



Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry (Refresher)

Specification

BTEC Specialist qualification

First registration November 2024

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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 2 Award for Door Supervisors in the Private Security Industry (Refresher) is for existing door supervisors who wish to renew their licence.

The Security Industry Authority (SIA) has introduced a refresher requirement for those applying to renew their Door Supervisor licence – anyone wishing to renew their licence from April 2025 must have achieved this qualification.

The Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry (Refresher) is suitable for learners to:

- develop up-to-date knowledge and skills required to continue to work effectively and safely as a door supervisor
- continue to work as a licensed door supervisor
- achieve a licence to practise
- achieve a nationally recognised Level 2 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 post-18-year-olds can be found on the funding Hub.

Relationship with previous qualifications

This qualification is a direct replacement for the BTEC Level 2 Award for Door Supervisors in the Private Security Industry (Top Up, 603/7574/7), which has expired.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry (Refresher)
Qualification Number (QN)	610/4837/9
Regulation start date	08/10/2024
Operational start date	01/11/2024
Approved age ranges	18+ 19+
Total Qualification Time (TQT)	26 hours
Guided learning hours (GLH)	21
Assessment	Externally set and marked MCQ exams. Externally set, internally assessed practical assessments.
Grading information	The qualification and units are graded Pass/Fail.
Delivery requirements	<p>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. It is important to note that contact hours are a minimum figure stipulated by the SIA.</p> <p>Centres should regard this not as a requirement to use non-contact activities, but rather as an opportunity to do so if they choose. Centres can continue to deliver the entire programme as contact time.</p> <p>Centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units. Where a unit is externally assessed, it is essential that learners have covered all of the Indicative content before they are tested.</p>

Qualification title	Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry (Refresher)
	<p>Where legislation is taught, centres must ensure that it is current and up to date.</p> <p>*ACT E-learning and ACT E-learning (Security) options are available and can be used. Use of authorised e-learning is permitted for <i>Learning outcome 3: Understand terror threats and the role of the security operative in the event of a threat</i>. 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.</p> <p>Training centres must ensure that there is auditable evidence confirming that learning has taken place. This will be monitored by awarding organisations.</p> <p>More information is provided in <i>Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications (Annexe B)</i>.</p>

Qualification title	Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry (Refresher)
Entry requirements	<p>Learners should, as a minimum, have language skills in reading, writing, speaking and listening equivalent to the following:</p> <ul style="list-style-type: none"> ▪ a B2 Level qualification on the Home Office's list of recognised English tests and qualifications ▪ a B2 Common European Framework of Reference for Languages (CEFR) ▪ an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland ▪ an ESOL qualification at Scottish Credit and Qualifications Framework Level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland ▪ Functional Skills Level 1 in English ▪ SQA Core Skills in Communication at Scottish Credit and Qualifications Framework Level 5 ▪ Essential Skills Wales Communication Level 1. <p>Training centres must ensure that all learners have sufficient reading, writing, speaking and listening language skills before putting the learners forward for training and assessment and must retain evidence of language achievement for 3 years post-certification (see <i>Annexe B Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications</i>).</p> <p>Centres must follow the guidance in <i>A guide to recruiting learners onto Pearson qualifications</i> (see <i>Section 6 Access to qualifications</i>).</p>
First Aid	<p>Learners renewing their Door Supervisor licence will need to show that they hold a current and valid First Aid or Emergency First Aid certificate*. This must meet the requirements of the Health and Safety (First-Aid) Regulations 1981. Training centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.</p>

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	<p>Learners should, as a minimum, have achieved an Emergency First Aid at Work qualification covering the following outcomes:</p> <ul style="list-style-type: none"> ▪ understand the role of the first aider, including: <ul style="list-style-type: none"> ○ 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) ▪ applying tourniquets ▪ applying haemostatic dressings – these contain chemical agents that speed up blood clotting to prevent catastrophic blood loss ▪ keeping airways open ▪ treating burns and eye injuries. <p>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.</p> <p>Centres are responsible for checking the learner's First Aid or Emergency First Aid certificate, and for keeping records of how a learner meets this requirement.</p>

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	<p>Training centres must retain this information for a minimum of three years.</p> <p>*Training centres are permitted to deliver suitable First Aid qualifications together with security qualifications as part of a training package. Learners must complete and pass all First Aid training before starting the security training.</p>
Resit arrangements	<p>Resit opportunities are at the discretion of centres. Centres will need to ensure that learners are fully prepared against any identified areas of weakness before resitting the assessment.</p>

3 Qualification structure

Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry (Refresher)

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

Minimum number of units that must be achieved	2
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Unit number	Mandatory units	Level	Guided learning hours
1	Principles of Working as a Door Supervisor in the Private Security Industry (Refresher)	2	8
2	Application of Physical Intervention Skills in the Private Security Industry (Refresher)	2	13

4 Assessment requirements

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

Units	Assessment methods
Unit 1	Onscreen or paper-based externally set and externally marked MCQ exam. A practical assessment that is externally set, internally marked and externally quality assured.
Unit 2	Onscreen or paper-based externally set and externally marked MCQ exam. A practical assessment that is externally set, internally marked and externally quality assured.

Language of assessment

Learners must only use English during the assessment of this qualification.

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 retain this information for all learners against all four competencies. The information should be kept for a minimum of 3 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).

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

Assessment of knowledge units (Multiple Choice Question Exams)

Centres need to make sure that learners are:

- fully prepared to sit the assessments
- entered for the assessments at appropriate times, with due regard for resit opportunities as necessary.

Information on the structure and format of the assessments is available in the relevant units in *Section 9 Units* and in *Annexe B Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications*. Information on registering learners for the assessments and the systems requirements for delivering the onscreen tests is available on the security tests pages on our website.

The security testing team need at least 5 days' notice of any planned testing.

The external assessment assesses 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*.

Practical assessment

Both 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.

External assessment

The table below gives information on the type and availability of external assessments available for this qualification.

Unit 1: Principles of working as a door supervisor in the private security industry (Refresher)	
Type of assessment	Onscreen or paper-based externally set and externally marked MCQ exam made up of 35 questions.
Length of assessment	The external assessment will be 55 minutes.
Number of questions	35 questions.
Pass mark	71% (25/35).
Assessment availability	On demand.
First assessment availability	November 2024
Resit arrangements	Resit opportunities are unlimited at the discretion of centres.

Unit 2: Application of physical intervention skills in the private security industry (Refresher)	
Type of assessment	Onscreen or paper-based externally set and externally marked MCQ exam made up of 30 questions.
Length of assessment	The external assessment will be 45 minutes.
Number of questions	30 questions.
Pass mark	80% (24/30).
Assessment availability	On demand.
First assessment availability	November 2024
Resit arrangements	Resit opportunities are unlimited at the discretion of centres.

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

Conducting external assessments

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*.

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

If test papers are printed in advance, they should be locked away in a lockable safe (a filing cabinet is only acceptable if bolted to the wall or floor). The safe or container must be in a securely locked room with access restricted to two or three authorised persons.

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

Sample questions

The sample questions below provide an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The sample questions 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.

The assessment criterion assessed by the question is in brackets and the correct answer has been emboldened.

Unit 1

1 Which of these describes random searching? (AC1.1)

- A Every customer is searched prior to entry
- B A percentage of customers are searched**
- C Customers are searched for specific reasons
- D Only customers with handbags are searched

(Total for Question 1 = 1 mark)

2 When is a door supervisor allowed to search a person? (AC1.2)

- A When they are making an arrest
- B When the person is in a restricted area
- C When the person has given consent**
- D When there is suspected terrorist activity

(Total for Question 2 = 1 mark)

3 Which of these instances is likely to indicate that a person is at risk of harm? (AC2.2)

- A They are receiving praise from others
- B They are with their parents
- C They are being intimidated by others**
- D They are with friends

(Total for Question 3 = 1 mark)

4 A victim of domestic violence approaches a security operative for advice in order to reduce the risk of further harm. (AC2.3)

What action should the security operative take?

- A Suggest they contact a safe haven**
- B Offer to call them a licensed taxi
- C Suggest they contact a manager
- D Offer to speak with the aggressor

(Total for Question 4 = 1 mark)

5 Which of these is a likely indicator of terrorist activity? (AC3.5)

- A People supplying materials to a site
- B People with authorised access
- C People who maintain equipment on a site
- D People tampering with utilities**

(Total for Question 5 = 1 mark)

Unit 2

1 Which of these is a legal implication of using physical intervention? (AC1.1)

- A Is it appropriate for the subject to withdraw?
- B Has the subject refused to be searched?
- C Is duty of care of the subject being maintained?**
- D Has the subject been recorded on the CCTV system?

(Total for Question 1 = 1 mark)

2 A Security Operative is working at a hospital. (AC21.2)

What is important for the Security Operative to ensure?

- A They understand guidance relevant to the area of employment**
- B They are familiar with key medical terminology
- C They complete an advanced first aid course
- D They give preferential treatment to staff at the premises

(Total for Question 2 = 1 mark)

3 A door supervisor uses a radio to summon assistance in a situation where there is a heated argument. (AC1.3)

What is this an example of?

- A Assertive communication
- B A primary control**
- C Safe handover
- D A secondary control

(Total for Question 3 = 1 mark)

4 What are defensive physical skills? (AC1.4)

- A Skills used to limit the movement of a person
- B Skills used to prevent a person accessing venue
- C Skills used to maintain crowd control
- D Skills used to protect oneself from assault**

(Total for Question 4 = 1 mark)

5 A Door Supervisor uses physical intervention to prevent a fight in a busy nightclub.
(AC2.1)

What is a risk factor in this situation?

- A** Open (and) empty spaces
- B Threats presented by others**
- C** Effective interpersonal skills
- D** Loss of custom for the venue

(Total for Question 5 = 1 mark)

5 Centre recognition and approval

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

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

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

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

Approvals agreement

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

Centre resource requirements

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

- appropriate physical resources (for example, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- 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 qualifications requirements and sector competence for trainers, including additional requirements for the delivery of the Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry, please refer to *Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications in Annexe B*)

- 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 qualifications requirements and sector competence for trainers, please refer to the *Training Requirements section of Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualifications* in *Annexe B*
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *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*.

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

In the context of SIA licence to practice qualifications, RPL is not applicable to the Security qualifications that Pearson offers.

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 Work-based Learning Centre Guide to Quality Assurance*
- *Pearson Work-based Learning Delivery Guidance & Quality Assurance Requirements.*

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 Door Supervisor in the Private Security Industry (Refresher)

Level: 2

Unit type: Mandatory

Guided learning hours: 8

Unit introduction

This unit covers safety-critical elements of the door supervisor role: how to conduct effective searches; how to keep vulnerable people safe; how to recognise terror threats and the role of the security operative in the event of a threat; and how to safeguard the public from incidents of spiking.

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.

Learning outcomes	Assessment criteria	Indicative content
1. Know how to conduct effective search procedures	1.1 State the different types of searches carried out by a door supervisor	<ul style="list-style-type: none">• General – when everyone is searched• Random – when a random selection of people is searched (i.e. search every fourth person)• Specific – when specific individuals are searched for specific reasons• Premises

Learning outcomes	Assessment criteria	Indicative content
	1.2 Identify a door supervisor's right to search	<ul style="list-style-type: none"> ▪ Only with the permission from the person prior to the search ▪ As a part of the admissions policy ▪ As a condition of entry ▪ Conducting searches on single-sex and transgender individuals: <ul style="list-style-type: none"> ○ guidance on conducting a search is available in paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf
	1.3 Identify the different types of searching equipment	<ul style="list-style-type: none"> ▪ Search wand ▪ Metal detector ▪ AMD Archway Metal Detectors
	1.4 Recognise possible hazards when conducting a search	<ul style="list-style-type: none"> ▪ Drugs ▪ Needles/sharp objects ▪ Weapons ▪ Violence ▪ Infectious diseases ▪ Uncooperative clients

Learning outcomes	Assessment criteria	Indicative content
	1.5 State the precautions to take when carrying out a search	<ul style="list-style-type: none"> ▪ Use of a dedicated search area ▪ Carry out searching in pairs if possible ▪ Carry out searching in view of CCTV if possible ▪ Use of personal protective equipment (PPE), e.g. safety gloves ▪ Use self-search techniques ▪ Conducting searches on single-sex and transgender individuals: <ul style="list-style-type: none"> ○ guidance on conducting a search is available on paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf ▪ Infectious diseases ▪ Use of personal protective equipment (PPE) ▪ Use self-search techniques
	1.6 State the actions to take if an incident or an accident occurs	<ul style="list-style-type: none"> ▪ Contact emergency services ▪ Follow venue policy/assignment instructions

Learning outcomes	Assessment criteria	Indicative content
	1.7 Demonstrate how to search people and their personal possessions	<ul style="list-style-type: none"> ▪ Use of signage to indicate that searching could take place ▪ Explain the search policy ▪ Obtain permission of person being searched prior to the search ▪ Follow venue policy/assignment instructions ▪ Conducting searches on single-sex and transgender individuals: <ul style="list-style-type: none"> ○ guidance on conducting a search is available on paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf ▪ Use appropriate PPE ▪ Use self-searching techniques (where appropriate) ▪ Search with a witness or in view of CCTV ▪ Consideration must be given to protected characteristics: <ul style="list-style-type: none"> ○ age ○ disability ○ gender reassignment ○ marriage and civil partnership ○ pregnancy and maternity ○ race ○ religion or belief ○ sex/gender

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ▪ Considerations for searching children and young people: <ul style="list-style-type: none"> ○ never ask to remove clothing, other than outer garments like coats, gloves, jumpers ○ should be conducted in the presence of another individual, ideally parent, guardian or other responsible adult ○ should be spoken to in an appropriate manner whilst informing them of what's happening and why ○ consent should be obtained from the child and understanding confirmed ○ searches should be conducted by a person of the same sex as the child or young person
	1.8 Identify the reasons for carrying out a premises search	<ul style="list-style-type: none"> ▪ Pre-entry check to ensure the safety of the premises on opening ▪ Identifying potential hazards ▪ Search for drugs, weapons, suspicious packages ▪ Closing check to ensure no patrons are left in toilets, VIP area or areas where it is easy to stow away ▪ Lock down with duty manager to ensure all doors are secure

Learning outcomes	Assessment criteria	Indicative content
	1.9 Recognise actions to take in the event of a search refusal	<ul style="list-style-type: none"> ▪ Politely explain reasons for search: <ul style="list-style-type: none"> ○ condition of entry ○ admissions policy ▪ If customers do not give consent for a search, then they should be denied entry ▪ Follow venue policy/assignment instructions ▪ Record details in search register/other report
	1.10 Identify reasons for completing search documentation	<ul style="list-style-type: none"> ▪ Protection against allegations of misconduct ▪ Protect person who is being searched ▪ To capture time, date, people present and reason for search ▪ For evidential purposes

Learning outcomes	Assessment criteria	Indicative content
	1.11 Identify actions to take if a prohibited or restricted item is found during a search	<ul style="list-style-type: none"> ▪ Follow venue policy/assignment instructions ▪ If the item is against entrance policy but is not illegal, follow venue policy/assignment instructions. This could be to consider holding/looking after the item before entry is granted and then returning on exit ▪ Consider seizing/securing item (where appropriate), refusing entry, recording find and informing police ▪ Consider seizing the item, arresting the customer, calling the police (where appropriate), handing over both person and item to the police ▪ Record the find in line with venue policy/assignment instructions and record details of the find ▪ Inform control room/senior management ▪ Use drugs amnesty boxes if available

Learning outcomes	Assessment criteria	Indicative content
2 Understand how to keep vulnerable people safe	2.1 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
	2.2 Identify factors that could make someone vulnerable	<ul style="list-style-type: none"> ▪ Vulnerable: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18; mental ill health, learning disabilities, physical disabilities; being elderly; being acutely ill; 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) ▪ Indicators of child sexual exploitation: children and young people in the company of older people or antisocial groups; acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars

Learning outcomes	Assessment criteria	Indicative content
	2.3 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 marshals 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 such as St Johns Ambulance ▪ Be aware of current safety initiatives, e.g. Ask Angela campaign ▪ Reporting indicators of child sexual exploitation: <ul style="list-style-type: none"> ○ contact the police or call Crimestoppers ○ report as soon as possible
	2.4 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 venue ▪ Inappropriate use of technology, e.g. upskirting with phones

Learning outcomes	Assessment criteria	Indicative content
	2.5 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
	2.6 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

Learning outcomes	Assessment criteria	Indicative content
	2.7 State how to deal with antisocial behaviour	<ul style="list-style-type: none"> ▪ Follow your organisation's policies and procedures ▪ Speak to the person ▪ Explain the situation and the risks of the antisocial behaviour ▪ Explain the consequences if the antisocial behaviour continues ▪ Remain calm ▪ Ensure that your colleagues know about the situation and that you have back-up if needed ▪ Vigilance ▪ High-profile patrols: <ul style="list-style-type: none"> ○ early intervention ○ positive, non-aggressive communication ○ prompt reporting of incidents ○ accurate recording of incidents ▪ Liaison with police and other appropriate agencies.

Learning outcomes	Assessment criteria	Indicative content
<p>3 Understand terror threats and the role of the security operative in the event of a threat</p>	<p>3.1 Identify the different threat levels</p>	<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 levels may impact the response level for the location in which you are working

Learning outcomes	Assessment criteria	Indicative content
	3.2 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 ○ 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) ○ VAAW (Vehicle As A Weapon), also known as vehicle ramming ○ Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks ○ Cyber attacks ○ Insider threat
	3.3 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

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

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ▪ 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 ○ ACT – Action Counters Terrorism ○ SCaN – See, Check and Notify
	<p>3.4 Identify the procedures for dealing with suspicious items</p>	<ul style="list-style-type: none"> ▪ Hot Principles: <ul style="list-style-type: none"> ○ Hidden ○ Obviously suspicious ○ Typical ▪ Four Cs: Confirm, Clear, Communicate and Control ▪ Safety distance, including: <ul style="list-style-type: none"> ○ distance v suspicious item size (small items: 100 m large items or small vehicle: 200 m large vehicle: 400 m) ○ 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 m

Learning outcomes	Assessment criteria	Indicative content
	3.5 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 outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ▪ Understands 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
	<p>3.6 Identify how to respond to suspicious behaviour</p>	<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, Sorted': text 61016 or call 0800 40 50 40 ○ non-emergency: 101 ○ ACT online reporting ▪ Life-threatening emergency or requiring immediate response: 999

Learning outcomes	Assessment criteria	Indicative content
4 Know how to safeguard the public from incidents of spiking	4.1 State methods of spiking	<ul style="list-style-type: none"> ▪ Adding alcohol or drugs to a person's drink or food without their knowledge or consent ▪ Adding more alcohol or drugs to a person's drink or food than they consented to. For example, giving someone double shots instead of single ones ▪ Spiking by needle into: <ul style="list-style-type: none"> ○ food ○ drink ○ direct injection into a person ▪ Spiking cigarettes/vapes
	4.2 State the law in relation to spiking	<p>Awareness of current legislation, such as:</p> <ul style="list-style-type: none"> ▪ current provisions for England, Wales and Northern Ireland (EWNI): under the Sexual Offences Act 2003, it is illegal to administer a substance to someone without consent with the intention of 'stupefying or overpowering' them so as to enable the other person to engage in sexual activity ▪ under the Offences Against the Person Act 1861, it is illegal to maliciously administer poison so as to endanger life or inflict GBH ▪ current provisions for Scotland: under the Sexual Offences (Scotland) Act 2009, a person can also be prosecuted under the common law offence of 'drugging', where the intent to stupefy the victim is required

Learning outcomes	Assessment criteria	Indicative content
	4.3 State indicators that drinks have been spiked	<p>Visually it is difficult to tell if a drink has been spiked. Substances used for spiking usually have no taste, odour or colour. However, indicators could include:</p> <ul style="list-style-type: none"> ▪ drinks becoming discoloured, cloudier or fizzing ▪ a separation line in drinks <p>Non-visual/other indicators:</p> <ul style="list-style-type: none"> ▪ unusual odour ▪ unusual taste
	4.4 Identify behavioural signs of an individual attempting to spike drinks	<ul style="list-style-type: none"> ▪ Receiving an unsolicited drink from a possible stranger ▪ Hand hovering near victim's drink ▪ Hand drawing away quickly from victim's drink ▪ Swapping drinks with victim either secretly or purposefully, offering victim a 'taste' of their drink ▪ Surveying their surroundings ▪ Adding a shot/additional liquid to the victim's drink

Learning outcomes	Assessment criteria	Indicative content
	4.5 Identify situations when an individual might be at high risk of spiking	<ul style="list-style-type: none"> ▪ High-risk individuals: <ul style="list-style-type: none"> ○ vulnerable to potential sexual offences, practical jokes ○ being under the influence of alcohol or drugs ○ alone or receiving unwanted attention ○ alone or separated from friends; appearing lost or isolated ○ being followed or threatened; mental ill health, learning disabilities, physical disabilities
	4.6 State actions door supervisors and/or venues may take to prevent incidents of spiking	<ul style="list-style-type: none"> ▪ Implement/follow venue spiking policy ▪ Provide staff with specialist spiking training ▪ Reduce opportunities for spiking to occur: <ul style="list-style-type: none"> ○ provide an attended table near to toilets or smoking areas for customers to leave their drinks in safety ○ implement a policy of refusing to add alcohol to another person's drink ○ make available anti-spiking bottle stoppers and protective drink covers for those who want them ▪ Monitor for abnormal-looking fluids in glasses/bottles ▪ Respond to signs that a customer's drink does not taste as it should: <ul style="list-style-type: none"> ○ visual cues from face ○ body language ○ inspecting the glass/bottle ▪ Remove unattended glasses/bottles

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ▪ Provide advice and awareness to customers: <ul style="list-style-type: none"> ○ keep thumb on top of bottle ○ hold glass in fingers with palm near to top ○ do not accept any drugs or cigarettes from strangers ○ accompany individuals offering to purchase drinks ○ make clear that spiking is an offence, which includes adding extra shots of alcohol ○ avoid sharing or swapping drinks ▪ Focus on individuals showing unusual behaviour ▪ Speak to suspected victims, do not wait to be approached ▪ Increase the opportunities to identify offenders with regular overt patrolling ▪ Effective use of CCTV systems ▪ Encourage bar staff to allow customers to keep caps on bottled drinks

Learning outcomes	Assessment criteria	Indicative content
	4.7 Recognise indicators that suggest an individual may have been spiked	<ul style="list-style-type: none"> ▪ Behaviour indicators: <ul style="list-style-type: none"> ○ mental confusion/slurred speech ○ very tired ○ unresponsive ○ nauseous/vomiting ○ loss of bladder control ○ dizzy ○ poor coordination/loss of balance ○ blurred vision ○ hallucinations or paranoia ○ seizures ○ behaving out of character ▪ Other indicators: <ul style="list-style-type: none"> ○ spiking via injection, e.g. localised pain, small puncture wound

Learning outcomes	Assessment criteria	Indicative content
	4.8 State how to manage a spiking incident	<ul style="list-style-type: none"> ▪ Prioritise the welfare of the potential victim ▪ Provide/offer first aid, call an ambulance (if required) ▪ Conduct risk assessment/ensure safeguarding by analysing the situation, e.g. is the potential victim in immediate or potential danger if they leave the venue ▪ Seek verification from those accompanying the potential victim of: <ul style="list-style-type: none"> ○ How well does the victim know them? Are they friends, or people the potential victim met at the venue? ○ How concerned do those accompanying the potential victim seem to be about the state of their 'friend'? ○ consider detaining them if they attempt to leave when informed that the police are attending ○ if unsafe to detain them, ensure full description and direction of travel is provided to the police ▪ Implement the venue safeguarding plan for spiking incidents ▪ Use test kits where available ▪ Secure the evidence, e.g. glass/bottle/drugs or anything the individual may have consumed ▪ Secure any relevant CCTV/bodycam footage ▪ Seek witnesses/witness footage if available ▪ Record in incident book

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)*.

Assessment

Assessment for this unit is by MCQ exam:

- Externally set and marked MCQ exam made up of 35 questions (55 minutes)
- Pass mark = 25 (71%)

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 55 minutes and has 35 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 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 2: Application of Physical Intervention Skills in the Private Security Industry (Refresher)

Level:	2
Unit type:	Mandatory
Guided learning hours:	13

Unit introduction

This unit covers both the knowledge and the practical skills required to use physical intervention when working in the private security industry. It provides an introduction to best practice including restrictive and non-restrictive interventions, and the implications of their use, the hazards of using physical interventions and how to reduce the risk of harm being caused, and the actions that must be taken after an incident. This unit also provides an opportunity to develop non-aggressive physical intervention skills to protect yourself and others and non-restrictive and restrictive skills that you can employ when standing, holding or escorting individuals.

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.

Learning outcomes	Assessment criteria	Indicative content
1 Know the implications of physical interventions and their use	1.1 State the legal implications of using physical intervention	<p><i>Legal authority to use force under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland)</i></p> <p>Relevant legislation relating to licensing and criminal law.</p> <p><i>Duty of care</i> – considerations concerning use of physical intervention.</p> <p>Principle of non-pain compliance and application.</p> <p>Last resort.</p>

Learning outcomes	Assessment criteria	Indicative content
	1.2 State the professional implications of using physical intervention	<p><i>Sector-specific legislation</i></p> <p><i>Professional guidance and standards</i> relevant to area of employment (and how standards may vary according to context – e.g. in health and social care, prisons – but also be based on common principles).</p> <p>Ethical implications.</p> <p>Financial implications.</p> <p>Last resort.</p>
	1.3 Identify positive alternatives to physical intervention	<p><i>Deterrence</i></p> <ul style="list-style-type: none"> ▪ Zero-tolerance signage ▪ Strategically positioned and visible staff ▪ Professional appearance ▪ CCTV cameras ▪ Confidence and positive, engaging attitude ▪ Managing expectations <p><i>Conflict management</i></p> <ul style="list-style-type: none"> ▪ Positive and effective interpersonal communication ▪ Knowledge and skills of conflict management in reducing the need for physical intervention

Learning outcomes	Assessment criteria	Indicative content
	1.4 Identify the differences between defensive physical skills and physical interventions	<ul style="list-style-type: none"> • <i>Defensive physical skills</i> – skills used to protect oneself from assault • <i>Physical interventions</i> – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement
2. Know the risks associated with using physical intervention	2.1 Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> • Nature of the restraint: <ul style="list-style-type: none"> ○ method of restraint (risk of falls with restrictive holds) ○ position held ○ duration of restraint • Situational factors: <ul style="list-style-type: none"> ○ setting and location constraints and risks (open and confined spaces) ○ environmental hazards ○ staff numbers ○ availability of help ○ access to medical attention ○ threats presented by others ○ options available

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> • Individual factors: <ul style="list-style-type: none"> ○ age ○ size ○ weight ○ physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs) ○ mental health (history of violence, prior experience of abuse and trauma) • Vulnerable groups <ul style="list-style-type: none"> ○ children and young people ○ older adults ○ individuals with mental health issues <p>(staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention)</p>

Learning outcomes	Assessment criteria	Indicative content
	<p>2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis</p>	<p><i>Acute behavioural disturbance</i> is a term used to cover a combination of physical and psychological factors including:</p> <ul style="list-style-type: none"> ▪ high temperature ▪ bizarre behaviour ▪ sustained mental and physical exhaustion and metabolic acidosis. <p><i>Psychosis</i> can result from underlying mental illness and/or be drug induced. Signs include:</p> <ul style="list-style-type: none"> ▪ hallucinations ▪ paranoia ▪ extreme fear as part of delusional beliefs. <p>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.</p> <p><i>For example, this may present as:</i></p> <p><i>Massive adrenaline surge, if the stimulus or cause is not removed from the situation, may result in a heart attack or other complications from a rapid pulse, high blood pressure and lack of oxygen.</i></p>

Learning outcomes	Assessment criteria	Indicative content
	2.3 State the specific risks associated with positional asphyxia	<p><i>Positional (or restraint) asphyxia</i> 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.</p> <p>Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:</p> <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 – for example, bent over or forced against a wall/object.

Learning outcomes	Assessment criteria	Indicative content
		<p><i>Key risk factors include:</i></p> <ul style="list-style-type: none"> • <i>method of restraint:</i> positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso – while all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia • <i>position:</i> 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 • <i>duration:</i> 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. <p><i>In summary</i></p> <p>Any pressure on the body which restricts the chest from being able to expand as part of the breathing process has the potential to cause death. Likewise, bending the head over or pressure on the neck area can also cause death.</p>

Learning outcomes	Assessment criteria	Indicative content
	2.4 State the specific risks associated with prolonged physical interventions	The longer the duration of forceful restraint, the greater the exposure to risk and to complications
3 Know how to reduce the risks associated with physical intervention	3.1 State the specific risks of dealing with physical intervention incidents on the ground	<p><i>Specific risks:</i></p> <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

Learning outcomes	Assessment criteria	Indicative content
	3.2 Identify how to deal with physical interventions on the ground appropriately	<p>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.</p> <p>If a situation goes to the ground:</p> <ul style="list-style-type: none"> • try to get the individual up, or to a comfortable seated or recovery position as quickly as possible • 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

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ○ de-escalate force at the earliest opportunity, and immediately if there are signs of concern or a medical emergency. <p>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.</p> <p><i>In summary</i></p> <p><i>Try to get to seated or standing position as soon as able to do so. If on the floor, ensure the subject is able to talk without difficulty continually throughout the intervention by using conflict management and communications skills. Assure the subject that you wish to disengage as soon as they are ready to get to their feet without hostilities.</i></p>
	3.3 Identify ways of reducing the risk of harm during physical interventions	<p>Risk of harm to all parties.</p> <p><i>Types of harm:</i></p> <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 the ground ○ interventions involving the neck, spine or vital organs

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ▪ stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma. <p>Staff must respect the dignity of individuals they are managing, however challenging they may find them.</p> <p><i>Reducing the risk of harm:</i></p> <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

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ▪ 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. <p>Be aware of the ongoing risks, e.g. what are you going to do when you reach the exit point (release, detain, will the subject be reunited with another person they were in conflict with)?</p>

Learning outcomes	Assessment criteria	Indicative content
	3.4 Identify the benefits of dynamic risk assessment in situations where physical intervention is used	<p><i>Dynamic risk assessment</i> – used to:</p> <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 ▪ escalate and de-escalate the level of force/withdraw proportionately to the responses of the subject throughout the intervention ▪ monitor for 3rd parties escalating the situation or assaulting the subject, yourself or triggering a separate higher risk altercation whilst dealing with the initial subject
	3.5 State how to manage and monitor a person's safety during physical intervention	<p><i>Monitor and manage the subject:</i></p> <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).

Learning outcomes	Assessment criteria	Indicative content
		<p><i>Actions to take:</i></p> <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 ▪ <i>commencing CPR/defibrillator</i> 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 <p><i>Act on 'red flags':</i></p> <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

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ▪ 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. Include details of any restraint, including the method and duration

Learning outcomes	Assessment criteria	Indicative content
	<p>3.6 State the responsibilities of all involved during a physical intervention</p>	<p>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.</p> <p><i>Responsibilities include:</i></p> <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 <p><i>Supporting colleagues:</i></p> <ul style="list-style-type: none"> • switch roles within the team where appropriate • monitor staff safety • monitor the subject and if you have any concerns for their wellbeing inform colleagues • contain the immediate area and manage bystanders • monitor the situation and communicate with others, e.g. staff from other agencies

Learning outcomes	Assessment criteria	Indicative content
		<ul style="list-style-type: none"> ensure the safety and security functions of the team are not compromised by too many staff focusing on a single event
	<p>3.7 State the responsibilities immediately following a physical intervention</p>	<p><i>Responsibilities include:</i></p> <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 the person who initiated the intervention must complete a full incident report including all staff involved actions, they must read and agree the detail before it is submitted

Learning outcomes	Assessment criteria	Indicative content
	3.8 State why it is important to maintain physical intervention knowledge and skills	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)
4. Be able to proficiently and safely use physical skills to protect yourself and others	4.1 Demonstrate stance and positioning skills	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	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	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	At least two methods that can be adapted to different scenarios, including an individual and a team method

Learning outcomes	Assessment criteria	Indicative content
	4.5 Communicate professionally throughout the physical intervention	<p>Helping to calm the individual, give instructions and check wellbeing.</p> <p>Use positive verbal and non-verbal communications to:</p> <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
5. Be able to use non-pain compliant standing, holding and escorting techniques safely	5.1 Demonstrate how to physically prompt a person	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	<p>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.</p> <p>One- <i>and</i> two-person holds (in motion, not just static) to be assessed.</p>

Learning outcomes	Assessment criteria	Indicative content
	5.3 Demonstrate low-level restrictive standing one- and two-person holds that can be used to escort an individual	<p>Risks of dealing with a resistant person in different contexts.</p> <p>Show one- and multiple-person restraining and escorting techniques in the approved programme.</p> <p>Remind learners of the dangers of prolonged restraint.</p>
	5.4 Demonstrate transitions between disengagement techniques and escorting techniques	Moving from disengagement or defence/blocks into a restraint/escorting move
	5.5 Demonstrate how to escort an individual on stairways	<p>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.</p> <p>A dynamic risk assessment should be carried out and door supervisors should always consider whether there is an alternative procedure or an alternative route that avoids the use of stairs.</p>

Learning outcomes	Assessment criteria	Indicative content
		<p>Escorting an individual on a stairway may be required, either because they are:</p> <ul style="list-style-type: none"> • intoxicated or ill and require assistance; <i>or</i> • non-compliant and need to be moved <p>Demonstrate escorting an individual on a stairway made up of a minimum of three stairs.</p>
	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 wellbeing of the person restrained, and in a medical emergency, restraint should cease immediately and appropriate action taken</p>

Learning outcomes	Assessment criteria	Indicative content
	5.7 Demonstrate how to manage risk immediately following disengagement	<p>Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:</p> <ul style="list-style-type: none"> ▪ create 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 stipulated by the SIA *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 30 questions (45 minutes), Pass mark = 80%
- Assessment of practical skills (learning outcomes 4 and 5).

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

MCQ exam

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

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

The test consists of multiple-choice questions.

Items in the test will not necessarily be sequenced in the order of the criteria in the unit.

Test items will not rely on or directly follow on from another test item.

A Pass grade is determined by learners achieving 80 per cent for the test.

Practical assessment

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

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

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

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

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

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

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

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

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

10 Suggested teaching resources

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

Textbooks

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

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

<https://www.gov.uk/government/publications/update-to-surveillance-camera-code>

www.sia.homeoffice.gov.uk – 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 and maladministration*, 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 and maladministration* 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 appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCO Form M2* (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 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 or penalties, such as:

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

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

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- 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 penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCO 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).

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.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Terms used in knowledge and understanding criteria

Term	Description
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
State	Express information in clear and precise terms.

Annexe A

SIA Standards of Behaviour for security operatives

Standards of Behaviour for security operatives
Personal Appearance
A security operative should at all times: <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
A security operative should: <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 operative's responsibility• carry out his/her duties in a professional and courteous manner with due regard and consideration to others• behave with personal integrity and understanding• use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues• be fit for work and remain alert at all times• develop knowledge of local services and amenities appropriately
General Conduct
In carrying out his/her duty, a security operative should: <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• report all incidents to the management

Standards of Behaviour for security operatives

- cooperate 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 July 2023. Please check the SIA's website for the latest version and for any updates: www.sia.homeoffice.gov.uk.

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

Get Training

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

First published February 2021 Last updated July 2023

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, prior to use. The environment:

- must be adequately equipped for training, conducive to effective learning
- must comply with current health and safety requirements
- Must have equipment for practical activities
- must be readily available and fit for purpose, i.e. have radios, handheld metal detectors (HHMD), CCTV monitors, cameras, recording facilities, etc.

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 down stairs. All stairs used for the assessment must be fully risk assessed and fit for purpose.

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 6 and 7.

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 onscreen 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 onscreen testing is being used, each workstation must be isolated by a minimum space of 1.25 metres (measured from the nearest outer edge of one screen to the next) unless the monitors are positioned back to back
- under certain circumstances 1.25 metres may not be far enough to prevent learners seeing the work of others, intentionally or otherwise
- privacy screens can be used. The aim is to make sure that no learner's work can be seen by others
- there must be a place for the invigilator to sit with clear view of all learners
- maximum ratio is 1 invigilator to 30 learners
- there should be no material on the walls that would provide help to learners
- all learners must have a clear view of examination signage and a clock

- the awarding organisation must be made aware of assessment venues in advance
- substitutes cannot be used, unless there has been an emergency, such as fire
- centres must record any such emergency and notify the awarding organisation at the first possible opportunity
- trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam
- training centres need to think about all potential conflicts of interest and have an appropriate policy in place
- all invigilators must receive an induction explaining the role of invigilation and its policies and procedures
- training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction
- all test papers must be stored securely in a lockable safe
- if a lockable safe is not available, a suitable lockable cabinet/storage unit kept in a secure location is acceptable
- this cabinet/storage unit should only be accessed by appropriate personnel and records of key holders should be kept
- all test papers must be transported securely to and from the training centre and any satellite centre where tests are administered
- the centre must have an appropriate policy to support this
- awarding organisations, the SIA and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained.

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

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

This means:

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely
- as a guide, an unobstructed area of approximately 2 x 2 metres per person (including the trainer) provides the necessary room for movement and activity
- for example, a maximum class size of 12, plus trainer, needs a floor area of approximately 52 square metres

- a minimum of 3 stairs must be available for the demonstration, practice and assessment of escorting an individual up and down stairs
- the ratio of trainers to learners: 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills
- there is no ratio for the delivery and assessment of the knowledge skills
- each course needs a minimum of three 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 conflict management unit
- physical intervention skills trainers/assessors must have a 3-day First Aid at Work qualification or there must be a qualified first aider within the venue/building during the delivery and assessment of the physical intervention skills unit.

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

This means:

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

Learner requirements for practical skills training (physical intervention skills)

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

This should explain to learners:

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

Training centres must also ensure that learners sign a declaration to say that they are fit to take part in practical skills training. It is good practice to video the learners making a 'fit to partake' statement both before and after the session has been concluded.

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 two 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.

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
- once the practical assessment is completed, the centre can support the candidates with the completion of the audit documentation to produce a portfolio within a classroom (group) environment.

Checking identification

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](#). *One from Group A and two from Group B*. A learner must show these documents to register on the course.

A learner who does not produce documents to satisfy our ID requirements cannot sit the required exams, 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 and close protection qualifications.

Those aged 16 and 17 may enrol in security officer, 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/Scottish Qualification Authority/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. An 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 an HEI or equivalent such as:
 - o Level 4 Award in Education and Training (QCF/RQF)
 - o Certificate in Education
 - o Post Graduate Certificate in Education
 - o SVQ/NVQ Levels 3 and 4 in Learning and Development
 - o Scottish Training Qualification for Further Education (TQFE)
 - o PTLLS, CTLLS or DTLLS
 - o Master's in Education.
2. A National Counter Terrorism Security Office (NaCTSO)/SIA endorsed counter-terrorism programme such as the ACT (Action Counters Terrorism) Awareness and ACT Security training which must be done every year.

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
- Level 5 Diploma in Education*
- Certificate of Education*
- Post Graduate Certificate in Education*.

*Must include a unit/module covering assessment

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment.

Or the following units from a teaching qualification:

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

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

An assessor qualification is not required for cash and valuables in transit (CViT) as there are no practical assessments for this sector.

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 one of the following (or equivalent). A sample of qualifications are listed below; however, this list is not exhaustive. If the qualification does not appear below, please contact the Awarding Organisation.

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.

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

All centres must have a qualified IQA.

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

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 five. 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 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

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

- a suitable Level 3 qualification in conflict management training
- a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (OCF/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 five 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

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

- a Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives (RQF); and
- 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.

Trainers holding a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF) can request this training to be recognised against the Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives in the Private Security Industry (QCF/RQF). Trainers will be required to take the training for the Level 2 physical intervention close protection requirement to complete their 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 3 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 retake this training as part of the requirement to have this suspension lifted/condition removed
- they complete the associated Conflict Management unit beforehand, where they do not have to hold a current SIA licence or have a valid SIA licence linked qualification and should be for in-house training purposes only.

Training centres are responsible for ensuring that all learners who undertake this as a standalone unit meet one 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 any practical assessments are undertaken.

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 those 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

The safety of the public is key to the role of a security operative; therefore, it is essential that they can communicate effectively in English. They are likely in the course of their work to have to make calls to the emergency services, or to need to resolve conflict. Good communication skills are essential to reducing conflict management and minimising the need to use physical interventions.

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.

If a learner does not already hold a formal qualification confirming their language skills as outlined above, the centre must:

- conduct an assessment in English and/or Welsh with the learner. The learner must be able to demonstrate their ability to read, write, speak, listen in English and/or Welsh
- be able to confirm that the learner registered to take the course is the same learner taking the language assessment
- ensure that the language assessment is marked, and the learner passes the assessment, before the learner is accepted onto the course
- ensure that they have effective measures in place to ensure that the English and/or Welsh language requirement has been met.

Approved centres must have their English/Welsh language assessment materials approved with their awarding organisation (AO) as part of their centre 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 1 April 2021 learners taking their Door Supervision or Security Officer training for the first time will need to show that they hold a current and valid First Aid or Emergency First Aid certificate*. This must meet the requirements of the Health and Safety (First-Aid) Regulations 1981. Training centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.

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. The knowledge component of the First Aid course can be delivered alongside the knowledge component of the security course by self-study or virtual learning, but the First Aid qualification must be fully achieved before the practical security training is delivered.

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

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.)

First Aid (Close Protection)

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

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

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

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

Certificates

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

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

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

This is in addition to the minimum 194 hours' 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 delivery times 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. If digital registers are used, learners must sign these daily; it is not acceptable for centres to reuse a stored digital learner signature. The register 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 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.

ACT Awareness 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. Where the ACT Awareness and ACT Security are completed online, the centre must retain copies of the candidate's certificate in order to confirm mandatory hours have been completed.

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

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

Learning outcome that can be delivered via self-study
LO1: Know the main characteristics and purposes of the private security industry (2 hours)
LO2: Understand legislation as it applies to a security operative (2 hours)
LO4: Understand the importance of safe working practices (2 hours)
LO5: Understand fire procedures in the workplace (1 hour)
LO9: Terror Threat Awareness (ACT) and ACT Security only (2 hours)
LO11: Understand good practice for post-incident management (1 hour)

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

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

- up to 0.5 hours of Principles of Minimising Personal Risk for Security Officers in the Private Security Industry

Unit	Learning outcome that can be delivered via self-study
Principles of Using Equipment as a Door Supervisor in the Private Security Industry (2 hours)	LO1: Know how to use equipment relevant to a door supervisor (1.5 hours) LO2: Know what actions to take in relation to global (or critical) incidents

Unit	Learning outcome that can be delivered via self-study
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry (2 hours)	<p>LO1: Know how to minimise risk to personal safety at work</p> <p>LO2: Know what actions to take in relation to global (or critical) incidents</p>

Unit	Learning outcome that can be delivered via self-study
<p>Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry (10 hours)*</p> <p>*Only when taken as part of the Level 2 Award for Close Protection Operatives in the Private Security Industry (Top Up)</p>	<p>LO1: Understand how to keep vulnerable people safe</p> <p>LO2: Understand licensing law relevant to the role of a door supervisor</p> <p>LO3: Understand queue management and venue capacity responsibilities relevant to a door supervisor</p>

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

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

Delivery hours for licence-linked qualifications

Qualification title	Minimum delivery hours if self-study is not used	Minimum number of days	Minimum delivery 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	20 hours	3 days
Level 2 Award for Security Officers in the Private Security Industry	38 hours	5 days	28 hours	4 days
Level 2 Award for Vehicle Immobilisation in the Private Security Industry	37 hours	5 days	27 hours	4 days
Level 2 Award for Door Supervisors in the Private Security Industry	52 hours	7 days	42 hours	6 days
Level 2 Award for Cash and Valuables in Transit (CVIT) Operatives in the Private Security Industry	27 hours	4 days	24 hours	3 days
Level 3 Certificate for Close Protection Operatives in the Private Security Industry	194 hours	18 days	192 hours 20 minutes	18 days

Delivery hours for Top Up qualifications

Qualification title	Minimum delivery hours if self-study is not 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	3 days*	13 hours 30 minutes	2 days*
Level 2 Award for Security Officers in the Private Security Industry (Top Up)	4 hours	0.5 day*	45 minutes	0.5 day*
Level 2 Award for Close Protection Operatives (Top Up)**	45 hours	5 days	29 hours 40 minutes (subject to AO approval)	3 days

*8-hour working day

**Please refer to Annexe C for further breakdown

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.

Practical assessments must be visually (video) and orally recorded. This must include the question-and-answer sessions for Conflict Management and Physical Intervention 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.

Centres must have in place and implement a risk-based internal quality assurance sampling strategy. Assessments must be internally quality assured, in line with this strategy 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. The video recording can show two learners working together in both the Conflict Management and Physical Intervention skills unit, if done holistically.

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 Pass mark = 80% for the short answer element of workbook

Unit title	Knowledge assessment	Practical assessment
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 (CViT) Operative 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 of one practical scenario with observation sheet per learner The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%

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%
Principles of Working as a Close Protection Operative in the Private Security Industry	Externally set MCQ	Principles of Working as a Close Protection Operative in the Private Security Industry
Working as a Close Protection Operative in the Private Security Industry	Externally set Workbook	Externally set Workbook
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. This should be video recorded The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%

Unit title	Knowledge assessment	Practical assessment
Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	Externally set and marked MCQ exam made up of 29 questions	N/A

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

Top Up units

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

Exemption from core competency training

You can see details of specific exemptions, and our exemptions policy, within the 'Applying for an SIA licence: help and guidance' 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.

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

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry <i>Note: minimum of 3 days only where self-study can be evidenced. No self-study still means a minimum of 4 days.</i>	Principles of Working in the Private Security Industry	17	7	10	17
	Principles and Practices of Working as a CCTV Operator in the Private Security Industry	13	13	not permitted	13
	Total	30 hours (min 4 days)	20 hours (min 3 days)	10 hours	30 hours

*ACT Awareness and ACT Security e-learning programmes are available and can be used. These are the only e-learning programmes permitted for learning outcome 9 of the Principles of Working in the Private Security Industry. Centres must retain copies of learner's ACT certificates as evidence that the required mandatory hours have been completed. This evidence must be retained for a minimum of 3 years for audit purposes.

Qualification title	Unit title	SIA total learning and assessment time	SIA permitted self-study from the SIA total learning time – up to a max of	SIA minimum contact time (including assessment)	Ofqual Total Qualification Time
Level 3 Certificate for Close Protection Operatives in the Private Security Industry	Principles of Working as a Close Protection Operative in the Private Security Industry	68	not permitted	68	75
	Working as a Close Protection Operative in the Private Security Industry	70	not permitted	70	94
	Application of Conflict Management in the Private Security Industry	11	not permitted	11	13
	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	10	not permitted	10	13
	Application of Physical Intervention Skills in the Private Security Industry	13	not permitted	13	17
	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	20	not permitted	20	20

Qualification title	Unit title	SIA total learning and assessment time	SIA permitted self-study from the SIA total learning time – up to a max of	SIA minimum contact time (including assessment)	Ofqual Total Qualification Time
	Principles of Terror Threat Awareness in the Private Security Industry*	2	1 hour 40 minutes	2	3
	Total	194 hours (18 days)	1 hour 40 minutes	192 hours 20 minutes (18 days)	235 hours

*ACT Awareness and ACT Security e-learning programmes are available and can be used. Centres must retain copies of learner's ACT certificates as evidence that the required mandatory hours have been completed. This evidence must be retained for a minimum of 3 years for audit purposes.

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 Valuables 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 hours (min 4 days)	24 hours (min 3 days)	3 hours	30 hours

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Door Supervisors in the Private Security Industry <i>Note: minimum of 6 days only where self-study can be evidenced. No self-study means a minimum of 52 hours over 7 days.</i>	Principles of Working in the Private Security Industry	17	7	10	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 hours (min 7 days)	42 hours (min 6 days)	10 hours

*ACT Awareness and ACT Security e-learning programmes are available and can be used. These are the only e-learning programmes permitted for learning outcome 9 of the Principles of Working in the Private Security Industry. Centres must retain copies of learner's ACT certificates as evidence that the required mandatory hours have been completed. This evidence must be retained for a minimum of 3 years for audit purposes.

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry <i>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>	Principles of Working in the Private Security Industry	17	7	10	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 hours (min 5 days)	28 hours (min 4 days)	10 hours	42 hours

*ACT Awareness and ACT Security e-learning programmes are available and can be used. These are the only e-learning programmes permitted for learning outcome 9 of the Principles of Working in the Private Security Industry. Centres must retain copies of learner's ACT certificates as evidence that the required mandatory hours have been completed. This evidence must be retained for a minimum of 3 years for audit purposes.

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual Total Qualification Time
Level 2 Award in Vehicle Immobilisation in the Private Security Industry	Working in the Private Security Industry	10	1	10	10
	Working as a Vehicle Immobiliser in the Private Security Industry	9	9	not permitted	9
	Conflict Management in the Private Security Industry	8	7.5	not permitted	8
	Total	27 hours (min 4 days)	17.5 hours (min 3 days)	10 hours	27 hours

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. practising 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.

Annexe B – Guided learning hours, required contact time for units (Scotland)

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	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	7	10	17
	Principles and Practices of Working as a CCTV Operator in the Private Security Industry	13	13	not permitted	13
	Total	30 hours (min 4 days)	20 hours (min 3 days)	10 hours	30 hours

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	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	7	10	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 hours (min 7 days)	42 hours (min 6 days)	10 hours	61 hours

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	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	7	10	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 hours (min 5 days)	28 hours (min 4 days)	10 hours	42 hours

Annexe C – Guided learning hours, required contact time for units (England, Wales and Northern Ireland) for Top Up qualifications

Qualification title	Unit title	SIA total learning and assessment time	SIA minimum contact time	Ofqual Total Qualification Time
Level 2 Award for Security Officers in the Private Security Industry (Top Up)	Principles of Terror Threat Awareness in the Private Security Industry	2	20 minutes**	3
	Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2	25 minutes**	3
	Total	4 hours (min 0.5 days)	45 minutes	6 hours

*ACT Awareness and ACT Security e-learning programmes are available and can be used. Centres must retain copies of learner's ACT certificates as evidence that the required mandatory hours have been completed. This evidence must be retained for a minimum of 3 years for audit purposes. **Time allocated to complete the MCQ exam.

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