contravening the Policing and Crime Act 2009. • Contravention of licence terms, conditions and/or restrictions as described by local authorities. • Running establishments without a licence granted by the local authority. • Soliciting on licensed premises.
		2.8 Identify acceptable forms of proof of age	<ul style="list-style-type: none"> • Follow venue policy/ assignment instructions, passports. • Photo-card driving licences. • Proof-of-age scheme cards. • Local Challenge 21 and Challenge 25 schemes.

Learning outcome		Assessment criteria		Indicative content
3	Understand queue management and venue capacity responsibilities relevant to a door supervisor	3.1	State the responsibilities of a door supervisor when controlling queues	<ul style="list-style-type: none"> • To have a professional appearance and attitude. • To prevent disorder outside of the venue. • To ensure that only appropriate people can enter. • To ensure that only the appropriate numbers of customers can enter. • To ensure safe entry for customers.
		3.2	Recognise the benefits of queue control	<ul style="list-style-type: none"> • Decreases the potential for conflict outside of the venue. • Demonstrates good customer service. • Allows assessment of attitude and behaviour of different customers. • Allows enforcement of admissions policy. • Improves customer safety. • Ensures customer enjoyment.
		3.3	Identify the importance of following dispersal procedures	<ul style="list-style-type: none"> • Ensures safe exit of customers. • Prevents disorder. • Shows good customer service. • Assists outside agencies. • Help compliance with licensing objectives.

Learning outcome		Assessment criteria	Indicative content
		3.4 State why communication is important throughout the queuing process	<ul style="list-style-type: none"> • Manages customer expectations. • Decreases potential conflict. • Provides good customer service. • Allows assessment of the customers attitude and sobriety. • Builds positive relationships with customers who may then return to the venue.
		3.5 State the responsibilities of a door supervisor in relation to crowd capacity regulations	<ul style="list-style-type: none"> • Monitor the queue at all times. • Use of devices to count customers in and out of the premises. • Halt entry once capacity is reached. • Ensures compliance with: <ul style="list-style-type: none"> ○ health and safety legislation ○ fire safety regulations ○ venues licence ○ licensing objectives.
		3.6 Identify how and when to monitor a queue for potential safety issues	<ul style="list-style-type: none"> • Monitor at all times. • Monitor for attitude and welfare issues. • Maintain observations throughout the queue. • Use of barriers, lines or signs to ensure safe entry.

Learning outcome		Assessment criteria		Indicative content
		3.7	State the factors to consider when ejecting or refusing entry to a person who may be vulnerable	<p>People being ejected are more vulnerable to specific crimes or attacks which are more common in the night-time economy.</p> <p>Factors to consider:</p> <ul style="list-style-type: none"> • Sobriety. • Drug use. • Age. • Mental capacity. • Attitude. • Crimes and licensing offences.

Essential information for tutors and assessors

Essential resources

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

Assessment

Assessment for this unit:

- MCQ exam made up of 29 questions (45 minutes), pass mark = 21/29.

MCQ Exam

All MCQ learning outcomes will be externally assessed through an onscreen or paper-based test that is set and marked by Pearson. The test lasts for 45 minutes and has 29 questions, each worth one mark. The assessment is available on demand.

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

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

Unit 6: Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

Level: 2

Guided learning hours: 20

Unit introduction

Working in the close protection industry can involve many different forms of intervention, with some requiring a physical response. While it is important to try and deescalate confrontational situations using soft skills, this may not always be possible. In this unit, you will understand how to deal with emergency situations that affect a Principal and team members along with making the most of an appropriate response. You will understand the implications of common and criminal law when faced with an opposing individual, as well as the ethical and justifiable reasons for warranting the use of physical intervention. Finally, you will demonstrate the use of compliant methods to protect the Principal from danger and assault.

Learning outcomes and assessment criteria

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

Unit content

Learning outcome		Assessment criteria		Indicative content
1	Understand the requirements of providing clear and concise instructions to the Principal and team members in emergency situations	1.1	Identify situations where the Principal personal's safety is likely to be compromised	<ul style="list-style-type: none"> • Obsessive behaviour from a person they are interacting with (professional or public). • Anomalous behaviour identified with individuals within close proximity to Principal. • Potential hostile surveillance and communication identified to be focused on Principal. • Chaos events (baseline behaviours rapidly changing into fast paced and erratic movements/ behaviours). • Identification of a weapon (made, adapted, or intended perceptions). • Identification of a suspicious package. • A known/ identified threat becoming activated.
		1.2	Recognise situations that do not compromise safety but are likely to cause embarrassment or delays to the Principal's schedule	<ul style="list-style-type: none"> • Offensive or inappropriate behaviour or conversation from an individual engaging with the Principal. • Nonresponsive to Principal's attempts to close a conversation. • Nonreciprocal holds or embraces from individuals engaging with the Principal. • Unplanned high-pressure media (paparazzi) questioning/ photographs (situation and context dependant). • Blocking/ disruption of planned routes (foot or vehicle).

Learning outcome		Assessment criteria	Indicative content
		1.3	<p>Explain the importance of using agreed 'intervention words' and 'non-verbal cues' between the Principal and team</p> <p>Intervention words: a word or phrase used by either the Principal or CPO to trigger a pre-planned action or response to a situation</p> <p>Importance:</p> <ul style="list-style-type: none"> • Enables a covert method of communicating without alerting others that an action has been triggered. • Supports the ability to perform a successful task. • Empowers the Principal to control their environment with a close protection resource. • Provides the ability to communicate in situations which typically deny communications with others (mid conversation with a third party, covert tasks).
		1.4	<p>Explain the implications of ineffective communication in high-risk situations</p> <ul style="list-style-type: none"> • Embarrassment for Principal or team. • Task failure. • Serious harm to Principal or team members though non-responsive teamwork. • Confusion of requirements. • Delay in response.

Learning outcome		Assessment criteria		Indicative content
2	Know how to respond to a change in operational conditions from SOP to EOP	2.1	Describe how to trigger a change of operational conditions	<ul style="list-style-type: none"> • Intervention words. • Overtly and covertly. • Radio. • Team leader (TL) activation.
		2.2	Explain the considerations when responding to heightened threat, risk, or incidents	<ul style="list-style-type: none"> • Second in command (2IC) change of responsibilities. • Personal escort section (PES) and security advance party (SAP) change of responsibilities. • Increased readiness of driver(s) and vehicles. • Increased readiness of medics. • Preparation of support resources. • Change of environment (safe rooms). • Extraction of Principal. • Contraction of protective layers/ circles. • Diversion of SAP. • Calling in SAP to support (if required). • Removal of others (except Principal) from within protective layers. • Possible contact with 3rd parties (emergency services, other CP teams). • Communication with wider CP team (control room, residential security team (RST)).

Learning outcome		Assessment criteria		Indicative content
3	Know the responsibilities of the close protection team when there is an immediate physical threat to the Principal	3.1	Identify the priorities for each role in the immediate close protection team when a physical threat is realised	<ul style="list-style-type: none"> • PES: contraction of protective layers/ circle, removal of persons from within the layers, neutralising immediate threat, separating threat from Principal, clearing extraction route, creating time for personal protection officer (PPO) to operate. • SAP: reconnaissance and readiness of extraction location or transport, advance or abort commands, potential support to PES and PPO.
4	Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the Principal	4.1	Identify the purpose of narrowing the concentric layers of protection for a Principal	<ul style="list-style-type: none"> • To increase the overall body protection of the Principal. • To reduce response times to the source of the threat. • Create a safe area around the Principal. • To shield the Principal and PPO from attacks. • Creates a psychological barrier for the potential assailant which may cause them to abort.
		4.2	Explain the considerations of the PES team members within a protective formation	<ul style="list-style-type: none"> • To divert or proportionately remove or reduce hostile parties and prevent them achieving close proximity to the Principal and PPO. • To proportionately and legally remove/ restrain hostile parties away from Principal and PPO to buy the PPO time to shield, evacuate (or both) the Principal. • To dynamically assess the situation for additional threats. • To assist with the evacuation of the principal or restore normality (whichever appropriate). • To assist with the possible detention of an individual so long as the CP team resilience is not compromised.

Learning outcome		Assessment criteria		Indicative content
		4.3	Explain the considerations of the PPO within a protective formation	<ul style="list-style-type: none"> • To assess the threat and capability of PES to defend the outer layer of protection. • To shield the Principal and remove the Principal from the threat as part of the evacuation process. • To make informed decisions based on information received from PES, own or other team members. • Restoration of normality. • Assessing the situation, neutralising threats who have entered personal space of the Principal.

Learning outcome		Assessment criteria		Indicative content
5	Understand the implications of common and criminal law when using force on another person	5.1	Describe the requirements of common law to justify the use of force towards another person	<ul style="list-style-type: none"> • Honestly held belief. • Imminent danger. • Force reasonable in the circumstances. • To avert the danger (no more than is required).
		5.2	Explain the requirements of criminal law to justify the use of force towards another person	<ul style="list-style-type: none"> • Reasonable. • Proportionate. • Necessary. • Plan. • Accountable.
		5.3	State the importance of only using physical intervention skills as a last resort	<ul style="list-style-type: none"> • Negative media (professional and social). • Damage to reputation (Principal and close protection team). • Risk of harm to all parties. • Accountable to a court of law. • Excessive force may result in criminal conviction, loss of licence and fines.

Learning outcome		Assessment criteria		Indicative content
6	Know the positive alternatives to using physical intervention skills in a close protection environment	6.1	Identify alternative methods of protecting a Principal from assault which do not involve physical contact with others	<ul style="list-style-type: none"> • Narrowing the concentric layers of protection to create a psychological deterrent. • Effective conflict management communication. • Distraction techniques. • Early recognition of escalating risk and removal of Principal. • Effective screening of individuals allowed into proximity of Principal where possible. • Threat avoidance. • Effective eye contact with threat. • Assertive communication. • Ask the threat to desist (low level threat – e.g. prolonged handshake or clinging to Principal).

Learning outcome		Assessment criteria		Indicative content
7	Understand associated threats as a result of an attempted assault or unwarranted attention towards a Principal	7.1	Identify secondary potential threats to the Principal and team	<ul style="list-style-type: none"> • Additional hostile individuals. • Dry run (to analyse CP team responses). • Chaos trigger to separate and weaken CP team. • Distraction technique. • Extraction location may be compromised. • Negative publicity stunt. • Loss of CP team members (injury or incapacitation).

Learning outcome		Assessment criteria		Indicative content
8	Know how to apply physical intervention skills in a justifiable, ethical, and professional manner	8.1	Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation.	<p>Context:</p> <ul style="list-style-type: none"> • Reasonable, proportionate, necessary, imminent. <p>Boundaries:</p> <ul style="list-style-type: none"> • Minimum duration required. • Minimum force required. • Avert the danger. • Escalate and deescalate in proportion to threat. <p>Medical:</p> <ul style="list-style-type: none"> • Potential injuries to operative and individual. <p>Ethical:</p> <ul style="list-style-type: none"> • Consideration if the individual may be in mental crisis and require post incident support. • Consideration if the intervention can be delayed or deferred to another person to apply. • Third party (public) view of the intervention - visually aggressive (client & professional reputation).

Learning outcome		Assessment criteria		Indicative content
9	Be able to use non-pain compliant soft skills to prevent harm to a Principal	9.1	Demonstrate soft skills to redirect others	<ul style="list-style-type: none"> • 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.
		9.2	Demonstrate soft skills to restrict a subject's movements	<ul style="list-style-type: none"> • Assessment touch. • Subtle limb range restrictions. • Limit the movement of arms in a particular direction. • Strategic Positioning. • Lowering of cameras or similar devices.
		9.3	Demonstrate non pain compliant skills to redirect others	<ul style="list-style-type: none"> • Active redirection: <ul style="list-style-type: none"> ○ 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.

Learning outcome		Assessment criteria		Indicative content
		9.4	Demonstrate non pain compliant skills to restrict a subject's movements	<ul style="list-style-type: none"> • 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.

Learning outcome		Assessment criteria		Indicative content
10	Be able to use defensive non-pain compliant skills to protect self from assault	10.1	Demonstrate skills to evade and protect self from blows	<ul style="list-style-type: none"> 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.
		10.2	Demonstrate skills to protect self from choke holds and strangulation	<ul style="list-style-type: none"> 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).
		10.3	Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm	<ul style="list-style-type: none"> 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. Weapon: made, adapted, or Intended item.

Learning outcome		Assessment criteria		Indicative content
		10.4	Demonstrate methods of disengagement of yourself from grabs and holds	<ul style="list-style-type: none"> • Handshake. • Lower arm grab (including wrist) front and rear. • Clothing grab belt and jacket/ coat (rear). • Clothing grab front.
11	Be able to use non-pain complaint methods of protecting the inner cordon	11.1	Demonstrate methods of preventing subject from penetrating inner cordon	<ul style="list-style-type: none"> • Team block and redirection. • 3rd party take off. • Assertive commands (fluster). • Arm link.
		11.2	Demonstrate methods of applying a restrictive hold	<ul style="list-style-type: none"> • Standing non-turbulent. • Standing turbulent.
		11.3	Demonstrate method of removing a person	<ul style="list-style-type: none"> • Restrictive intervention with transition to movement.
		11.4	Demonstrate a two-person method of removing a person	<ul style="list-style-type: none"> • Restrictive intervention with transition to movement – Standing start. • Restrictive intervention with transition to movement - From seated start (subject is seated).

Learning outcome		Assessment criteria		Indicative content
12	Be able to protect the Principal from assault	12.1	Demonstrate a method of disengaging the Principal from unwelcome embraces and holds	<ul style="list-style-type: none"> • Handshake. • Embrace. • Holds: <ul style="list-style-type: none"> ○ lower arm ○ upper arm ○ head lock (front/ rear) ○ choke (front/rear) ○ clothing single hand (front/ rear) ○ clothing double hand (front/ rear).
		12.2	Demonstrate a method of protecting the Principal from blows	<ul style="list-style-type: none"> • Principal immediate positional displacement. • Body shield positions. • Arm wrap, belt hold or of Principal. • Swift extraction.
13	Be able to communicate effectively to encourage de-escalation	13.1	Demonstrate effective communication with the subject throughout a physical intervention	<ul style="list-style-type: none"> • Assertive. • Professional. • Confident. • Calm. • De-escalation.

Essential information for tutors and assessors

Essential resources

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

Assessment

Assessment for this unit is in two parts:

- MCQ exam with 30 questions (45 minutes), pass mark = 24/30
- Assessment of practical skills, pass mark = 100%

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

MCQ Exam

Learning outcomes 1, 2, 3, 4, 5, 6 and 7 will be externally assessed through an onscreen or paper-based test that is set and marked by Pearson. The test lasts for 45 minutes and has 30 questions each worth one mark. The assessment is available on demand.

The test consists of the following type of items: multiple-choice questions.

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

Practical Assessment

Learning outcomes 8, 9, 10, 11, 12 and 13 assessed through observation of learners' physical intervention skills carried out in a simulated environment. Where possible the assessment of the different learning outcomes should be integrated and linked.

Learning outcome 8 and its assessment criteria 8.1, is assessed by verbal Q&A immediately following the learner's demonstration of the techniques. Each learner will be asked questions on no less than two occasions from randomly chosen techniques by the assessor. The Q&A does not need to be in a formal setting and may be conducted at naturally occurring points of convenience during the practical assessments.

The assessment of all techniques accompanied by the randomly applied Q&A must be video recorded. Video evidence must be kept securely to allow standards verification to take place.

It is recommended that candidates are provided with adequate learning and practice time and the assessments are run as a final session once the assessor is confident that the candidates are operating at a level of conscious competency.

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. There must be evidence that learners have met each assessment criterion, demonstrating the skills accurately and safely.

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

Unit 7: Application of Physical Intervention Skills in the Private Security Industry

Level: 2

Guided learning hours: 13

Unit introduction

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

Learning outcomes and assessment criteria

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

Unit content

Learning outcome		Assessment criteria		Indicative content
1	Understand physical interventions and the implications of their use	1.1	State the legal implications of using physical intervention	<ul style="list-style-type: none"> • Legal authority to use force under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland). • Relevant legislation relating to licencing and criminal law. • Duty of care – considerations concerning use of physical intervention. • Principle of non-pain compliance and application. • Last resort.
		1.2	State the professional implications of using physical intervention	<ul style="list-style-type: none"> • Sector-specific legislation. • Professional guidance and standards relevant to area of employment (and how standards may vary according to context – e.g. in health and social care, prisons, etc. – but also be based on common principles). • Ethical implications. • Financial implications. • Last resort.

Learning outcome		Assessment criteria	Indicative content
		1.3 Identify positive alternatives to physical intervention	<ul style="list-style-type: none"> • Primary controls: <ul style="list-style-type: none"> ○ following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control) ○ positive and proactive service delivery. • Secondary controls: <ul style="list-style-type: none"> ○ positive and effective interpersonal communication ○ knowledge and skills of conflict management in reducing the need for physical intervention.
		1.4 Identify the differences between defensive physical skills and physical interventions	<ul style="list-style-type: none"> • Defensive physical skills – skills used to protect oneself from assault. • Physical interventions – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement.

Learning outcome		Assessment criteria		Indicative content
2	Understand the risks associated with using physical intervention	2.1	Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> • Nature of the restraint: <ul style="list-style-type: none"> ○ method of restraint (risk of falls with restrictive holds) ○ position held ○ duration of restraint. • Situational factors: <ul style="list-style-type: none"> ○ setting and location constraints and risks (open and confined spaces) ○ environmental hazards ○ staff numbers ○ availability of help ○ access to medical attention ○ threats presented by others ○ options available. • Individual factors: <ul style="list-style-type: none"> ○ age ○ size ○ weight ○ physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs) ○ Mental health (history of violence, prior experience of abuse and trauma).

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • Vulnerable groups: <ul style="list-style-type: none"> ○ children and young people ○ older adults ○ individuals with mental health issues. • Staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention techniques.
		2.2	Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	<ul style="list-style-type: none"> • Acute behavioural disturbance is a term used to cover a combination of physical and psychological factors including: <ul style="list-style-type: none"> ○ high temperature ○ bizarre behaviour ○ sustained mental and physical exhaustion and metabolic acidosis. • Psychosis can result from underlying mental illness and/or be drug induced. Signs include: <ul style="list-style-type: none"> ○ hallucinations ○ paranoia ○ extreme fear as part of delusional beliefs. • Acute behavioural disturbance and psychosis can result in sudden death – so both should be treated as a medical emergency. Use de-escalation (verbal and non-verbal communication, distraction and calming techniques) as appropriate to the situation.

Learning outcome		Assessment criteria	Indicative content
		2.3 State the specific risks associated with positional asphyxia	<ul style="list-style-type: none"> • Positional (or restraint) asphyxia occurs mostly on ground restraints where a person is held forcefully face down or face up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation. • Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully: <ul style="list-style-type: none"> ○ on the ground or any other surface (e.g. on a bed) face up or face down, using methods that compromise breathing and circulation ○ in a seated position (e.g. being bent forward when seated) using methods that compromise breathing and circulation ○ in a standing position using methods that compromise breathing and circulation – e.g. bent over or forced against a wall/ object. • Key risk factors include: <ul style="list-style-type: none"> ○ method of restraint: positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso – whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ○ position: forceful holds in certain positions increase risks of positional asphyxia – these include: <ul style="list-style-type: none"> – face up or face down restraint on the ground or other surface such as a bed – seated or standing positions where breathing and/or circulation are compromised – e.g. by being bent forward ○ duration: the longer a person is held in a position and/or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death.
		2.4	State the specific risks associated with prolonged physical interventions	<ul style="list-style-type: none"> ● The longer the duration of forceful restraint, the greater the exposure to risk and to complications.

Learning outcome		Assessment criteria		Indicative content
3	Understand how to reduce the risks associated with physical intervention	3.1	State the specific risks of dealing with physical intervention incidents on the ground	<ul style="list-style-type: none"> Specific risks: <ul style="list-style-type: none"> restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints) impact with floor and/or objects (during forceful takedowns or falls to the ground) injury from glass or debris on the ground vulnerable to assault from others.
		3.2	Identify how to deal with physical interventions on the ground appropriately	<ul style="list-style-type: none"> Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible. Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground. If a situation goes to the ground: <ul style="list-style-type: none"> try to get the individual up, or to a comfortable seated or recovery position as quickly as possible

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ○ in the meantime: <ul style="list-style-type: none"> – monitor the individual to ensure they can breathe without difficulty – where there is more than one member of the security team involved, designate a ‘team leader’ to take charge of the team and take responsibility for the safety of the individual – the team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity – if not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject’s head to fulfil this function – de-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency. ● If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training.

Learning outcome		Assessment criteria	Indicative content
		3.3 Identify ways of reducing the risk of harm during physical interventions	<ul style="list-style-type: none"> • Risk of harm to all parties. • Types of harm: <ul style="list-style-type: none"> ◦ serious injury or death can result from: <ul style="list-style-type: none"> – strikes and kicks – an individual falling or being forced to ground – interventions involving the neck, spine or vital organs – restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia – any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present. ◦ stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma. • Staff must respect the dignity of individuals they are managing, however challenging they may find them.

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> Reducing the risk of harm: <ul style="list-style-type: none"> choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective) avoid high-risk positions including ground restraints avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation maintain ongoing communication between staff and between staff and the subject during and following restraint monitor the wellbeing of the subject for adverse reactions work as a team and designate a team leader follow established procedures (take care not to deviate) de-escalate at the earliest opportunity to reduce exposure to risk immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions.

Learning outcome		Assessment criteria		Indicative content
		3.4	State the benefits of dynamic risk assessment in situations where physical intervention is used	<ul style="list-style-type: none"> • Dynamic risk assessment – used to: <ul style="list-style-type: none"> ○ assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not ○ evaluate options available and inform decision whether to intervene, when and how ○ identify when assistance is needed ○ continuously monitor for changes in risks to all parties during and following an intervention ○ inform decision to de-escalate use of force and/or withdraw.

Learning outcome		Assessment criteria	Indicative content
		3.5 State how to manage and monitor a person's safety during physical intervention	<ul style="list-style-type: none"> • Monitor and manage the subject: <ul style="list-style-type: none"> ○ observe fully the risk factors (situational and individual) ○ ensure that nothing impedes the subject's ability to breathe or their circulation; checking airway; breathing; circulation (ABC). • Actions to take: <ul style="list-style-type: none"> ○ If the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the recovery position ○ commencing CPR/defibrillator should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths – they still need CPR at this point) ○ if the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ○ act on 'red flags': <ul style="list-style-type: none"> – effort with/difficulty in breathing – blocked airway and/or vomiting – passivity or reduced consciousness – non-responsiveness – signs of head or spinal injury – facial swelling – evidence of alcohol or drug overdose – blueness around lips, face or nails (signs of asphyxia) – high body temperature (profuse sweating/hot skin) – exhaustion – confusion, disorientation and incoherence – hallucinations, delusions, mania, paranoia – bizarre behaviour – extreme fear – high resistance and abnormal strength – employ de-escalation (calming and/or distraction) techniques – if a medical emergency is suspected – release immediately and call first aider/emergency services – provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment

Learning outcome		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> – include details of any restraint including the method and duration.
		3.6	State the responsibilities of all involved during a physical intervention	<ul style="list-style-type: none"> • All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention. • Responsibilities include: <ul style="list-style-type: none"> ○ duty of care to the subject at all times (during and after restraint) ○ duty of care to colleagues ○ respecting the dignity of the subject ○ providing appropriate care for any person who appears to be injured or at risk ○ challenging unnecessary and excessive use of force by colleagues. • Supporting colleagues: <ul style="list-style-type: none"> ○ switch roles within the team where appropriate ○ monitor staff safety ○ monitor the subject and if you have any concerns for their wellbeing inform colleagues ○ contain the immediate area and manage bystanders ○ monitor the situation and communicate with others – e.g. staff from other agencies.

Learning outcome		Assessment criteria	Indicative content
		3.7 State the responsibilities immediately following a physical intervention	<ul style="list-style-type: none"> Responsibilities include: <ul style="list-style-type: none"> duty of care to the subject at all times (during and after restraint) duty of care to colleagues (support services) providing appropriate care for any person who appears to be injured or at risk briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event preserving evidence and securing witnesses testimony. all staff involved must complete a full report individually accounting for their actions.
		3.8 State why it is important to maintain physical intervention knowledge and skills	<ul style="list-style-type: none"> Maintaining knowledge and skills is important because: <ul style="list-style-type: none"> legislation and best practice guidance can change proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD).

Learning outcome		Assessment criteria		Indicative content
4	Be able to use physical skills to protect yourself and others	4.1	Demonstrate stance and positioning skills	<ul style="list-style-type: none"> • Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication. • Verbal communication in line with conflict management training to assist the exit or intervention should also be used.
		4.2	Demonstrate skills used to evade and protect against blows	<ul style="list-style-type: none"> • With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault. • Verbal communication in line with conflict management training should be used.
		4.3	Demonstrate methods of disengagement from grabs and holds	<ul style="list-style-type: none"> • A small number of skills relevant to the security role that address the most common types of assault.
		4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	<ul style="list-style-type: none"> • At least two methods that can be adapted to different scenarios. • Including an individual and a team method.

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

Learning outcome		Assessment criteria		Indicative content
5	Be able to use non-pain compliant standing, holding and escorting techniques	5.1	Demonstrate how to physically prompt a person	<ul style="list-style-type: none"> • Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. • Candidates should continue to apply customer service skills even if the person they are escorting is not responding.
		5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	<ul style="list-style-type: none"> • Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort. • One- and two-person holds (in motion, not just static) to be assessed.
		5.3	Demonstrate low-level restrictive standing one- and two- person holds that can be used to escort an individual	<ul style="list-style-type: none"> • Risks of dealing with a resistant person in different contexts. • Show one- and multiple-person restraining and escorting techniques in the approved programme. • Remind learners of the dangers of prolonged restraint.
		5.4	Demonstrate transitions between disengagement techniques and escorting techniques	<ul style="list-style-type: none"> • Moving from disengagement or defence/blocks into a restraint/escorting move.

Learning outcome		Assessment criteria	Indicative content
		5.5 Demonstrate how to escort an individual on stairways	<ul style="list-style-type: none"> Escorting an individual on a stairway may be required, either because they are: <ul style="list-style-type: none"> intoxicated or ill and require assistance or non-compliant and need to be moved. Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are resistant or if you reasonably foresee that they might become resistant during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort. A dynamic risk assessment should be carried out and door supervisors should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs. Demonstrate escorting an individual on a stairway made up of a minimum of three stairs.

Learning outcome		Assessment criteria	Indicative content
		5.6 Demonstrate how to disengage safely	<ul style="list-style-type: none"> Controlled physical de-escalation, i.e. transition to less restrictive holds and complete release.* Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding. Safe positioning during de-escalation and disengagement. <p>*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.</p>
		5.7 Demonstrate how to manage risk immediately following disengagement	<ul style="list-style-type: none"> Reduce risks of assault of staff and bystanders during and immediately de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> creating space positive communication with colleagues and other people present safe handover to others, e.g. the police or ambulance personnel, with a briefing including: <ul style="list-style-type: none"> risk behaviours presented by the person (to themselves and/or others) method of restraint and its duration any concerns you have for their wellbeing.

Essential information for tutors and assessors

Essential resources

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

Assessment

- External assessment, pass mark 24/30:
 - MCQ exam with 30 questions (45 minutes).
- Internal assessment, pass mark 100%:
 - Practical assessment
 - Oral question and answer session

Learners must pass both the external and internal assessment to pass the unit.

MCQ Exam

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

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

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

Practical Assessment

Learning outcomes 4 and 5 are assessed through observation of learners' physical intervention skills carried out in a simulated environment. Where possible the assessment of the different learning outcomes should be integrated and linked.

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be met.

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

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

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

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

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

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

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

10 Suggested teaching resources

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

Textbooks

Aitch R – Close Protection: A Closer Observation of the Protection Equation, (Close Protection Publishers, 2021), ISBN 978-0957207509.

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

Padgham G – Close Protection: The Softer Skills (Entertainment Technology Press Ltd, 2006), ISBN 978-1904031390

Scali R – Close Protection Training Manual, (Independently Published, 2018), ISBN 978-1980667278

Walker A and Dyson J – Door Supervisors Course Book (Highfield, 2018, 6th Edition) ISBN 978-1-912633-23-4

Websites

www.hse.gov.uk

Health and Safety Executive – information about health and safety legislation

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

HSE guide to Manual Handling

www.ico.org.uk

Information Commissioner's Office

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

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

www.met.police.uk

drugs action and advice from the Metropolitan Police website

www.sia.homeoffice.gov.uk/

The Security Industry Authority – industry regulator

11 Appeals

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

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

12 Malpractice

Dealing with malpractice in assessment

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

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

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

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

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

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

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any 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* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

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

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances 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.

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
- placing temporary suspensions on certification of learners
- placing temporary suspensions 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 considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (www.jcq.org.uk/exams-office/appeals).

13 Further information and publications

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

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

Further documents that support the information in this specification:

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

Publisher information

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

14 Glossary

Part A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Self-study	For some units, self-study is permitted by the SIA. This could be, for example, pre-course workbooks that learners are required to work through and complete, or suitable e-learning programmes. Training centres must ensure that there is auditable evidence confirming that learning has taken place. This will be monitored by Awarding Organisations.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.

Term	Description
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Terms used in knowledge and understanding criteria

Term	Description
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.
Explain	<p>Provide details and give reasons and/or evidence to support an opinion, view or argument.</p> <p>OR</p> <p>Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.</p>

Annexe A

SIA Standards of Behaviour for security operatives

Standards of Behaviour for security operatives
Personal Appearance
<p>A security operative should at all times:</p> <ul style="list-style-type: none">• wear clothing that is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines
Professional Attitude & Skills
<p>A security operative should:</p> <ul style="list-style-type: none">• greet visitors to the premises in a friendly and courteous manner• act fairly and not discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and/or sexual orientation, or any other difference in individuals which is not relevant to the security operatives' responsibility• carry out his/her duties in a professional and courteous manner with due regard and consideration to others• behave with personal integrity and understanding• use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues• be fit for work and remain alert at all times• develop knowledge of local services and amenities appropriately
General Conduct
<p>In carrying out his/her duty, a security operative should:</p> <ul style="list-style-type: none">• never solicit or accept any bribe or other consideration from any person• not drink alcohol or be under the influence of alcohol or drugs• not display preferential treatment towards individuals• never abuse his/her position of authority• never carry any item which is or could be considered to be threatening

Standards of Behaviour for security operatives

- report all incidents to the management
- co-operate fully with members of the police and partners, local authority, SIA, and other statutory agencies with an interest in the premises or the way they are run

Organisation/Company Values and Standards

A security operative should:

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

Annexe B

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

The following document is current as of March 2022.

Please check the SIA's website for the latest version and for any updates:

www.sia.homeoffice.gov.uk.

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

Get Training

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

First published February 2021 | Last updated March 2022

Introduction

Purpose of this document

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

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

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

Our authority to set how training is delivered and assessed

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

The Act says that:

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

Training Centre Requirements

Facilities

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

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

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

Centre insurance

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

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

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

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

Insurance requirements for physical intervention skills training

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

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

Examination venue criteria

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

This means that:

- the seating arrangement for learners must ensure there can be no cheating or collusion between them
- all learners must be facing the same way (except for some on-screen testing)
- each learner must be a minimum of 1.25 metres (centre to centre) in every direction from the next learner's workspace

- seating plans should be completed for the delivery of tests and retained for external quality assurance purposes
- if on-screen testing is being used, each workstation must be isolated by a minimum space of 1.25 metres (measured from the nearest outer edge of one screen to the next) unless the monitors are positioned back-to-back
- under certain circumstances 1.25 metres may not be far enough to prevent learners seeing the work of others, intentionally or otherwise
- privacy screens can be used. The aim is to make sure that no learner's work can be seen by others
- there must be a place for the invigilator to sit with clear view of all learners
- maximum ratio is 1 invigilator to 30 learners
- there should be no material on the walls that would provide help to learners
- all learners must have a clear view of examination signage and a clock
- the awarding organisation must be made aware of assessment venues in advance
- substitutes cannot be used, unless there has been an emergency, such as fire
- centres must record any such emergency and notify the awarding organisation at the first possible opportunity
- trainers who have delivered the training and/ or practical assessments to learners must not invigilate or be in the room when the learners take their exam
- training centres need to think about all potential conflicts of interest and have an appropriate policy in place
- all invigilators must receive an induction explaining the role of invigilation and its policies and procedures
- training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction
- all test papers must be stored securely in a lockable safe
- if a lockable safe is not available a suitable lockable cabinet/ storage unit kept in a secure location is acceptable
- this cabinet/ storage unit should only be accessed by appropriate personnel and records of key holders should be kept
- all test papers must be transported securely to and from the training centre and any satellite centre where tests are administered the centre must have an appropriate policy to support this
- awarding organisations, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained

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

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

This means:

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely
- as a guide, an unobstructed area of approximately 2 x 2 metres per person, (including the trainer) provides the necessary room for movement and activity
- for example a maximum class size of 12, plus trainer, needs a floor area of approximately 52 square metres
- a minimum of 3 stairs must be available for the demonstration, practice, and assessment of escorting an individual up and downstairs
- the ratio of trainers to learners: 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills
- the trainers to learner ratio only applies to practical skills delivery and assessment
- each course needs a minimum of 3 participants to deliver the practical skills for physical interventions effectively
- a qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units
- we recommend that physical skills trainers/assessors obtain a 3-day First Aid at Work Qualification

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

This means:

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

Learner requirements for physical intervention practical skills training

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

This should explain to learners:

- that physical activity will be involved, and that this carries risks

- the expected standards of behaviour
- what they should wear
- what they should do if they have any concerns about their health or fitness with regard to this training

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

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

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

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

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

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

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

Checking identification

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

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

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

A learner who does not produce documents to satisfy our ID requirements cannot take any assessments and therefore will not be able to complete the qualification.

Anyone in this situation should contact us through their SIA online account to:

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

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

Age restrictions for qualifications

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

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

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

Certification

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

Audit criteria

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

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

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

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

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

Training requirements

Trainer/assessors delivering licence-linked qualifications

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

All trainers/assessors must have achieved as a minimum:

1. Award in Education and Training (Level 3 QCF/ RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/ RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA/ QCA/ Ofqual or validated by a HEI, or equivalent such as:
 - Level 4 Award in Education and Training (QCF/ RQF)
 - Certificate in Education
 - Post Graduate Certificate in Education
 - SVQ/ NVQ Levels 3 and 4 in Learning and Development
 - Scottish Training Qualification for Further Education (TQFE)
 - PTLLS, CTLLS or DTLLS
 - Master's in Education
2. and A National Counter Terrorism Security Office (NaCTSO)/ SIA endorsed counter-terrorism programme such as the ACT (Action Counters Terrorism) Awareness training which must be done every year. This is not currently required for trainers delivering Close Protection, but it is good practice.

Assessors must hold any of the following qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or the following units from a teaching qualification:

- Understanding Assessment in Education and Training unit from a Level 3 Award in Education and Training

- Understand the Principles and Practices of Assessment from a 12 credit Preparing to Teach in the Lifelong Learning Sector
- Principles of Assessment in Lifelong Learning from a 12 credit Preparing to Teach in the Lifelong Learning Sector
- Understanding the Principles and Practices of Assessment from a Level 3 Certificate/Level 4 Diploma in Learning and Development
- Assess Occupational Competence in the Work Environment from a Level 3 Certificate/Level 4 Diploma in Learning and Development
- Assess Vocational Skills, Knowledge and Understanding Level 3 Certificate/Level 4 Diploma in Learning and Development

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

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

Qualification requirements for internal quality assurers (IQA)

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

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

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

Or the following unit from an IQA qualification:

- Unit 2/ Unit 4 Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Note:

If IQAs or trainers do not achieve the required qualification/units by 30 September 2022, they will not be permitted to continue in their roles unless all their decisions are counter signed. This will continue until they achieve the required qualification/units.

A trainer will be allowed to continue to deliver training, but will not be permitted to conduct assessments, until they have achieved the required qualification/units.

All new IQAs and trainers who do not have the required IQA or assessor qualification/units, will have six months from the date of approval with a centre to achieve this. If they do not achieve the required qualification/units within six months, the IQA will not be permitted to continue in their role, unless all their decisions are counter signed. This will continue until they achieve the required qualification/units.

A trainer will be allowed to continue to deliver training, but will not be permitted to conduct assessments, until they have achieved the required qualification/units.

An IQA qualification is not required for CViT as there are no practical assessments for this sector.

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

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

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

All trainers and assessors involved in the delivery of one of the above conflict management units must have done relevant training. Trainers must hold a qualification at NQF/ QCF/ RQF Level 3 Deliverers of Conflict Management Training.

The IQA does not need to hold a formal conflict management qualification but should have appropriate competence in conflict management. This could come from employment in:

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

Occupational competence for approved trainers and assessors

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

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

Other relevant experience could come from employment in:

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

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

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

Existing trainers and assessors must be able to demonstrate evidence of a suitable level of continued professional development (CPD) in their sector. This should include the equivalent of at least 40 hours every year spent in a combination of training, increasing professional knowledge through other means, or working in the industry. Suitable steps could include attendance at relevant conferences and seminars, and continuing work experience in the sector. This CPD record must show that a National Counter Terrorism Security Office (NaCTSO) / SIA-endorsed counter terrorism programme such as the ACT (Action Counters Terrorism) awareness and ACT Security training has been completed on an annual basis.

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

Additional criteria for Application of Physical Intervention Skills in the Private Security Industry unit (for Door Supervisors)

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

- a suitable teaching/ training qualification
- a suitable Level 3 qualification in conflict management training
- a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/ RQF); and
- a current certificate (updated annually) from an approved Level 3 programme provider which details that the trainer is authorised to deliver the skills in the approved Level 2 physical intervention programme. The trainer is responsible for submitting this to the training provider/ centre every year for the awarding organisations to check

The IQA does not need a formal qualification in physical intervention but does need to have appropriate competence in physical intervention. This may come from experience in the sector e.g. the private security industry, the armed services, or the police. The SIA and awarding organisations require trainers and assessors new to the sector (i.e. this is their first role as a trainer or assessor in the security sector as identified from their CV) to have 2 years frontline operational experience in the last 5 in the UK, relevant to the qualifications that they are delivering.

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

We may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements as communicated by the relevant awarding organisation.

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 (RQF) – see Physical Intervention Training for Close Protection.
- 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 that approved level 2 programme.

If you hold a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF) you can request for this training to be recognised against the Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operative in the Private Security Industry (QCF/RQF). You will then need to take the training for the Level 2 physical intervention close protection requirement to complete your training.

Rules for the use of physical intervention skills training programmes

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

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

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

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

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

Order of delivery/ assessment of the units

Learners undertaking the Level 2 Award for Door Supervisors in the Private Security Industry, the Level 2 Award for Security Officers in the Private Security Industry or the Level 3 Certificate for Close Protection in the Private Security Industry must be trained in the Application of Conflict Management in the Private Security Industry before:

- the practical assessment of Principles of Working as a Security Officer in the Private Security Industry

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

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

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

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

Reasonable adjustments

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

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

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

Delivery Requirements

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

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

Legal systems and local laws

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

International delivery of licence-linked qualifications

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

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

Conflict management delivery

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

Security Officer

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

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

Door Supervisor

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

- Refusal scenario
- Rejection scenario
- Incident scenario

Close Protection

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

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

Pre-requisites for learners (including top up)

English language

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

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

Learners should, as a minimum, have language skills in reading, writing, speaking, and listening equivalent to the following:

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

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

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

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

First Aid (Door Supervision and Security Officer)

From 01 April 2021 learners taking their Door Supervision or Security Officer training for the first time will need to show that they hold a current and valid First Aid or Emergency First Aid certificate*. This must meet the requirements of the Health and Safety (First Aid) Regulations 1981. Centres must confirm that each learner holds a valid and current First Aid certificate.

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 are permitted to take their First Aid training before the Conflict Management unit.

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

First Aid (Close Protection)

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

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

Acceptable First Aid qualifications include:

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

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

Certificates
Do the certificates issued to students assessed as competent contain the name of the training organisation, the title of the qualification (eg FAW or EFAW), reference to the Health and Safety (First-Aid) Regulations 1981, the date of issue and confirmation the certificate is valid for three years? (If training is neither FAW nor EFAW the certificate should also list the learning outcomes of the syllabus on which candidates have been assessed.)

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

This is in addition to the minimum 194 hours knowledge and practical skills training.

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

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

Standard contact time for units in licence-linked qualifications

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

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

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

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

Use of self-study

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

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

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

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

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

- Up to 10 hours of **Principles of Working in the Private Security Industry (PWPSI)**

Learning Outcome that can be delivered via self-study	
L01: Know the main characteristics and purposes of the private security industry (2 hours)	
L02: Understand legislation as it applies to a security operative (2 hours)	
L04: Understand the importance of safe working practices (2 hours)	
L09: Terror Threat Awareness (ACT e-Learning and ACT e-Learning (Security) only (2 hours)	
L05: Understand fire procedures in the workplace (1 hour)	
L011: Understand good practice for post incident management (1 hour)	

- Up to 3 hours of **Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the Private Security Industry**

Unit	Learning Outcome that can be delivered via self-study
Principles of Cash and Valuables in Transit (CViT) in the private security industry (1 hour)	L01: Understand the main characteristics of the CViT Industry L06: Understand legislation as it applies to the CViT role
Principles of Working as a Cash and Valuables in Transit Operative (CViT) in the Private Security Industry (2 hours)	L06: Understand UK and EU transport legislation relevant to drivers of CViT vehicles L07: Understand documentation requirements during CViT collection and delivery

- Up to 2 hours of **Principles of Using Equipment as a Door Supervisor in the Private Security Industry**

Learning Outcome that can be delivered via self-study	
L01: Know how to use equipment relevant to a door supervisor (1.5 hours)	
L02: Know what actions to take in relation to global (or critical) incidents (0.5 hours)	

- The whole of **Principles of Minimising Personal Risk for Security Officers in the Private Security Industry** can be delivered via self-study

Learning Outcome that can be delivered via self-study
LO1: Know how to minimise risk to personal safety at work
LO2: Know what actions to take in relation to global (or critical) incidents

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

- on-line learning materials or courses that the learner must navigate
- workbooks that the learner must work through and complete
- learning materials that the learner can use to cover specified areas of content

ACT e-Learning and ACT Security are the only permitted e-learning training packages that can be used as self-study for Learning Outcome 9 of the Principles of Working in the Private Security Industry.

Contact hours for licence-linked qualifications

Qualification Title	Minimum contact hours if self-study is not used	Minimum number of days	Minimum contact hours if self-study is used	Minimum number of days
Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry	30 hours	4 days	22 hours	3 days
Level 2 Award for Security Officers in the Private Security Industry	38 hours	5 days	30 hours	4 days
Level 2 Award for Vehicle Immobilisation in the Private Security Industry	37 hours	5 days	29 hours	4 days
Level 2 Award for Door Supervisors in the Private Security Industry	52 hours	7 days	44 hours	6 days
Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the Private Security Industry	27 hours	4 days	24 hours	3 days

Qualification Title	Minimum contact hours if self-study is <u>not</u> used	Minimum number of days	Minimum contact hours if self-study is used	Minimum number of days
Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry	194 hours	18 days	194 hours	18 days

Delivery hours for top up qualifications

Qualification Title	Minimum delivery hours if self-study is <u>not</u> used	Minimum number of days	Minimum delivery hours if self-study is used	Minimum number of days
Level 2 Award for Door Supervisors in the Private Security Industry (Top up)	17 hours	2 days	15 hours	2 days
Level 2 Award for Security Officers in the Private Security Industry (Top up)	4 hours	½ Day	3.5 hours	½ Day

Assessing individual units

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

All knowledge and **written** practical assessment evidence must be retained for a minimum of 3 years for audit purposes.

Centres must have in place and implement risk-based internal quality assurance sampling strategy.

You must take video recordings of practical assessments unless the learner is under 18 years of age (see 'Age restrictions for qualifications' above). Video recordings must be retained for a minimum of 1 year for audit purposes.

All internal assessments must be internally quality assured and are subject to external quality assurance.

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

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

Unit title	Knowledge assessment	Practical assessment
Principles of Working in the Private Security Industry	Externally set and marked MCQ exam made up of 72 questions (110 minutes) Pass mark = 70%	Externally set, internally assessed activity based on the completion of an incident report
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 Pass mark = 100% and Externally set and internally assessed workbook

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

Unit title	Knowledge assessment	Practical assessment
		should take approximately 15 minutes per learner Pass mark = 100%
Principles of Working as a Close Protection Operative in the Private Security Industry	Externally set MCQ and Workbook MCT exam made up of 52 questions Pass mark 70%	Externally set Workbook Portfolio of evidence
Working as a Close Protection Operative in the Private Security Industry	Externally set Workbook	Externally set Workbook Portfolio of evidence
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 Pass mark 80%	Externally set, internally assessed observation of each learner performing every technique with observation sheet and Question and Answer Session The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%
Principles of Working as a Door Supervisor for Close Protection Operatives on the Private Security Industry	Externally set and marked MCQ exam made up of 29 questions Pass mark 72%	N/A
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

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

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

Top up units

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

Unit title	Knowledge assessment	Practical assessment
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

Exemption from core competency training

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

Qualification frameworks

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

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

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time (including assessment)	SIA permitted self-study from the SIA total learning time – up to a max of	SIA minimum contact time if authorised ACT E-learning and ACT E-learning* (Security) used	Ofqual Total Qualification Time
Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry Note: minimum of 3 days only where self-study can be evidenced. No self-study still means a minimum of 4 days *ACT E-learning and ACT E-learning (Security) options are available and can be used. This is the only E-learning permitted for learning outcome 9 of the Principles of Working in the Private Security Industry.	Principles of Working in the Private Security Industry	17	9	8	7 Hours 20 minutes^	17
	Principles and Practices of Working as a CCTV Operator in the Private Security Industry	13	13	not permitted	not permitted	13
	Total	30 (minimum 4 days)	22 (minimum 3 days)	8	20 Hours 20 minutes (min 3 days)	30

^ ACT and ACT Security typically take 1 hour 40 minutes to complete. Note learners must also have completed 8 hours permissible self-study (see pages 20 – 2117 – 19 of this document for full details)

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 3 Certificate for Close Protection Operatives Working in the Private Security Industry	Principles of Working as a Close Protection Operative in the Private Security Industry	68	68	not permitted	75
	Working as a Close Protection Operative in the Private Security Industry	70	70	not permitted	94
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	13
	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	10	10	not permitted	13
	Application of Physical Intervention Skills in the Private Security Industry	13	13	not permitted	17
	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	20	20	not permitted	20
	Principles of Terror Threat Awareness in the Private Security Industry	2	2	* 20 minutes if e-learning is used	3
	Total	194	194	194	235

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

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	SIA minimum contact time if authorised ACT E-learning and ACT E-learning* (Security) used	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry Note: minimum of 6 days only where self-study can be evidenced. No self-study means a minimum of 52 hours over 7 days *ACT E-learning and ACT E-learning (Security) options are available and can be used. This is the only E-learning permitted for learning outcome 9 of the Principles of Working in the Private Security Industry	Principles of Working in the Private Security Industry	17	9	8	7 Hours 20 minutes^	17
	Principles of Working as a Door Supervisor in the Private Security Industry	11	11	not permitted	not permitted	14
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	not permitted	13
	Application of Physical Intervention Skills in the Private Security Industry	13	13	not permitted	not permitted	17
	Total	52 (min 7 days)	44 (min 6 days)	8	42 hours 20 minutes (min 6 days)	61

^ ACT and ACT Security typically take 1 hour 40 minutes to complete. Note learners must also have completed 8 hours permissible self-study (see pages 17 – 19/20/21 of this document for full details)

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	SIA minimum contact time if authorised <i>ACT E-learning and ACT E-learning* (Security)</i> used	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry Note: minimum of 4 days only where self-study can be evidenced. No self-study means a minimum of 38 hours over 5 days <i>*ACT E-learning and ACT E-learning (Security) options are available and can be used. This is the only E-learning permitted for learning outcome 9 of the Principles of Working in the Private Security Industry</i>	Principles of Working in the Private Security Industry	17	9	8	7 Hours 20 minutes^	17
	Principles of Working as a Security Officer in the Private Security Industry	10	10	not permitted	not permitted	12
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	not permitted	13
	Total	38 (min 5 days)	30 (min 4 days)	8	28 Hours 20 minutes (min 4 days)	42

^ ACT and ACT Security typically take 1 hour 40 minutes to complete. Note learners must also have completed 8 hours permissible self-study (see pages 20 - 2117 – 19 of this document for full details)

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

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

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

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

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

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

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

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time (including assessment)	SIA permitted self-study from the SIA total learning time – up to a max of	SQA Total Qualification Time
Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry (Scotland) at SCQF Level 5	Principles of Working in the Private Security Industry	17	9	8	17
	Principles and Practices of working as a CCTV Operator in the Private Security Industry	13	13	not permitted	13
	Total	30 (minimum 4 days)	22 (minimum 3 days)	8	30

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time (including assessment)	SIA permitted self-study from the SIA total learning time – up to a max of	SQA Total Qualification Time
Award for Door Supervisors in the Private Security Industry (Scotland) at SCQF Level 5	Principles of Working in the Private Security Industry	17	9	8	17
	Principles of Working as a Door Supervisor in the Private Security Industry	11	11	not permitted	14
	Application of Conflict Management in the Private Security Industry	11	11	not permitted	13
	Application of Physical Intervention Skills in the Private Security Industry	13	13	not permitted	17
	Total	52 (minimum 7 days)	44 (minimum 6 days)	8	61

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

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

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time (including assessment)	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry (Top up) <i>Note: minimum of 25 mins only where self-study can be evidenced.</i> *ACT E-learning and ACT E-learning (Security) options are available and can be used	Principles of Terror Threat Awareness in the Private Security Industry	2	2 hours if E-learning not used/ 20 mins if E-learning used	*use of authorised E-learning permitted	3
	Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2	25 mins	1.35	3
	Total	4 (min 0.5 days)	45 minutes	01.35	6

Qualification Title	Unit Title	SIA total learning and assessment time	SIA minimum contact time (including assessment)	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry (Top up) <i>Note: minimum of 2 days only where self-study can be evidenced. No self-study still means a minimum of 3 days</i> *ACT E-learning and ACT E-learning (Security) options are available and can be used	Principles of Terror Threat Awareness in the Private Security Industry	2	2 hours if E-learning not used/ 20 mins if E-learning used	*use of authorised E-learning permitted	3
	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2	10 minutes	2	3
	Application of Physical Intervention Skills in the Private Security Industry	13	13	not permitted	17
	Total	17 (min 3 days)	13 hours 10 mins (or 11 if E-learning is used) (min 2 days)	2	23

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