Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry

Specification

BTEC Specialist qualifications

First registration April 2021

Issue 2

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Summary of changes to Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry Specification Issue 2

Summary of changes made between previous issue and this issue	Page number
Unit 2 Learning Outcome 6 Assessment Criteria 6.2 – Guidance updated on conducting a search of same sex and transgender individuals to refer to the Equality and Human Rights Commission Guidance to reflect SIA guidance.	79
Unit 2 Learning Outcome 6 Assessment Criteria 6.7 – Additional indicative content added pertaining to the search of an individual, their person and belongings to locate a concealed prohibited items/s to reflect SIA guidance.	82
Unit 2 Learning Outcome 6 Assessment Criteria 6.7 – Guidance updated on conducting a search of same sex and transgender individuals to refer to the Equality and Human Rights Commission Guidance to reflect SIA guidance.	83
Unit 2 Learning Outcome 6 Assessment Criteria 6.7 – Statement added to indicative content that 'The search must meet the requirements of the assessment form provided' to reflect SIA guidance.	84

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

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 learners 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 Security Officers in the Private Security Industry is for learners who are working in, or who are intending to work in, the security industry as security officers.

The Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry is suitable for learners to:

- develop knowledge related to the private security industry, including, the purpose of the industry, the functions of the regulator, governing legislation and the acceptable work practices, procedures and standard

- develop skills in conflict management and their abilities in managing and resolving conflict in the context of the role of a security officer

- learn about the role, duties and responsibilities of a security officer. This covers areas such as, patrolling, access and egress control, searching procedures, electronic and physical protection systems, reporting and record keeping, as well as legislation relevant to a security officer

- achieve a qualification to prepare for employment

- 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-16 year olds can be found on the funding Hub.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Level 2 Award for Working as a Security Officer in the Private Security Industry (601/5332/1).

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry
Qualification Number (QN)	603/7280/1
Regulation start date	01/04/2021
Operational start date	01/04/2021
Approved age ranges	16-18* 18+ 19+ * Only those aged 18 or over may hold an SIA licence.
Total qualification time (TQT)	42 hours
Guided learning hours (GLH)	38
Assessment	Externally-set and marked MCQ exam. Externally-set, internally-assessed practical assessments.
Grading information	The qualification and units are graded Pass/Fail.
Delivery requirements	The Security Industry Authority (SIA) has placed restrictions on how training for this qualification must be delivered. Centres must ensure that they have read *Annexe C: Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practise qualifications* to ensure that they are compliant with all the requirements. Learners undertaking the Level 2 Award for Security Officers in the Private Security Industry must be trained in the Application of Conflict Management in the Private Security Industry before: • the practical assessment of Principles of Working as a Security Officer in the Private Security Industry

Qualification title	Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry
	The table below states the total unit time (TUT) and the required contact time for each unit in the qualification. It is important to note that these contact hours are a minimum figure stipulated by the SIA. Centres should regard this not as a requirement to use non-contact activities, but as rather giving them the opportunity to do so if they choose. Centres can continue to deliver the entire programme as contact time.

Unit	Title	TUT	GLH
1	Principles of Working in the Private Security Industry*	17	17
2	Principles of Working as a Security Officer in the Private Security Industry	12	10
3	Application of Conflict Management in the Private Security Industry	13	11

	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.
	Where legislation is taught, centres must ensure that it is current and up to date.
	* For *Unit 1: Principles of Working in the Private Security Industry*, eight hours of self-study is permitted.
	For some units, self-study is permitted by the SIA. This could be, for example, pre-course workbooks that learners are required to work through and complete, or suitable e-learning programmes. Training centres must ensure that there is auditable evidence confirming that learning has taken place. This will be monitored by awarding organisations. More information is provided in *Annexe C: Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practice qualification.*

Qualification title	Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry
Entry requirements	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. Training centres must ensure that all learners have sufficient reading, writing, speaking and listening language skills before putting learners forward for training and assessment and must retain evidence of language achievement for three years post-certification. (See *Get Training: Requirements for awarding organisations and training centres delivering SIA licence to practise qualifications*). Centres must follow the guidance in *A guide to recruiting learners onto Pearson qualifications* (see *Section 6: Access to qualifications*).
First Aid	From 01 April 2021 learners taking their 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.

Qualification title	Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry

	Learners should, as a minimum, have achieved an First Aid or Emergency First Aid at Work qualification covering the following outcomes:
	
	• understand the role of the first aider, including:
	
	   o the importance of preventing cross-infection
	
	   o the need for recording incidents and actions
	
	   o the 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 or Emergency First Aid certificate, and for keeping records of how a learner meets this requirement.
	
	Training centres must retain this information for a minimum of three years.
	
	*Training centres are permitted to deliver suitable First Aid qualifications together with security qualifications as part of a training package. Learners must complete and pass all First Aid training before starting the security training.

Qualification title	Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry
Progression	Learners who have achieved this qualification can progress to related security qualifications, should they wish to change career, such as the Pearson BTEC Level 2 Award for Door Supervisors in the Private Security Industry. They can also progress into a Level 3 qualification such as the Pearson BTEC Level 3 Working as a Close Protection Operative in the Private Security Industry, having already completed the conflict management unit, which they could claim through an exemption.
Resit arrangements	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.

3   Qualification structure

Pearson BTEC Level 2 Award for Security Officers in the Private Security Industry

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

Unit number	Mandatory units	Level	Guided learning hours
1	Principles of Working in the Private Security Industry	2	17
2	Principles of Working as a Security Officer in the Private Security Industry	2	10
3	Application of Conflict Management in the Private Security Industry	2	11

4   Assessment requirements

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

Unit 1: Principles of Working in the Private Security Industry	
Type of assessment	Onscreen or paper-based externally set and marked MCQ exam made up of 72 questions (110 minutes).
	Pass mark = 70%
	Externally-set, internally-assessed and externally quality assured activity based on the completion of an evidential statement (assessment criterion 8.4).
	Pass mark = 100%
Length of assessment	The MCQ exam is 110 minutes.
	The recommended duration of the practical assessment is approximately 15 minutes per learner.
Pass mark	To pass the unit, learners need to achieve:
	· 70% (50/72) in the MCQ exam
	· 100% in the practical assessment.
Assessment availability	On demand
First assessment availability	April 2021

Unit 2: Principles of Working as a Security Officer in the Private Security Industry	
Type of assessment	Onscreen or paper-based externally set and externally marked MCQ exam made up of 60 questions (90 minutes).
	Pass mark = 70%
	A practical assessment that is externally set, internally marked and externally quality assured, including:
	· externally-set, internally-assessed observation of searching with observation sheet
	And
	· externally-set and internally-assessed observation of using communications devices.
	Pass mark = 100%
Length of assessment	The MCQ exam is 90 minutes.
	The recommended duration of the practical assessment is approximately 15 minutes per learner.
Pass mark	To pass the unit, learners need to achieve:
	· 70% (42/60) in the MCQ exam
	· 100% in the practical assessment.
Assessment availability	On demand
First assessment availability	April 2021

Unit 3: Application of Conflict Management in the Private Security Industry	
Type of assessment	Onscreen or paper-based externally set and externally marked MCQ exam of 20 questions.
	Pass mark = 70%
	A practical assessment that is externally set, internally marked and externally quality assured of **one** practical scenario with observation sheet per learner.
	Pass mark = 100%
Length of assessment	The MCQ exam is 30 minutes.
	The recommended duration of the practical assessment is approximately 15 minutes per learner.
Pass mark	To pass the unit, learners need to achieve:
	▪ 70% (14/20) in the MCQ exam
	▪ 100% in practical assessment.
Assessment availability	On demand
First assessment availability	April 2021

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

Language of assessment

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

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

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

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

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

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

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 C: 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 needs at least five 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.*

Conducting external assessments

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

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 up to 3 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 assessment materials

Each externally-assessed unit with an MCQ exam has a set of sample assessment materials (SAMs). The SAMs are there to provide an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

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

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

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

Practical assessment

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

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

Making valid assessment decisions

Authenticity of learner work

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

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

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

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own

- the learner has clearly referenced any sources used in the work

- they understand that false declaration is a form of malpractice.

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

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

Making assessment decisions on practical components using unit-based criteria

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

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

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

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

Issuing assessment decisions and feedback

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

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met

- may show why attainment against criteria has not been demonstrated

- must not provide feedback on how to improve evidence

- must be validated by an Internal Verifier before it is given to the learner.

5 Centre recognition and approval

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

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

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

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

Approvals agreement

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

Centre resource requirements

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

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification

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

- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification.

Centres must have in place appropriate health and safety policies relating to the use of equipment by learners. For information regarding the 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 C*.

- health and safety policies that relate to the use of equipment by learners

- internal verification systems and procedures

- any unit-specific resources stated in individual units.

6   Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

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

We are committed to making sure that:

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

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

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

Reasonable adjustments and special consideration

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

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

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

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

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

7 Recognising prior learning and achievement

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

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

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

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

8   Quality assurance of centres

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

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

- number of assessment sites

- number and throughput of learners

- number and turnover of assessors

- number and turnover of internal verifiers

- amount of previous experience of delivery.

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

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

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*

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

- *Pearson Centre Management Handbook: BTEC Security.*

9 Units

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

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

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

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

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

Unit 1: Principles of Working in the Private Security Industry

Level: 2

Unit type: Mandatory

Guided learning hours: 17

Unit introduction

In this unit, you will look at the key areas of understanding and knowledge that are common across the security sector, including how the security sector operates, the key legislation that applies to the industry, and how to keep yourself and others safe in the workplace. You will learn about arrest, fire and emergency procedures, and terror threats as well as effective communication, record keeping and post-incident management.

Learning outcomes, assessment criteria and indicative content

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

Learning outcomes	Assessment criteria	Indicative content
1 Know the main characteristics and purposes of the private security industry	1.1 Identify the key purposes of the private security industry	• Prevent and detect crime and unauthorised activities. • Prevent and reduce loss, waste and damage. • Monitor and respond to safety risks. • Provide personnel and appropriate protection systems for people, property and premises. • Raise standards in the industry.
	1.2 State the aims and functions of the Security Industry Authority (SIA)	• Protect the public and regulate the security industry through licensing. • Raise standards (through the Approved Contractor Scheme); introduction of business licensing for all regulated security businesses. • Monitor the activities and effectiveness of those working in the industry. • Set and approve standards of conduct, training and supervision within the industry. • Keep under review the private security industry and the operation of the legislative framework.
	1.3 Recognise the required standards of behaviour of a security operative	• Main qualities required for security industry operatives: reliability and integrity; politeness; professional attitude and appropriate personal appearance; being prepared to take responsibility. • Skills: communication skills; observational skills; problem solving; ability to handle sensitive situations; team-working skills. • Adherence to SIA Standards; adherence to organisation/ company values and standards.

Learning outcomes	Assessment criteria		Indicative content
	1.4	Identify the benefits of community safety initiatives	• Examples of community safety initiatives: police liaison officers, police community links, initiatives to radio link with other venues, e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards.
			• Aim: to reduce the opportunity for crime to take place.
			• Activities: include improving physical security of vulnerable targets, improving the environment, removing the means to commit crime; improving the visibility in an area e.g. lighting; controlling access to areas so unauthorised people cannot gain access to commit crime; initiatives to radio link with other venues, e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards.
			• Benefits: include better partnership working, cooperating with Local Authority and police, liaison with other venues, reduction of risk of crime to own employer or other employers, promotion of safer communities.
	1.5	Recognise how assignment instructions support the security operative role	• Describes the security operative's roles and duties for specific location.
			• Outlines actions to take in an emergency including obtaining contact numbers.
			• Part of a contract between client/customer and the security company.

Learning outcomes	Assessment criteria		Indicative content

	1.6	Recognise how each security operative role may use CCTV	• Benefits of using CCTV, e.g.
			
			  o prevents crime
			
			  o cuts down on incidents
			
			  o reduces costs by not having to employ additional staff
			
			  o can provide clear evidence for investigations
			
			  o can provide evidence which can be used in a court of law.
			
			• Understand the legal implications of using CCTV, e.g.
			
			  o must be registered
			
			  o must have a named person who is responsible and accountable for its use
			
			  o must display signs to inform people that CCTV is in operation
			
			  o must not record in private spaces such as toilets.
			
			• Must comply with current data protection legislation, e.g.
			
			  o when storing data including any recordings
			
			  o restricting access to certain staff
			
			  o by using recordings appropriately.

Learning outcomes	Assessment criteria		Indicative content
	1.7	Identify the limitations of CCTV within the security operative role	• Privacy issues and concerns. • Vulnerable to damage and vandalism. • Misuse. • Cannot prevent crime. • Cost. • Familiarity with scope of cover. • Technology vulnerabilities.
	1.8	State the purpose of the Approved Contractor Scheme	• Raise performance standards. • Assist the SIA to develop new opportunities. • Increased customer confidence.

Learning outcomes		Assessment criteria		Indicative content

2	Understand legislation as it applies to a security operative	2.1	Identify the differences between civil and criminal law	• Main features of civil law:
				
				  o purpose to right a wrong
				
				  o individual brings the cases
				
				  o remedy by compensation for loss or damage
				
				  o standard of proof on balance of probabilities.
				
				• Examples of civil offences:
				
				  o libel
				
				  o slander
				
				  o breach of contract
				
				  o employment law
				
				  o family and matrimonial disputes
				
				  o property disputes
				
				  o personal injury cases
				
				  o trespass.
				
				• Main features of criminal law:
				
				  o purpose to deter and punish
				
				  o state brings the cases
				
				  o remedy is fines/imprisonment
				
				  o standard of proof is beyond reasonable doubt.

Learning outcomes	Assessment criteria		Indicative content
			• Examples of criminal offences:
			o driving under the influence
			o assault
			o murder
			o rape
			o child abuse
			o theft
			o domestic abuse
			o arson
			o kidnapping or holding someone against their will.
	2.2	State the main aims of the Private Security Industry Act 2001	• Raise standards in the private security industry.
			• Increase public confidence in the private security industry.
			• Increase public safety.
			• Remove criminal elements from the private security industry.
			• Established the SIA (Security Industry Authority).
			• Established licensing.

Learning outcomes		Assessment criteria		Indicative content
		2.3	Identify key legislation relating to promoting equality and diversity in the workplace	- Key Legislation: Equalities Act 2010; Human Rights Act 1998. - Protection from discrimination in the workplace: - protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity - direct and indirect discrimination. - Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal. - Employer's duty to make reasonable adjustments.
		2.4	Identify licensable roles under the Private Security Act	- Licensable roles - Licensed sectors in manned guarding: - vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit (CVIT), key holding.
		2.5	Identify how data protection regulation impacts on the security operative	- Have an understanding of current data protection regulation. - Include the general principles: - the use of body worn cameras and restrictions e.g. - images must be stored to comply with GDPR and can only be viewed by authorised personnel. - recording and documenting in notebooks.

Learning outcomes		Assessment criteria		Indicative content
3	Understand arrest procedures relevant to security operatives	3.1	State the meaning of arrest	· Arrest is to take away someone's liberty. · There is no legal definition for citizen's arrest. · Police and non-police arrest. · Arrest with a warrant. · Arrest without a warrant 3B.

		3.2	Identify offences for which a security operative can make an arrest	· Security operatives have no special powers of arrest, only the same powers of arrest as every other citizen.
				
				· Indictable offences and Breach of the Peace.
				
				· Indictable offences are usually tried at the Crown Court (arrestable offences are usually tried at Sheriff Court/High Court in Scotland).
				
				· Powers of arrest under the common law.
				
				  o offences include:
				
				    - murder/homicide
				
				    - aggravated assault
				
				    - assault
				
				    - rape
				
				    - sexual assault
				
				    - firearms offences
				
				    - robbery

Learning outcomes	Assessment criteria		Indicative content
			- burglary - theft - drugs offences - fraud - criminal damage.

	3.3	Identify the limitations to a security operative's powers of arrest	· Must be within powers of citizen's arrest.
			
			· Section 24a of the Police and Criminal Evidence Act 1984.
			
			· Indictable offence must be either being committed or have already been committed.
			
			· Arrest can only be made to prevent the person from:
			
			  o causing injury to himself or another
			
			  o suffering injury himself
			
			  o causing loss of or damage to property
			
			  o making off before a constable can assume responsibility for him.

Learning outcomes	Assessment criteria		Indicative content
	3.4	State procedures to follow when making an arrest	• Inform person that they are under arrest, provide the reason for the arrest, and that the police will be called. • Detain the person and ensure their safety. • Use witnesses wherever possible. • Only use reasonable and necessary force to prevent: o escape of individual under arrest or assault against security operatives or others.
	3.5	State why an arrest should only be made as a last resort	• Taking someone's liberty is a serious matter. • Can only arrest for indictable offences. • False arrest can lead to civil or criminal prosecution of the security operative making the arrest. • Personal safety of the security operative can be at risk.
	3.6	State procedures following an arrest	• The arrested person is now the security operative's responsibility. • Ensure own safety. • Ensure the person's safety. • Ensure any evidence is preserved and not disposed of. • Hand person over to police, explaining reason for arrest. • Inform police of any extra evidence of offence (witnesses, CCTV, property). • Record arrest in line with local policy.

Learning outcomes	Assessment criteria		Indicative content
			• Assist police with a statement if required.
			• Attend court at a later date if required.
			• Identify how to work with the police in relation to arrest procedures.
	3.7	State what is meant by 'reasonable' and 'necessary' force	• Reasonable force is the amount of force that can be used to protect yourself or your property from attack. It can be used to prevent crime or when detaining someone through a citizen's arrest. It can also be classed as 'legal force'.
			• Necessary force is an opinion of the level of force that was carried out in any situation.

Learning outcomes	Assessment criteria	Indicative content

4 Understand the importance of safe working practices	4.1 Identify responsibilities under the Health and Safety at Work etc. Act	• Responsibilities of employees and the self-employed:
		
		  o to take responsibility for own health and safety, to cooperate with employer, to take reasonable care and not put themselves or public at risk, to report injuries and accidents to employer
		
		  o to follow instruction, processes and procedures put in place by their employer.
		
		• Responsibilities of employers:
		
		  o to maintain the safety of employees and anyone who visits the premises
		
		  o to provide safe access and egress
		
		  o to assess and reduce risk, to provide first aid facilities, to tell staff about hazards, to provide training if required, to record injuries and accidents, to provide and maintain necessary equipment and clothing and warning signs
		
		  o to comply with legislation: consequences of failure to comply, e.g. prosecution, business closure.

	4.2 Identify the risks of lone working within the private security industry	• Being isolated and having to rely on technology for back up.
		
		• Being vulnerable:
		
		  o injury/ill-health
		
		  o violence
		
		  o lack of support
		
		  o lack of communication
		
		  o lack of welfare facilities for rest.

Learning outcomes	Assessment criteria		Indicative content

	4.3	Identify typical workplace hazards and risks	• Definition of 'hazard':
			
			  o potential source of harm or adverse health effect on a person or persons.
			
			• Typical workplace hazards:
			
			  o accidents due to poor lighting, uneven surfaces, steps, etc.
			
			  o risk of infection from body fluids
			
			  o risk of dealing with aggressive or violent behaviour
			
			  o injuries from poor manual handling
			
			  o misuse/abuse of machinery
			
			  o sharp objects (needles and knives).
			
			• Diseases.
			
			• Hazardous chemicals.
			
			• Noise pollution.
			
			• Moving vehicles:
			
			  o obstructions
			
			  o poor lighting
			
			  o fire/floods and other emergencies.
			
			• Definition of 'risks':
			
			  o likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard.

Learning outcomes	Assessment criteria		Indicative content
			• Identify risks:
			o level of risk (high, medium or low impact).
			• Assess the risk of the hazard by identifying who may be harmed and how, what controls are already in place, what additional controls are needed to control the risk, who is required to do this and when is it required to be completed by.
	4.4	State how to minimise risk to personal safety at work	• Risk assessment: developing awareness of risks and how to minimise them.
			• Following health and safety and organisational procedures in relation to health and safety.
			• Use of protective equipment, personal alarms and mobile phones.
			• Importance of following safe routines and being systematic.
			• Identify methods for safe manual handling:
			o assessment of load; know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull
			o follow health and safety and organisational procedures in relation to global (or critical) incidents.
	4.5	Identify safety signs and signals	• Different categories of sign, e.g. prohibition, warning, mandatory safe condition, firefighting, hazard/chemical warning plates.

Learning outcomes	Assessment criteria		Indicative content
	4.6	State procedures to be followed for recording and reporting accidents and health and safety incidents	• Reportable incidents and accidents under RIDDOR: work-related, dangerous occurrence, resulting in injury, occupational disease or death; gas-related incident. • Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting – 'responsible person', online, telephone, by post. • Remember to include who, what, when, how and where.

	4.7	Identify ways to keep personal information safe	• When handling any personal information or data (either their own or someone else's) security operatives must:
			  o comply with current data protection legislation
			  o follow organisational procedures
			  o follow assignment instructions
			  o maintain confidentiality of information.
			
			• Security operatives should:
			  o use personal social media responsibly including managing privacy settings
			  o not wear anything identifiable outside the workplace
			  o keep personal vigilance, e.g. not completing surveys
			  o not discuss work issues outside the workplace
			  o not discuss work information with colleagues.

Learning outcomes		Assessment criteria		Indicative content
5	Understand fire procedures in the workplace	5.1	Identify the elements that must be present for fire to exist	• Components of fire: the fire triangle (oxygen, fuel, heat - chemical chain reaction).
		5.2	State the actions to be taken upon discovering a fire	• Follow organisation's policies and procedures. • Sound the alarm and inform emergency services. • FIRE (Find, Inform, Restrict, Evacuate or Extinguish); do not attempt to put out a fire if it puts you in danger. • Identify area where fire is, isolate other areas. • Control panel: important to ensure full understanding of extent of area of incident, to pass on correct message to emergency services, e.g. with regard to materials, chemical stored in affected area.
		5.3	Identify basic fire safety controls	• Be observant and vigilant. • Control of fuel and ignition sources, e.g. bins and waste disposal. • Safe storage of flammables. • Inspection and maintenance of electrical equipment. • Avoidance of overloading electrical points. • Follow staff training. • Adhere to fire plan.
		5.4	Identify classifications of fire	• A – Ordinary combustible: includes paper, wood, textiles, rubber. • B – Flammable liquids, e.g. petrol, paint, solvents.

Learning outcomes	Assessment criteria		Indicative content
			· C – Flammable gas, e.g. butane, propane.
			· D – Metal fires, e.g. powdered and metal shavings, alkali-based metals.
			· E – Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel).
			· F – Hot cooking oils.
	5.5	Identify the different types of fire-fighting equipment	· Extinguishers.
			o water for use with paper, wood
			o general foam for use with paper, wood; specialist foam for use with industrial alcohol
			o CO2 gas for use with electrical fires (primary); flammable liquids (secondary)
			o wet chemical for use with cooking oil fires
			o powder for use with most fires including liquid and electrical fires.
			· Other equipment:
			o fire blankets, fire hose, sprinkler system.
	5.6	Identify the role of a fire marshal in the event of an emergency	· Sound the alarm.
			· Check allocated area to ensure that everybody has left, take roll call.
			· Take control of the evacuation and ensure that anybody with evacuation difficulties is aided.
			· Proceed to the assembly area and report to the fire officer in charge.

Learning outcomes		Assessment criteria		Indicative content
6	Understand emergencies and the importance of emergency procedures	6.1	Identify the key emergency terms	• Emergency is: o a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action. • Emergencies can include incidents, occurrences, accidents. Examples are listed below: o incident/occurrence – this could include a fight, power cut or drug overdose, etc o emergency – this could include health emergencies such as epileptic seizure, anaphylactic shock, heart attack, etc o accident – this could include someone falling down steps, someone slipping on a wet floor, etc.
		6.2	Identify different types of emergencies within the workplace	• Types of emergency: o power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat, fire, terror threat.
		6.3	Recognise how people react when emergencies occur	• Public/human responses – fight or flight. • Crowd control/crushing. • Panic, freeze.

Learning outcomes	Assessment criteria		Indicative content

	6.4	Identify actions to be taken in an emergency situation	• Security operative responses to emergencies:
			  o follow correct procedures depending on emergency
			  o ensure safety of self and others
			  o report to appropriate authorities
			  o act quickly, be authoritative, remain calm, encourage others to remain calm
			  o follow procedures for making emergency calls
			  o follow escalation procedures if required
			  o document clearly what happened and your response
			  o review and evaluate incident
			  o identify how a graduated response can be applied to incidents.

	6.5	Identify the role of the security operative in relation to first aid incidents	• List actions to be taken when first aid is required.
			  o if necessary, contact designated first aider or the emergency services
			  o know the limits of your own ability and authority to deal with personal injury
			  o record the injury in the accident book
			  o keep people safe, including onlookers
			  o provide privacy whenever possible.

Learning outcomes	Assessment criteria		Indicative content
	6.6	Recognise evacuation principles	• Evacuation – this is a controlled process of emptying an area or premises of people. Evacuation can be to an adjoining area within a building or outside depending on the severity of the incident. Examples for evacuation could be flood, fire or terror threat.
			• Invacuation – this is a controlled process of getting people into safe premises due to an incident which could cause harm to people who were outside. For example, if a person with a firearm started to shoot people in the street you would encourage everyone into the building and lock the doors for safety.
			• Basic principles are to keep people safe and to follow the organisation's policies and procedures.
			• Importance of knowing venue-specific requirements.

Learning outcomes		Assessment criteria		Indicative content
7	Understand how to communicate effectively as a security operative	7.1	Identify the different types of communication	• Non-verbal communication: gesture, stance, eye contact, facial expression. • Verbal communication: speaking, listening, reading, pitch, tone of voice. • Written communication: pictures, signs, script, text messages.
		7.2	State the importance of effective communication	• To ensure that the message being sent is received and understood by the recipient. • Features of effective communication include choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding. • Promotes effective teamwork. • Promotes a professional establishment and service. • Prevents misinterpretation which could lead to aggressive behaviour. • Prevents misunderstanding which could lead to mistakes. • Importance of effective communication: to ensure organisational effectiveness and effective team working, to provide effective service to customers. • NATO phonetic alphabet: call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated. • Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings.

Learning outcomes	Assessment criteria		Indicative content
	7.3	Identify the benefits of teamwork in the private security industry	• Promotes safety. • Provides a professional and safe service and establishment. • Supports colleagues. • Promotes efficiency.
	7.4	State the principles of customer service	• Establishing rapport, acknowledging the customer, communicating information effectively, showing respect, listening to the customer and trying to meet their expectations. • Dealing with problems: acknowledge the customer, establish the customer's needs, put yourself in the customer's position, accept responsibility, involve the customer in the solution, see it through.
	7.5	Recognise diverse customer needs and expectations	• Types of customer: internal and external, direct and indirect. • Customer needs/expectations: e.g. information, assistance, directions. • Customers with particular needs: e.g. physical difficulties, learning difficulties, sensory impairment, English as second language, under influence of drugs and/or alcohol.

Learning outcomes		Assessment criteria		Indicative content
8	Understand record keeping relevant to the role of the security operative	8.1	State the importance of accurate record keeping	- To comply with the law. - To provide a clear audit trail of the incident or accident. - To prevent you from having to rely on your memory.
		8.2	Identify the types of records that may need to be completed	- Incident records. - Accident records. - Searches and checks. - Logbooks. - Pocket notebooks. - Search/visitor/key registers. - Duty sheets. - Accident reports. - Lost/found property registers. - Message books. - Handover reports. - Other site-specific reports.

Learning outcomes	Assessment criteria		Indicative content
	8.3	Identify what information to include in records	• Who – the report is for/it was written by.
			• What – happened/action was taken/what was the result?
			• When – day/date/time.
			• How – did it happen?
			• Where – place of incident.
			• Details of any other witnesses/people/injuries or property.
	8.4	Demonstrate the accurate completion of an evidential statement (Section 9 Statement)	**Statement to be completed as part of the training, and internally assessed with a sign-off sheet submitted to Pearson to say completed.**
			• The implications of failing to complete the Section 9 Statement or using the required documents.
			• Police and Criminal Evidence Act 1984 (PACE).
			• Incidents requiring physical intervention/use of force, must be fully reported – including:
			o description of subject's behaviour
			o other 'impact factors'
			o staff responses including description of physical interventions and level of force used
			o description of any injuries sustained
			o first aid and/or medical support provided
			o details of admission to hospital
			o support to those involved and follow up action required.

Learning outcomes	Assessment criteria		Indicative content
	8.5	State the process of attending court to give evidence	• Follow organisation's policies and procedures. • Follow any legal advice from representative. • Be punctual and prepared.

Learning outcomes		Assessment criteria		Indicative content
9	Understand terror threats and the role of the security operative in the event of a threat	9.1	Identify the different threat levels	• The official source of UK threat level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have. • LOW means an attack is highly unlikely. • MODERATE means an attack is possible, but not likely. • SUBSTANTIAL means an attack is likely. • SEVERE means an attack is highly likely. • CRITICAL means an attack is highly likely in the near future. • Have an understanding of how UK threat level may impact the response level for the location in which you are working.

		9.2	Recognise the common terror attack methods	• Awareness of attack planning phases.
				
				• Most current terrorist attack methodologies:
				
				  o Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc.
				
				  o 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)
				
				  o VAAW (Vehicle As A Weapon) also known as vehicle ramming

Learning outcomes		Assessment criteria		Indicative content
				o Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks
				o cyber attacks
				o insider threat.
		9.3	Recognise the actions to take in the event of a terror threat	· 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 procedures for your place of work, including the company's evacuation plan within the limits of your own authority.
				· Use your knowledge of the location and make 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:
				o in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities.
				· Report incidents requiring immediate response from the police on 999.

Learning outcomes	Assessment criteria		Indicative content
			· Know what information emergency response require:
			o what you have seen and what has happened?
			o who you saw, what they looked like, what they were wearing?
			o where did the situation happen and where you are?
			o when did it happen?
			· Awareness of emergency services response time.
			· Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.
			· Know who the public sector counter-terrorism experts are and how to access their information:
			o Centre for the Protection of National Infrastructure (CPNI)
			o National Counter Terrorism Security Office (NaCTSO).
			· Awareness of current initiatives:
			o 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
			o ACT - Action Counter Terrorism
			o SCaN - See, Check and notify.

Learning outcomes	Assessment criteria		Indicative content
	9.4	Identify the procedures for dealing with suspicious items	- HOT principles: - hidden - obviously suspicious - typical. - Four Cs: Confirm, Clear, Communicate and Control. - Safety distance, including: - distance v suspicious package 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.
	9.5	Identify behaviours that could indicate suspicious activity	- 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: - 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

Learning outcomes	Assessment criteria		Indicative content
			o individuals carrying out activities inconsistent with the nature of the building or area
			o 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
			o parked vehicles with people inside, empty parked vehicles left unattended for long period
			o multiple sightings of same suspicious person, vehicle, or activity.
			• Understand actions that can deter or disrupt hostile reconnaissance, including:
			o ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals
			o maintaining organised search procedures
			o ensuring emergency exits are secured when not in use to prevent unauthorised entry.

Learning outcomes	Assessment criteria		Indicative content

	9.6	Identify how to respond to suspicious behaviour	• 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:
			
			  o internal procedure for site
			
			  o confidential Anti-Terrorist Hotline: 0800 789 321
			
			  o British Transport Police (BTP) "See it, Say it, Sort it": text 61016 or call 0800 40 50 40
			
			  o non-emergency: 101
			
			  o ACT online reporting
			
			  o life threatening emergency or requiring immediate response: 999.

Learning outcomes		Assessment criteria		Indicative content
10	Understand how to keep vulnerable people safe	10.1	Recognise duty of care with regard to vulnerable people	· Duty of care is: ' moral or legal obligation to ensure the safety or wellbeing of others'. · People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone.

		10.2	Identify factors that could make someone vulnerable	· Vulnerable:
				
				  o being under the influence of alcohol or drugs
				
				  o alone or receiving unwanted attention
				
				  o separated from friends
				
				  o appearing lost or isolated
				
				  o being followed or threatened
				
				  o victims of domestic violence
				
				  o young people under the age of 18
				
				  o mental ill-health
				
				  o learning disabilities
				
				  o physical disabilities
				
				  o being elderly
				
				  o being acutely ill.
				
				  o 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).

Learning outcomes	Assessment criteria		Indicative content
			- Indicators of child sexual exploitation:
			o children and young people in the company of older people or antisocial groups
			o acting in an inappropriate and sexualised way
			o intoxicated
			o arriving and departing a location with different adults
			o getting into and out of a number of different cars.
	10.3	Identify actions that the security operative should take towards vulnerable individuals	- 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 John Ambulance.
			- Be aware of current safety initiatives, e.g. Ask Angela campaign.
			- Reporting indicators of child sexual exploitation:
			o contact the police or call Crimestoppers
			o report as soon as possible.

Learning outcomes	Assessment criteria		Indicative content
	10.4	Identify behaviours that may be exhibited by sexual predators	• Close monitoring of vulnerable people. • Buying drinks or gifts for vulnerable people. • Suspicious behaviour around certain times and venues. • Inappropriate use of technology, e.g. upskirting with phones.
	10.5	Identify indicators of abuse	• Restricting freedom of individuals. • Unexplained bruising. • Lack of confidence and insecurity. • Change in circumstances, e.g. cleanliness, appearance.
	10.6	State how to deal with allegations of sexual assault	• Follow organisation's policies and procedures. • Notify police. • Safeguard victim. • Separate victim from assailant. • Record and document all information.
	10.7	State how to deal with antisocial behaviour	• 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.

Learning outcomes	Assessment criteria	Indicative content
		· Ensure that your colleagues know about the situation and that you have back-up if needed.
		· Vigilance.
		· High-profile patrols.
		· 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
11 Understand good practice for post-incident management	11.1 Identify sources of post-incident support available	- Sources of support through colleagues, management and counsellors. - Publications, internet. - Help lines (e.g. Samaritans). - Other support ,e.g. Citizens Advice/Trade Unions.
	11.2 State why accessing support following an incident is important	- Reducing the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress. - Helps you to reflect on the incident and evaluate your actions.
	11.3 State the benefits of reflecting on incidents	- Areas for improvement can be identified. - Preventing reoccurrence of the same problem. - Organisations can use data for licensing hearings. - Recognising trends. - Recognising poor practice. - Recognising good practice. - Sharing good practice. - Making improvements. - Improving procedures for incident management. - Identifying common response to situations.

Learning outcomes	Assessment criteria		Indicative content
	11.4	Identify why it is important for security operatives to contribute to improving practice	• Promotes professional service. • Increases safety for staff. • Promotes teamwork. • Increases safety for customers. • Identifies procedures or methods to deal with situations effectively.

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

Assessment

Assessment for this unit is in two parts:

- externally set and marked MCQ exam made up of 72 questions (110 minutes)
  Pass mark = 70%

- externally set, internally assessed activity based on the completion of an evidential statement, Pass mark = 100%

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

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 1 hour 50 minutes and it has 72 questions, each worth one mark. The assessment is available on demand.

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

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

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

A Pass grade is determined by learners achieving 70% (50/72) for the test.

Practical Assessment

Assessment criterion 8.4 will be assessed by an externally-set and internally-marked practical assessment. This assessment will be externally quality assured. There must be evidence that learners have met this criterion.

Learners are required to complete an evidential statement, based on an externally-set written scenario, and using a template provided by Pearson. The statement must be

completed under the direct supervision of the tutor/assessor and learners must complete and evidence achievement individually.

There must be a record kept of assessment materials and learner answers to allow external verification to take place.

Unit 2: Principles of Working as a Security Officer in the Private Security Industry

Level: 2

Unit type: Mandatory

Guided learning hours: 10

Unit introduction

In this unit, you will be taught about the role of a security officer and the knowledge and behaviour required for that role. You will need to know the main roles and responsibilities of security officers, including responsibilities for personal safety and how to minimise risk and issues and procedures in relation to drugs misuse.

You will understand the functions and purpose of electronic and physical protection systems and managing entry to and exit from premises. Finally, you will learn about patrolling and how and when to conduct searches.

Learning outcomes, assessment criteria and indicative content

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

Learning outcomes		Assessment criteria		Indicative content
1	Understand the roles and responsibilities of security officers	1.1	Identify different security officer roles within the private security industry	· Retail. · Corporate. · Asset protection. · Educational establishments. · Health and care sector (NHS).
		1.2	Identify the main responsibilities of a security officer	· Protect life. · Prevent and deter crime. · Prevent loss. · Protect property and assets. · Respond to incidents and emergencies. · Control site access/egress. · Provide assistance to employees and customers. · Provide a safe and secure environment. · Maintain confidentiality of site and personal data/information. · Ensure compliance with current data protection legislation. · Customer liaison. · Process deliveries.

Learning outcomes	Assessment criteria		Indicative content
	1.3	Recognise how the control room supports the security officer	- Monitors activity on a site using systems such as CCTV/clocking devices and radios. - Provides assistance and emergency back-up support for security officers. - Around the clock/out of hours support. - Central point of contact. - Management of frontline staff. - Storage and issue point for equipment (e.g. PPE, Body Worn Cameras (BWC) etc).

Learning outcomes		Assessment criteria		Indicative content
2	Understand the control of access and egress	2.1	State the purpose of access and egress control	- Controls the entry and exit of all staff/visitors and customers. - Records who is on site at any given time. - Provides information in the event of evacuation/emergencies. - Protects safety of staff and visitors. - Safeguards site and assets. - Allows entry to authorised persons only etc.
		2.2	Identify the security officer's duties and responsibilities when controlling access and egress	- Relating to: - people including statutory agencies - vehicles - property. - Operating queuing systems. - Checking authority to enter premises. - Operating access/egress control equipment. - First point of contact, so creates visitor/customer impression. - Providing directions and guidelines for site access to third parties. - Controlling the entry and exit of all staff/visitors and customers. - Searching people, their belongings and vehicles. - Staffing access points/checkpoints.

Learning outcomes	Assessment criteria		Indicative content
			· Controlling issue/return of visitors passes.
			· Recording visitor information.
			· Refusing entry and removing unauthorised persons.
			· Recording who is on site at any given time.
			· Provide information in the event of evacuation, emergencies.
			· Protects safety of staff and visitors.
	2.3	State the powers of statutory agencies relating to access and egress control	· Statutory agencies include HM Revenue and Customs; police officers; Health and Safety Inspectors; fire officers; local authority trading standards officers; local authority food safety inspectors. · Do not have to give advance notice of visit. · Must provide valid proof of identity. · Statutory agencies must not be prevented from carrying out their duties.
	2.4	Identify ways of attempting to gain unauthorised access	· Unauthorised use of keys, cards, codes etc. · Using false/outdated credentials/ID. · Unsecured access points. · Tailgating. · Door propping. · Physical breach.

Learning outcomes	Assessment criteria		Indicative content
	2.5	State the responsibilities of a security officer in relation to crowd management and queue control at access and egress points	• Decreasing the potential for conflict outside the site. • Demonstrating good customer service. • Allowing assessment of attitude and behaviour of different customers while queuing. • Enforcement of admissions policy. • Improving the safety of self, customers and others. • Reducing likelihood of crushing. • Working with traffic management to keep pedestrians safe and avoid traffic collisions. • Enhance customer satisfaction and enjoyment. • Understand current government guidance as applied to sites.

Learning outcomes	Assessment criteria	Indicative content
3 Know the different types of electronic and physical protection system in the security environment.	3.1 Identify how the different types of electronic and physical protection system can support the security officer role	• Provide information of incidents on site requiring action. • Detecting change of state and/or fault. • Access/egress control systems: to control entry/exit of site/premises. • CCTV systems: to show images an officer may not otherwise easily be able to see. • Electronic Article Surveillance (EAS): to alert officer if tag hasn't been removed before exiting retail premises. • Intruder alarms: display location/type of breach. • Enable large area to be covered. • Give enhanced vision in low light. • Identify objects not visible to the naked eye. • Enable faster response times. • Reduce manning numbers. • Safer searching.

	3.2 Identify different types of protection measure	• Access/egress control - these control access to/entry from premises:
		  o visitor logs and passes
		  o signing in/signing out
		  o swipe cards/fob entry
		  o biometric readers

Learning outcomes	Assessment criteria	Indicative content
		o hostile vehicle mitigation
		o video intercoms
		o keypads
		o facial recognition
		o mail/baggage scanners
		o mail and delivery logs.
		· Physical controls: fences/walls including those with climb deterrent, gates, raised kerbs.
		· Intruder detection and alarms, e.g. infrared sensors; break resulting in ink/smoke deployment.
		· Mechanical devices (e.g. cat's claws; turnstiles; locks; control barriers).
		· Automatic Number Plate Recognition (ANPR).
		· Metal detectors (walk-through/ hand held etc.).
		· Fire: heat/smoke detectors; audible alarms; flashing lights - detect a change of 'state'.
		· CCTV: PTZ cameras; fixed cameras - monitor and record activity on-site.
		· Maintenance systems - alert staff to faults with systems.
		· Electronic Article Surveillance (EAS) tagging.
		· Key management systems.

Learning outcomes	Assessment criteria		Indicative content
	3.3	Identify potential risks to protection systems	• Sabotage from either external parties or insider threat. • Malfunction. • Absence of or poor maintenance. • User error. • Systems failure, e.g. electrical outage. • Force Majeure /accidental damage (e.g. natural disaster).
	3.4	Identify types of alarm activations and the actions to take in response to them.	• Follow assignment instructions. • Intruder alarm: check panel; contact control; use CCTV to investigate/in person if safe to do so; call emergency services if appropriate. • Fire (heat/smoke); check panel; contact control; if genuine, start official fire evacuation process including calling emergency services. • Gas leak: raise the alarm; evacuate; contact supplier. • False alarms: activations resulting in emergency services attending unnecessarily - including alarms activated in error or maliciously activated. • Building Maintenance System (BMS) activations: check panel; contact control. • Awareness of the implication of excessive 'false alarms' on the emergency service response.

Learning outcomes		Assessment criteria		Indicative content

4	Know how to minimise risk to personal safety at work	4.1	Identify responsibilities for personal safety at work	• Employer responsibilities:
				
				  o provision of assignment instruction
				
				  o importance of contractor responsibilities
				
				  o risk assessment
				
				  o training needs analysis
				
				  o provision of PPE and other essential equipment
				
				  o application of current employment legislation
				
				  o provision of health and safety procedures and policies.
				
				• Employee responsibilities:
				
				  o follow assignment instructions
				
				  o identification of training needs
				
				  o attend appropriate training
				
				  o fit and well for work/duties
				
				  o use of PPE and other essential equipment
				
				  o follow company HR policies and procedures.

		4.2	Identify situations that might compromise personal safety	• Lone working. • Interrupting a crime in progress. • Dealing with intoxicated individuals. • High risk locations (e.g. construction sites; remote and higher value site).

Learning outcomes	Assessment criteria		Indicative content
	4.3	Identify the risks of ignoring personal safety in conflict situations	• Increased risk of escalation. • Places self and others at increased risk of violence and/or injury. • Risk of being considered negligent for any resultant harm.
	4.4	State the personal safety benefits of undertaking dynamic risk assessments	• Ensures a process of analysing risk and the best course of action prior to action, then during and after the incident. • Increases own ability to assess and react to the changing situations.
	4.4	List ways to minimise risk to personal safety at work	• Good communication. • Keeping the control room/colleagues informed. • Working within the limits of own knowledge and skillset. • Prompt action. • Control measures including the appropriate use of PPE. • Keeping own knowledge and skills up-to-date via CPD.

	4.6	Recognise the different types of personal protective equipment relevant to the role of a security officer	• Wearables:
			
			  o waterproof clothing
			
			  o high-visibility clothing
			
			  o headwear
			
			  o stab vests
			
			  o gloves (needle/slash resistant)

Learning outcomes	Assessment criteria		Indicative content
			o rubber gloves and face shields
			o ear defenders
			o eye protection
			o safety footwear
			o dust mask
			o face coverings.
			· Equipment:
			o metal detectors
			o Body Worn Cameras (BWC)
			o radios, mobile phones
			o personal alarms
			o torches
			o equipment to help control infections.
	4.7	State the purpose of using Body Worn Cameras (BWC)	· Securing evidence against an offender.
			· Deterring crimes.
			· Self-protection.
			· Curbing behaviour (security officer or customer).
			· Identifying offenders.

Learning outcomes	Assessment criteria		Indicative content
	4.8	Identify strategies that can assist personal safety in conflict situations	• Awareness. • Using dynamic risk assessments. • Building rapport. • Active listening. • Using problem-solving techniques. • Using CCTV. • Working in teams. • Knowing when to involve the emergency services.
	4.9	Describe limits of own responsibility in physical intervention situations	• Work within own training, skillset and physical capabilities. • Request assistance when appropriate. • Legal responsibility for actions and omissions. • Current legal framework and responsibilities.

Learning outcomes	Assessment criteria		Indicative content

	4.10	Identify types of harm that can occur during physical interventions	• Types of harm:
			  o serious injury or death can result from:
			    - strikes and kicks
			    - an individual falling or being forced to ground
			    - interventions involving the neck, spine or vital organs
			    - restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia
			    - any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present
			    - non-weapon items could cause harm to individual if they were to fall (e.g. glass objects, tools carried on person).
			  o stress and emotional trauma.

	4.11	Identify the personal safety advantages of mental alertness at work	• Quick reaction time. • Awareness of potential hazards. • Accurate assessment of situation. • Increased potential to prevent escalation. • Clear identification of hazards and necessary actions to mitigate risk.

Learning outcomes	Assessment criteria		Indicative content

	4.12	State the benefits of reflecting on personal safety experiences	- Improving safety of:
			  o self
			  o staff
			  o visitor/customer.
			- Learning from what went well and what could have been handled better.
			- Informing/identifying improvements to personal and organisational practices and procedures.
			- Preventing reoccurrence of the same/similar problem.
			- Recognising trends to prevent reoccurrence of the same/similar problems.
			- Importance of sharing good practice to improve personal, team and organisational performance.
			- Recognising good and poor practice.
			- Identifying common responses to situations.
			- Identifying procedures or methods to deal with situations effectively.

Learning outcomes		Assessment criteria		Indicative content

5	Understand drug-misuse legislation, issues and procedures relevant to the role of a security officer	5.1	Recognise the signs and symptoms of drug use	• Awareness of Misuse of Drugs Act 1971 including:
				
				  o possession of drugs
				
				  o possession of controlled drugs with intent to supply
				
				  o supplying controlled drugs
				
				  o manufacturing controlled drugs
				
				  o allowing the premises to be used to take controlled drugs
				
				  o Class A, B and C drugs.
				
				• Uncoordinated/unusual behaviour.
				
				• Repetitive movement (especially mouth and hands).
				
				• Dilated or constricted (pinpoint) pupils.
				
				• Excessive sweating.
				
				• Anxiety.
				
				• Feeling drowsy.
				
				• Unconsciousness.

Learning outcomes	Assessment criteria		Indicative content
	5.2	Identify the signs that may indicate drug dealing	· Suspicious behaviour. · Frequent trips to toilets. · Meetings with lots of strangers. · Lots of people approaching one individual. · Covert exchanges of items/cash. · Hiding in areas out of view of staff and CCTV. · Information from other customers or members of staff/neighbouring property · Unusual activity in car park/vicinity of site (especially out of hours). · Drug litter found around the perimeter and or on-site.
	5.3	State how to dispose of drug-related litter and contaminated waste	· Use personal protective equipment (i.e. safety gloves). · Use sharps boxes or bottles for needles. · Dispose of blood-stained tissues down the toilet or place in contaminated waste bags.

Learning outcomes			Assessment criteria		Indicative content
6	Know how to conduct effective search procedures	6.1		Identify the different type of searches carried out by a security officer	- General: when everyone is searched. - Random: when a random selection of people is searched (e.g. search every fourth person). - Specific: when specific individuals or vehicles are searched for specific reasons (suspicious people, vehicles / packages etc). - Vehicle. - Premises.
		6.2		Identify a security officer's right to search	- As a part of the site admissions policy. - As a condition of entry. - In accordance with employees' contracts (for entry/exit). - As a loss prevention technique to ensure staff/visitors are not stealing; where sensitive data/industrial espionage is risk to ensure data/intellectual property is not taken off site. - Conducting searches on single-sex and transgender individuals. - 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. - Only with permission from the person prior to the search. - As stated in assignment instructions.

Learning outcomes	Assessment criteria		Indicative content
	6.3	Identify different types of searching equipment	- Handheld metal detector (search wand), ensure sensitivity of equipment is known. - Archway metal detectors (know calibration settings). - Baggage/packages x-ray scanning, trays for smaller belongings. - Search mirrors with lights. - Gloves. - Torch. - Search dogs (trained to detect specific threats of concern).
	6.4	Recognise possible hazards when conducting a search	- Drugs coming into contact with skin. - Needles/sharp objects. - Infectious diseases. - Weapons. - Violence. - Malicious allegations. - Un cooperative visitor/client/customer.
	6.5	State precautions to take when carrying out a search	- Use of personal protective equipment (PPE), e.g. safety gloves. - Use of a dedicated search area with good lighting. - Carry out searching in pairs if possible.

Learning outcomes	Assessment criteria		Indicative content
			- Carry out searching in view of CCTV if possible.
			- Use self-search techniques.
			- Infectious diseases:
			o use of personal protective equipment (PPE), e.g. safety gloves
			o use self-search techniques.
			- For vehicles:
			o ensure own health and safety:
			- use appropriate PPE including high-visibility clothing and safety footwear etc.
			- avoid inhaling vehicle fumes
			- be aware of other moving vehicles
			- be visible to other motorists
			- constantly monitor for hazards and risk in the search area.
			o ensure engine is off and keys are controlled.
			o vehicle is parked in a safe designated location with parking brake applied.
			o ensure driver and any passengers are visible and in a safe location.
			o search location to have good lighting, CCTV and witness where possible.

Learning outcomes	Assessment criteria		Indicative content
	6.6	State actions to take if an incident or an accident occurs during searching	- Contact emergency services. - Follow assignment instructions. - Summon assistance from first aider (if necessary). - Cordon area off. - Complete notebook/report/search log.
	6.7	Demonstrate how to search people, and their property	- Use of signage to indicate that searching could take place. - Search with a witness or in view of CCTV. - Explain the search policy to the individual. - Obtain permission of the individual before starting the search. - Conduct same-sex searching where-ever possible. - Where a person does not want to be touched by the Security Operative, use self-search techniques. - Follow venue policy / assignment instructions. - Conduct a search of an individual, their person and belongings to locate a concealed prohibited item/s. - Be able to use a handheld metal detector. - Be able to search a bag. - Be able to search a coat and/or outer garment (hoodies/hats/scarf/gloves). - Be able to conduct a pat-down search of an individual.

Learning outcomes	Assessment criteria	Indicative content
		o Observe an individual conducting a self-search.
		o Be able to locate a prohibited item/s during the search.
		o Be able to take appropriate action on finding a prohibited item/s.
		o Be able to use radio communications to obtain support.
		o Be able to hand the found item/s over to a colleague/supervisor.
		▪ Consideration must be given to protected characteristics:
		o age
		o disability
		o gender reassignment
		o marriage and civil partnership
		o pregnancy and maternity
		o race
		o religion or belief
		o sex/gender.
		▪ Conducting searches on single-sex and transgender individuals.
		o Guidance on conducting a search is available on paragraphs13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf.

Learning outcomes	Assessment criteria		Indicative content
			- Considerations for searching children and young people: - never ask to remove clothing, other than outer garments like coats, gloves, scarf. - 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. **(NB: The search must meet the requirements of the assessment form provided)**

Learning outcomes	Assessment criteria		Indicative content

	6.8	State typical areas of vehicles to be searched	• Types of vehicle:
			   o cars
			   o vans
			   o motorcycles/cycles
			   o Heavy Goods Vehicles.
			• Carry out level/type of search according to assignment instructions.
			• Areas to be searched:
			   o interior (inc. under seats; door pockets; under carpet)
			   o boot or cargo area
			   o engine compartment (including behind battery)
			   o outside
			   o underneath
			   o toolbox
			   o voids (in manufacturer-made storage areas and/or voids that may have been altered/customised).

Learning outcomes	Assessment criteria		Indicative content
	6.9	Identify reasons for carrying out a premises search	· Pre-entry check to ensure safety on opening. · Identifying potential hazards. · Search for drugs, weapons, suspicious packages, missing persons. · Find potential lost property. · Closing check to ensure no personnel remain in toilets, or areas where it is easy to hide/stow away. · Lock down to ensure all windows and doors are secure etc.
	6.10	Recognise actions to take in the event of a search refusal	· Politely explain reasons for search: o condition of entry/employment contract. · If visitors/customers do not give consent for a search, then they should be denied entry, inform person they are due to visit. · Follow site policy/assignment instructions. · Record details in search register/other report.
	6.11	Identify reasons for completing search documentation	· Protection against allegations of misconduct. · Protect person who is being searched. · Proof of lawful search for evidential reasons. · To capture time, date, people present, reason for search. · Search book/register. · Search report. · Incident book/report.

Learning outcomes	Assessment criteria		Indicative content
	6.12	Identify actions to take if a prohibited or restricted item is found during a search	• Follow site policy/assignment instructions. • If item is against entrance policy but is not illegal, follow the site's policy/assignment instructions. • Consider holding/looking after non-illegal but restricted item(s) before granting entry and returning item on exit. • Consider seizing/securing the illegal item, refusing entry, recording the find and informing the police. Or • Consider seizing the illegal item, arresting the individual, calling the police and handing over both the person and the item to the police. • Record the find in line with the site policy/assignment instructions and record details of the find. • Inform control room/senior management. • If the individual is an employee, contact line manager/human resources as detailed in assignment instructions.

Learning outcomes		Assessment criteria		Indicative content
7	Understand how to patrol designated areas safely	7.1	State the purposes of patrolling	• To ensure all is in order. • Visual deterrent. • Identifies weaknesses in site security and actions needing to be taken.

		7.2	Identify types of patrol undertaken by a security officer	• First or initial: Those patrols carried out at the beginning of a shift (or takeover/handover) to identify problems/incidents that need to be dealt with.
				
				• Final: The last patrol carried out before the security officer goes off duty, to ensure that any areas requiring attention have been identified/dealt with.
				
				• Snap, or "one-off" patrol: An additional patrol carried out to respond to a specific incident or situation.
				
				• Lock up/unlock patrols, when required to ensure:
				
				  o all entry points are secure
				
				  o alarms set
				
				  o fire precaution measures in place.
				
				• Unlock patrols ensure safe access/ to staff/ public; emergency exits accessible.

Learning outcomes	Assessment criteria		Indicative content
	7.3	State patrolling procedures	• Follow assignment instructions.
			• Ensure radio equipment is tested, fully charged and programmed to correct channel prior to use.
			• Check assignment instructions for frequency/requirements/route.
			• If clocking devices are to be used in what order/timings.
			• Inform relevant people at beginning (and end) of patrol frequency patterns of patrols and their safety implications.
			• Vary routes and times.
			• Use relevant (mechanical or electronic) clocking devices to record patrol information.
			• Be vigilant, e.g. for opportunities for intruders/fire; checking fire exits; checking doors and windows are secure.
			• Maintain contact with colleagues/control room.
			• Identify site security breaches.
			• Challenge the unusual/unexpected.
			• Identify the reasons for using local and site knowledge when patrolling.
			• Awareness of any local crime issues that may affect security of site.
			• Identify suspicious persons, vehicles, packages.

Learning outcomes	Assessment criteria		Indicative content

	7.4	Identify how to communicate effectively using relevant equipment	· Equipment:
			  o radios and earpieces
			  o mobile phones
			  o internal telephone systems.
			· Communication occurring between:
			  o internal and external colleagues
			  o professionals, i.e. within the premises or
			  o police/external agencies.
			· Methods used to communicate clearly and accurately over a radio network:
			  o use of radio protocols to signal start/end of transmissions
			  o use of clear and concise language
			  o ensure clear and effective communication
			  o ensure urgent incidents are dealt with quickly.

	7.5	Demonstrate effective use of communication devices	· Accurate, brief and clear. · Use of call-signs, pro-words, local code words. · Use of the NATO phonetic alphabet. · Correct pronunciation of numbers. · Professional local radio etiquette.

Learning outcomes	Assessment criteria		Indicative content
			• Equipment used:
			o radios
			o mobile phone
			o internal telephone systems
			o internal tannoy systems.
			• Ensure radio equipment is tested and fully charged and programmed to correct channel prior to use.
	7.6	Recognise the importance of check calls	• Maintains contact with colleagues/control room.
			• Contributes to safety of security officer.
			• Checks that all radio systems are functioning.
			• Provides opportunity to identify any areas of poor radio transmission.
	7.7	State how to respond to an incident	• Follow assignment instructions.
			• Report to control room.
			• Carry out dynamic risk assessment.
			• Cordon off area.
			• Protect evidence.
			• Call the emergency services (if appropriate).
			• Direct CCTV coverage to area (if possible).
			• If an indictable offence has been committed, consider arrest.

Learning outcomes	Assessment criteria	Indicative content
		• For suspected theft, follow assignment instructions and apply an appropriate method of control, e.g. ASCONE:
		o Approach, Select, Conceal, Observe, Non-Payment, Exit.
		• For cases of trespass follow assignment instructions and apply an appropriate method of control, e.g. 5 step appeal to ask them to leave:
		o ask them to leave
		o explain why request has been made
		o inform person of potential consequences
		o final request and confirmation that they refuse to leave under their own steam
		o action, use reasonable force to remove the trespasser from site.
		• For medical incidents, consider using privacy screening.
		• Obtain witness details.
		• Record details in notebook as soon as possible.
		• Write an incident report and other reporting methods set out in assignment instructions as soon as possible following the incident.
		• Provide statement to police if required.
		• Take part in debrief.
		• Support colleagues post-incident.

Learning outcomes	Assessment criteria		Indicative content
	7.8	State reasons for recording and preserving crime scenes	• Permanent written record of the event. • For evidential purposes. • To assist in identifying offenders. • To assist outside agencies or court cases. • To justify actions taken. • To prevent malicious allegations or civil actions.
	7.9	State actions to take to preserve evidence after an incident	• Contact the emergency services. • Cordon off the area. • Contain potential evidence. • Control the area. • Call for support and inform management. • Restrict access. • Show police any potential evidence. • Record actions.

Learning outcomes	Assessment criteria		Indicative content

	7.10	Identify circumstances when a security officer should call the police	- Following an arrest.
			
			- To report:
			
			   o a serious crime
			
			   o a serious public order offence
			
			   o other serious incidents inside or outside of the site.
			
			- Concern for the welfare of self and others.
			
			- Suspicious activity with terrorism concerns.

Essential information for tutors and assessors

Essential resources

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

Assessment

Assessment for this unit is in two parts:

- MCQ exam made up of 60 questions (90 minutes), Pass mark = 70%

- Assessment of practical skills (assessment criteria 6.7 and 7.5)

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

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 90 minutes and has 60 questions worth one mark each. The assessment is available on demand.

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

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

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

A Pass grade is determined by learners achieving 42/60 (70%) for the test.

Practical Assessment

Assessment criteria 6.7 and 7.5 will be assessed by an externally- set and internally-marked practical assessment. This assessment will be externally quality assured. Learners must meet both assessment criteria and will be required to demonstrate how to search people and their possessions (6.7) and use of communication devices (7.5).

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

Learners will be assessed through observation of a scenario-based practical activity carried out in a simulated environment. The scenarios will be externally set by Pearson.

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

In addition, the practical assessment for each learner must be visually recorded, which can be made available for external verification.

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

Learners must have had the opportunity to practise the techniques in controlled conditions before being assessed.

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

Level:	2
Unit type:	Mandatory
Guided learning hours:	11

Unit introduction

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

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

Learning outcomes, assessment criteria and indicative content

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

Learning outcomes	Assessment criteria		Indicative content

1 Understand the principles of conflict management appropriate to the role	1.1	Identify situations that can lead to conflict	• Common situations leading to conflict:
			  o misunderstandings
			  o poor communication
			  o lack of planning
			  o unrealistic/unfair expectations
			  o attitudes
			  o frustration and stress
			  o substance and alcohol use.

	1.2	State how positive and constructive communication can be used to manage conflict	• Importance of positive and constructive communication. • Being positive, professional, calm, clear and polite. • Using effective communication skills (vital to defuse and avoid conflict).
	1.3	Recognise why it is important to be familiar with policies and procedures relating to workplace violence	• Employer policies, guidance and procedures relating to workplace violence. • Meeting Health and Safety at Work legislation. • Setting an expectation for both staff and customers as to what behaviour is and is not acceptable. • Making staff aware of their responsibilities in regard to workplace violence.

Learning outcomes			Assessment criteria		Indicative content
					· Ensuring staff are aware of the procedures to follow in the event of a violent situation.
					· Detailed reporting procedures.
					· Helps reduce risk of litigation and harm to self and others.
		1.4	Identify the stages of escalation in conflict situations		· Stages of conflict escalation:
					o frustration leads to
					o anger leads to
					o aggression leads to
					o violence.
		1.5	Recognise the stages of the attitude and behaviour cycle		· Attitude and behaviour cycle:
					o importance of adopting an appropriate initial response to conflict situations
					o link between attitude and behaviour
					o positive attitude constructs positive behaviour
					o negative attitude constructs negative behaviour
					o effective behaviour and communication influencing attitude and behaviour of others.

Learning outcomes		Assessment criteria		Indicative content
2	Understand how to recognise, assess and reduce risk in conflict situations	2.1	Recognise the potential risk posed in a conflict situation	• Risks in potential conflict situations: o identifying potential risk to self and others (staff, customers, bystanders) o dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately) o possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and assessing potential threats, adapting conflict response to situation) o minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques.
		2.2	Identify factors that can trigger or inhibit a range of responses in self and others	• Factors: o actions o behaviours (self and others) o situations o emotions. • Triggers: o perceptions o conflicting goals o different personal values o misunderstandings o poor communication.

Learning outcomes	Assessment criteria		Indicative content

			- Inhibitors:
			  o self-control
			  o personal values
			  o fear of retaliation
			  o social or legal consequences
			  o Body Worn Cameras and any other technology.

	2.3	Identify a range of responses to conflict situations	- Range of responses:
			  o feeling insulted
			  o feeling threatened
			  o anger
			  o loss of face
			  o being ignored
			  o peer pressure
			  o feeling patronised
			  o the feeling of not being taken seriously
			  o alcohol, drugs and medical conditions
			  o angry response.

Learning outcomes	Assessment criteria		Indicative content
			· Fight or flight response:
			o fear
			o adrenaline
			o shock.
			· Fear of being "blocked in".
	2.4	Recognise the stages in de-escalating conflict	· Stages in de-escalating conflict:
			o assess emotional state
			o identify trigger factors
			o reassure to reduce anxiety
			o speak calmly and actively listen
			o empathise and check understanding
			o problem solving - resolve the issue
			o explain what, when, how
			o keep informed.
	2.5	State the importance of positioning and exit routes	· Positioning and exit routes:
			o maintaining personal space
			o demonstrating non-aggressive stance
			o ensuring an escape route is visible for all parties
			o awareness of exit routes.

Learning outcomes		Assessment criteria		Indicative content

3	Understand the use of problem-solving techniques when resolving conflict	3.1	Recognise how to use empathy to resolve conflict	• Empathy:
				  o ability to share someone else's feelings or experiences
				  o imagining being in that person's situation.
				• Customer perspective/resolving conflict:
				  o what the customer thinks and feels; sees; says; does
				  o customer pain (fears, frustrations, obstacles)
				  o potential gain (goals, wants, needs)
				  o understanding the customer's point of view.

		3.2	Identify the benefits of using problem-solving techniques	• Problem-solving techniques:
				  o identify issues
				  o understand everyone's interests
				  o identify possible solutions/options
				  o evaluate options
				  o select option or options
				  o document agreement(s)
				  o agree on contingencies, monitoring, and evaluation.

Learning outcomes	Assessment criteria		Indicative content

			• Benefits:
			   o managing customer expectations
			   o building rapport
			   o building trust
			   o finding mutual understanding
			   o demonstrating empathy
			   o explaining reasons.

	3.3	Recognise how win-win approaches work to resolve conflict situations	• Win-win situation:
			   o outcome where everyone is satisfied.
			• Win-win approaches:
			   o active listening
			   o empathy
			   o problem solving.
			   o negotiation.

Learning outcomes		Assessment criteria		Indicative content

4	Be able to communicate to de-escalate conflict	4.1	Recognise verbal and non-verbal communication techniques	• Range of communication techniques
				
				  o verbal communication:
				
				    - speaking – pitch, tone, clarity, language
				
				    - listening.
				
				  o non-verbal communication:
				
				    - stance
				
				    - body language
				
				    - eye contact
				
				    - gestures
				
				    - signalling non-aggression through non-verbal communication
				
				    - personal space awareness.

		4.2	Explain how to deal with communication barriers in conflict situations	• Barriers:
				
				  o heat, pain, fear, noise, shock, language, mental illness, culture, fear of authority, attitude, belief, substance and/or alcohol use.
				
				• Overcoming communication barriers:
				
				  o speak clearly, adopt non-aggressive stance, maintain space, move to quieter/lighter space, make sure you are non-threatening, explain what you are doing.

Learning outcomes	Assessment criteria		Indicative content

	4.3	Identify different behaviour types	• Aggressive behaviour:
			  o threatening tone
			  o threatening positioning
			  o angry gestures
			  o angry words
			  o concerns of violence
			  o staring/uncomfortable eye contact.
			
			• Assertive behaviour:
			  o firm but fair
			  o calm
			  o normal positioning
			  o relaxed body language
			  o polite/rational speech
			  o listening
			  o acknowledging.
			
			• Passive behaviour:
			  o hesitant, apologetic speech patterns
			  o overly seeking approval
			  o always agreeing with others

Learning outcomes	Assessment criteria		Indicative content
			o broken speech pattern
			o self-deprecation or self-criticism
			o overly quiet speech
			o discomfort in groups
			o lack of eye contact.
	4.4	Demonstrate approaches to take when addressing unacceptable behaviour	· Approaches: o non-aggressive body language o empathy o be positive and assertive o actively listen o problem solving o follow appropriate organisational policies and procedures.
	4.5	Demonstrate ways to de-escalate conflict situations	· Conflict de-escalation: o managing communication barriers o using positive communication o active listening o non-verbal communication o verbal communication o non-aggressive

Learning outcomes	Assessment criteria		Indicative content
			o empathy
			o building rapport/trust
			o problem solving
			o providing assistance, e.g. calling a taxi
			o including management in discussions.
	4.6	Demonstrate working with colleagues to de-escalate conflict situations	· Positioning. · Switching to or from a colleague.

Essential information for tutors and assessors

Essential resources

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

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

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

When delivering this module, the following rules apply:

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

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

- **Defusing Scenario:** A situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.

- **Confronting Scenario:** A situation that requires non aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.

- **High Risk Scenario:** An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

Assessment

It is a requirement that learners undertaking the Level 2 Award for Door Supervisors in the Private Security Industry are trained in the *Application of Conflict Management of in the Private Security Industry* (Unit 3) before undertaking the practical assessment of *Principles of Working as a Door Supervisor in the Private Security Industry* (Unit 1) and the delivery of *Application of Physical Intervention Skills in the Private Security Industry* (Unit 4).

Assessment for this unit is in two parts:

- MCQ exams (learning outcomes 1, 2 and 3)

- assessment of practical skills (learning outcome 4).

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

MCQ Exam

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

The test assesses learning outcomes 1, 2 and 3. The questions in the test are based on each assessment criterion and its associated unit content.

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

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

A Pass grade is determined by learners achieving 14/20 (70%) for the test.

Practical Assessment

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

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

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

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

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

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

10   Suggested teaching resources

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

Textbooks

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

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

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

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

Door Supervisor Training Handbook: SIA Licence Training Handbook for Door Supervisor and Security Guard Training (Kindle Edition) (Get Licensed Publishing, 2019)

Websites

www.hse.gov.uk	Health and Safety Executive – information about health and safety legislation
www.hse.gov.uk/pubns/indg143.pdf	HSE guide to Manual Handling
www.ico.org.uk	Information Commissioner's Office
www.justice.gov.uk/downloads/protecting-the-vulnerable/mca/sva-procedures-guidance-1208.pdf	comprehensive document from the Office of the Public Guardian (OPG), detailing how to deal with vulnerable people
www.met.police.uk	drugs action and advice from the Metropolitan Police website
www.sia.homeoffice.gov.uk/	The Security Industry Authority – industry regulator

11 Appeals

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

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

12 Malpractice

Dealing with malpractice in assessment

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

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

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

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

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

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

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

Learner malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

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

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

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

Sanctions and appeals

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

- mark reduction for affected external assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

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

- working with centres to create an improvement action plan

- requiring staff members to receive further training

- temporarily withholding certification of learners

- placing temporary blocks on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

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

13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html.

- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.

- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

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

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)

- *A guide to the special consideration process* (JCQ)

- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)

- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson)

- *Distance learning and assessment policy* (Pearson)

- *Centre Management Handbook: BTEC Security* (Pearson).

Publisher information

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

14   Glossary

Part A – General terminology used in specification

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

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

Part B – Terms used in knowledge and understanding criteria

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

Annexe A

Unit mapping

Mapping of the 2021 Working in the Private Security Industry Unit to the 2015 Working in the Private Security Industry Unit

New 2021 Unit	Old 2015 Unit
LO1	**LO1**
Know the main characteristics and purposes of the Private Security Industry	Know the main characteristics of the Private Security Industry
1.1 Identify the key purposes of the private security industry	1.1
1.2 State the aims and functions of the Security Industry Authority (SIA)	1.2
1.3 Recognise the required standards of behaviour of a security operative	1.3
1.4 Identify the benefits of community safety initiatives	1.5
1.5 Recognise how assignment instructions support the Security Operative role	2015 Working as a Security Officer unit AC 1.2
1.6 Recognise how each security operative role may use CCTV	N/A
1.7 Identify the limitations of CCTV within the security operative role	N/A
1.8 State the purpose of the Approved Contractor Scheme	N/A

New 2021 Unit	Old 2015 Unit
LO2	**LO2**
Understand legislation as it applies to a security operative	Understand legislation as it applies to the individual in carrying out a licensable activity
2.1 Identify the differences between Civil and Criminal Law	2.1
2.2 State the main aims of the Private Security Industry Act 2001	2.2
2.3 Identify key legislation relating to promoting equality and diversity in the workplace	2.3
2.4 Identify licensable roles under the Private Security Act	N/A
2.5 Identify how data protection regulation impacts on the security operative	N/A
LO3	
Understand arrest procedures relevant to security operatives	2015 Working as a Door Supervisor unit 2015 Working as a Security Officer unit
3.1 State the meaning of arrest	N/A
3.2 Identify offences for which a security operative can make an arrest	2015 Working as a Door Supervisor unit AC 4.1
3.3 Identify the limitations to a security operative's powers of arrest	2015 Working as a Door Supervisor unit AC 4.2; 2015 Working as a Security Officer unit AC 2.4
3.4 State procedures to follow when making an arrest	2015 Working as a Door Supervisor unit AC 4.4; 2015 Working as a Security Officer unit AC 2.5
3.5 State why an arrest should only be made as a last resort	2015 Working as a Door Supervisor unit AC 4.3
3.6 State procedures following an arrest	2015 Working as a Door Supervisor unit AC 4.5
3.7 State what is meant by 'reasonable' and 'necessary' force	2015 Working as a Door Supervisor unit AC 2.1; 2015 Working as a Security Officer unit AC 2.9

New 2021 Unit	Old 2015 Unit
LO4	**LO3**
Understand the importance of safe working practices	Understand the importance of safe working practices to comply with legal requirements
4.1 Identify responsibilities under the Health and Safety at Work Act	3.3
4.2 Identify the risks of lone working within the private security industry	N/A
4.3 Identify typical workplace hazards and risks	3.7
4.4 State how to minimise risk to personal safety at work	3.6
4.5 Identify safety signs and signals	3.8
4.6 State procedures to be followed for recording and reporting accidents and health and safety incidents	3.9
4.7 Identify ways to keep personal information safe	2015 Working as a Security Officer unit AC 1.5
LO5	**LO4**
Understand fire procedures in the workplace	Understand fire procedures in the workplace
5.1 Identify the elements that must be present for fire to exist	4.2
5.2 State the actions to be taken upon discovering a fire	4.6
5.3 Identify basic fire safety controls	4.1
5.4 Identify classifications of fire	4.3
5.5 Identify the different types of fire-fighting equipment	4.5
5.6 Identify the role of a fire marshal in the event of an emergency	4.9

New 2021 Unit	Old 2015 Unit
LO6	**LO5**
Understand emergencies and the importance of emergency procedures	Understand emergencies and the importance and emergency procedures
6.1 Identify the key emergency terms	N/A
6.2 Identify different types of emergencies within the workplace	N/A
6.3 Recognise how people react when emergencies occur	N/A
6.4 Identify actions to be taken in an emergency situation	5.1
6.5 Identify the role of the security operative in relation to first aid incidents	5.3 (partial) 2015 Working as a Door Supervisor unit AC 8.4
6.6 Recognise evacuation principles	4.8
LO7	**L06**
Understand how to communicate effectively as a security operative	Understand the importance of communication skills and customer care
7.1 Identify the different types of communication	6.2
7.2 State the importance of effective communication	6.3
7.3 Identify the benefits of teamwork in the private security industry	N/A
7.4 State the principles of customer service	6.5
7.5 Recognise diverse customer needs and expectations	6.4

New 2021 Unit	Old 2015 Unit
LO8	
Understand record keeping relevant to the role of the security operative	2015 Working as a Security Officer unit
8.1 State the importance of accurate record keeping	N/A
8.2 Identify the types of records that may need to be completed	2015 Working as a Security Officer unit ACs 7.1, 7.2, 7.3, 7.4, 7.7
8.3 Identify what information to include in records	3.9 (partial)
8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement)	2015 Working as a Security Officer unit ACs 7.5, 7.6
8.5 State the process of attending court to give evidence	N/A
LO9	**LO5**
Understand terror threats and the role of the security operative in the event of a threat	Understand emergencies and the importance and emergency procedures
9.1 Identify the different threat levels	N/A
9.2 Recognise the common terror attack methods	N/A
9.3 Recognise the actions to take in the event of a terror threat	5.8 Working as a Door Supervisor unit AC 8.2
9.4 identify the procedures for dealing with suspicious items	N/A
9.5 Identify behaviours that could indicate suspicious activity	5.7
9.6 Identify how to respond to suspicious behaviour	N/A

New 2021 Unit	Old 2015 Unit
LO10	**LO5**
Understand how to keep vulnerable people safe	Understand emergencies and the importance and emergency procedures
10.1 Recognise duty of care with regard to vulnerable people	N/A
10.2 Identify factors that could make someone vulnerable	5.4
10.3 Identify actions that the security operative should take towards vulnerable individuals	5.5 2015 Working as a Door Supervisor unit AC 9.2
10.4 Identify behaviours that may be exhibited by sexual predators	2015 Working as a Door Supervisor unit AC 9.3
10.5 Identify indicators of abuse	N/A
10.6 State how to deal with allegations of sexual assault	5.6 (partial)
10.7 State how to deal with antisocial behaviour	N/A
LO11	
Understand good practice for post-incident management	2015 Conflict Management unit
11.1 Identify sources of post- incident support available	N/A
11.2 State why accessing support following an incident is important	2015 Conflict Management unit AC 5.1
11.3 State the benefits of reflecting on incident	2015 Conflict Management unit AC 5.2
11.4 Identify why it is important for security operatives to contribute to improving practice	2015 Conflict Management unit AC 5.3

Mapping of the 2021 Principles of Working as a Security Officer in the Private Security Industry Unit to the 2015 Working as a Security Officer in the Private Security Industry Unit

New 2021 Unit	Old 2015 Unit
LO1	**LO1**
Understand the roles and responsibilities of security officers.	Understand the role of a security officer within the private security industry
1.1 Identify different security officer roles within the private security industry	N/A
1.2 Identify the main responsibilities of a security officer.	1.1
1.3 Recognise how the control room supports the security officer.	1.3
LO2	**LO4**
Understand the control of access and egress.	Understand access and egress control
2.1 State the purpose of access and egress control.	4.1
2.2 Identify the security officer's duties and responsibilities when controlling access and egress.	4.3
2.3 State the powers of statutory agencies relating to access and egress control	4.4
2.4 Identify ways of attempting to gain unauthorised access.	N/A
2.5 State the responsibilities of a security officer in relation to crowd management and queue control at access and egress points.	N/A

New 2021 Unit	Old 2015 Unit
LO3	**LO6**
Know the different types of electronic and physical protection system in the security environment	Understand the purpose and functions of different types of electronic and physical protection systems
3.1 Identify how the different types of electronic and physical protection systems can support the security officer role.	6.3
3.2 Identify different types of protection measures.	6.1 6.2
3.3 Identify potential risks to protection systems.	6.6
3.4 Identify types of alarm activations and the actions to take in response to them.	6.4
LO4	**N/A**
Know how to minimise risk to personal safety at work.	
4.1 Identify responsibilities for personal safety at work.	N/A
4.2 Identify situations that might compromise personal safety.	N/A
4.3 Identify the risks of ignoring personal safety in conflict situations.	N/A
4.4 State the personal safety benefits of undertaking dynamic risk assessments	N/A
4.5 List ways to minimise risk to personal safety at work	N/A
4.6 Recognise the different types of personal protective equipment relevant to the role of a security officer	N/A
4.7 State the purpose of using Body Worn Cameras (BWC)	N/A

New 2021 Unit	Old 2015 Unit
4.8 Identify strategies that can assist personal safety in conflict situations	N/A
4.9 Describe limits of own responsibility in physical intervention situations	N/A
4.10 Identify types of harm that can occur during physical interventions	N/A
4.11 Identify the personal safety advantages of mental alertness at work	N/A
4.12 State the benefits of reflecting on personal safety experiences	N/A
LO5	**N/A**
Understand drug-misuse legislation, issues and procedures relevant to the role of a security officer	
5.1 Recognise the signs and symptoms of drug use	N/A
5.2 Identify the signs that may indicate drug dealing	N/A
5.3 State how to dispose of drug-related litter and contaminated waste	N/A
LO6	**LO5**
Know how to conduct effective search procedures	Understand searching relevant to a security officer
6.1 Identify the different type of searches carried out by a security officer	5.2
6.2 Identify a security officer's right to search	5.1
6.3 Identify procedures for using searching equipment	N/A
6.4 Recognise possible hazards when conducting a search	5.3
6.5 State precautions to take when carrying out a search	5.4

New 2021 Unit	Old 2015 Unit
6.6 State actions to take if an incident or an accident occurs	N/A
6.7 Demonstrate how to search people, and their property	N/A
6.8 State typical areas of vehicles to be searched	5.6
6.9 Identify reasons for carrying out a premises search	N/A
6.10 Recognise actions to take in the event of a search refusal	5.7
6.11 Identify reasons for completing search documentation	5.8
6.12 Identify actions to take if a prohibited or restricted item is found during a search	5.9
LO7	**LO3**
Understand how to patrol designated areas safely	Understand the importance of, and reasons for, patrolling
7.1 State the purposes of patrolling	3.1
7.2 Identify types of patrol undertaken by a security officer	3.2
7.3 State patrolling procedures	3.3 3.4 3.5
7.4 Identify how to communicate effectively using relevant equipment	2015 Working in the Private Security Industry unit 6.5 6.6
7.5 Demonstrate effective use of communication devices	N/A
7.6 Recognise the importance of check calls	3.6
7.7 State how to respond to an incident	3.8

New 2021 Unit	Old 2015 Unit
7.8 State reasons for recording and preserving crime scenes	N/A
7.9 State actions to take to preserve evidence after an incident	2.7
7.10 Identify circumstances when a security officer should call the police	N/A

Mapping of the 2021 Application of Conflict Management in the Private Security Industry Unit to the 2015 Conflict Management within the Private Security Industry Unit

New 2021 Unit	Old 2015 Unit
LO1	**LO1**
Understand the principles of conflict management appropriate to the role	Understand the principles of conflict management appropriate to the role
1.1 Identify situations that can lead to conflict	2.1 (partial)
1.2 State how positive and constructive communication can be used to manage conflict	1.1
1.3 Recognise why it is important to be familiar with policies and procedures relating to workplace violence	1.2
1.4 Identify the stages of escalation in conflict situations	2.2
1.5 Recognise the stages of the attitude and behaviour cycle	N/A
LO2	**LO2**
Understand how to recognise, assess and reduce risk in conflict situations	Understand how to recognise, assess and reduce risk in conflict situations
2.1 Recognise the potential risk posed in a conflict situation	2.3
2.2 Identify factors that can trigger or inhibit a range of responses in self and others	1.3 1.4
2.3 Identify a range of responses to conflict situations	1.5
2.4 Recognise the stages in de-escalating conflict	N/A
2.5 State the importance of positioning and exit routes	2.4

New 2021 Unit	Old 2015 Unit
LO3	**LO4**
Understand the use of problem-solving techniques when resolving conflict	Understand how to develop and use problem solving strategies for resolving conflict
3.1 Recognise how to use empathy to resolve conflict	3.4
3.2 Identify the benefits of using problem solving techniques	4.2
3.3 Recognise how win-win approaches work to resolve conflict situations	4.3
LO4	**LO3**
Be able to communicate to de-escalate conflict	Understand how to communicate in emotive situations to de-escalate conflict
4.1 Recognise verbal and non-verbal communication techniques	3.1
4.2 Explain how to deal with communication barriers in conflict situations	3.2
4.3 Identify different behaviour types	4.1 3.3
4.4 Demonstrate approaches to take when addressing unacceptable behaviour	3.5
4.5 Demonstrate ways to de-escalate conflict situations	N/A
4.6 Demonstrate working with colleagues to de-escalate conflict situations	3.6

Annexe B

SIA Standards of Behaviour for security operatives

Standards of Behaviour for security operatives
Personal Appearance
A security operative should at all times: • wear clothing that is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines
Professional Attitude & Skills
A security operative should: • greet visitors to the premises in a friendly and courteous manner • act fairly and not discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and/or sexual orientation, or any other difference in individuals which is not relevant to the security operatives' responsibility • carry out his/her duties in a professional and courteous manner with due regard and consideration to others • behave with personal integrity and understanding • use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues • be fit for work and remain alert at all times • develop knowledge of local services and amenities appropriately
General Conduct
In carrying out his/her duty, a security operative should: • never solicit or accept any bribe or other consideration from any person • not drink alcohol or be under the influence of alcohol or drugs • not display preferential treatment towards individuals • never abuse his/her position of authority • never carry any item which is or could be considered to be threatening

Standards of Behaviour for security operatives
· report all incidents to the management
· co-operate fully with members of the police and partners, local authority, SIA, and other statutory agencies with an interest in the premises or the way they are run
Organisation/Company Values and Standards
A security operative should: · adhere to the employing organisation / company standards · be perceptive of the employing organisation / company culture and values · contribute to the goals and objectives of the employing organisation / company

Annexe C

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

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

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

Get Training

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

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

Introduction

Purpose of this document

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

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

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

Our authority to set how training is delivered and assessed

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

The Act says that:

- our functions include "*to set or approve standards of training*" (Section 1)

- our licensing criteria "*may include such criteria as the Authority considers appropriate for securing that those persons have the training and skills necessary to engage in the conduct for which they are licensed*" (Section 7)

- we may "*prescribe or impose conditions as to training*" (Section 9)

Training Centre Requirements

Facilities

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

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

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

Centre insurance

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

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

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

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

Insurance requirements for physical intervention skills training

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

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

Examination venue criteria

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

This means that:

- the seating arrangement for learners must ensure there can be no cheating or collusion between them

- all learners must be facing the same way (except for some on-screen testing)

- each learner must be a minimum of 1.25 metres (centre to centre) in every direction from the next learner's workspace

- seating plans should be completed for the delivery of tests and retained for external quality assurance purposes

- if on-screen testing is being used, each workstation must be isolated by a minimum space of 1.25 metres (measured from the nearest outer edge of one screen to the next) unless the monitors are positioned back-to-back

- under certain circumstances 1.25 metres may not be far enough to prevent learners seeing the work of others, intentionally or otherwise

- privacy screens can be used. The aim is to make sure that no learner's work can be seen by others

- there must be a place for the invigilator to sit with clear view of all learners

- maximum ratio is 1 invigilator to 30 learners

- there should be no material on the walls that would provide help to learners

- all learners must have a clear view of examination signage and a clock

- the awarding organisation must be made aware of assessment venues in advance

- substitutes cannot be used, unless there has been an emergency, such as fire

- centres must record any such emergency and notify the awarding organisation at the first possible opportunity

- trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam

- training centres need to think about all potential conflicts of interest and have an appropriate policy in place

- all invigilators must receive an induction explaining the role of invigilation and its policies and procedures

- training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction

- all test papers must be stored securely in a lockable safe

- if a lockable safe is not available a suitable lockable cabinet/storage unit kept in a secure location is acceptable

- this cabinet/storage unit should only be accessed by appropriate personnel and records of key holders should be kept

- all test papers must be transported securely to and from the training centre and any satellite centre where tests are administered

- the centre must have an appropriate policy to support this

- awarding organisations, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained

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

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

This means:

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely

- as a guide, an unobstructed area of approximately 2 x 2 metres per person, (including the trainer) provides the necessary room for movement and activity

- for example a maximum class size of 12, plus trainer, needs a floor area of approximately 52 square metres

- a minimum of 3 stairs must be available for the demonstration, practice, and assessment of escorting an individual up and downstairs

- the ratio of trainers to learners: 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills

- there is no ratio for the delivery and assessment of the knowledge skills

- each course needs a minimum of 3 participants to deliver the practical skills for physical interventions effectively

- a qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units

- we recommend that physical skills trainers/assessors obtain a 3-day First Aid at Work Qualification

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

This means:

- a BS 8599-1:2019 approved first aid kit

- ice packs

- access to water and a telephone

Learner requirements for practical skills training (physical intervention skills)

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

This should explain to learners:

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

- the expected standards of behaviour

- what they should wear

- what they should do if they have any concerns about their health or fitness with regard to this training

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

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

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

1. **A control room with at least 2 PTZ cameras and associated recording and monitoring equipment.**

2. **A simulated control room environment that is used solely for this purpose during training and assessment.**

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

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

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

Checking identification

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

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

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

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

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

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

Age restrictions for qualifications

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

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

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

Certification

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

Audit criteria

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

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

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

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

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

Training requirements

Trainer/assessors delivering licence-linked qualifications

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

All trainers/assessors must have achieved as a minimum:

1. **Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA Accreditation/QCA/Ofqual or validated by a HEI, or equivalent such as:**

   o Level 4 Award in Education and Training (QCF/RQF)

   o Certificate in Education

   o Post Graduate Certificate in Education

   o SVQs in Learning and Development at SCQF Level 8 and 9

   o 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. **and A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter-terrorism programme such as the ACT (Action Counters Terrorism) Awareness training which must be done every year. From summer 2021 there will be an additional module available called ACT Security. Following its launch, trainers will be required to complete this training before they deliver their next course and it must also be done every year.** *These are not currently required for trainers delivering Close Protection, but it is good practice.*

Assessors must hold any of the following qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

- Level 3 Award in Assessing Competence in the Work Environment (RQF)

- Level 3 Award in Assessing Vocationally Related Achievement (RQF)

- A1 Assessing Learners Using a Range of Methods

- D32 Assess Learner Performance

- D33 Assess Learner Using Different sources of Evidence

- L&D 9D Assess workplace competence using direct methods

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

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or the following units from a teaching qualification:

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

- Understand the Principles and Practices of Assessment from a 12 credit Preparing to Teach in the Lifelong Learning Sector

- Principles of Assessment in Lifelong Learning from a 12 credit Preparing to Teach in the Lifelong Learning Sector

- Understanding the Principles and Practices of Assessment from a Level 3 Certificate/Level 4 Diploma in Learning and Development

- Assess Occupational Competence in the Work Environment from a Level 3 Certificate/Level 4 Diploma in Learning and Development

- Assess Vocational Skills, Knowledge and Understanding Level 3 Certificate/Level 4 Diploma in Learning and Development

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

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

Qualification requirements for internal quality assurers (IQA)

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

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

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices (RQF)

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practices (RQF)

- V1 Conduct Internal Quality Assurance of the Assessment Process

- D34 Internally Verify the Assessment Process

- L&D 11 Internal Quality Assurance

Or the following unit from an IQA qualification:

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

If IQAs do not hold any of these qualification/units, they will have until 30 September 2022 to achieve one.

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

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

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

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

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

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

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

Occupational competence for approved trainers and assessors

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

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

Other relevant experience could come from employment in:

- the armed services

- the police

- the security industry

- the prison service

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

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

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

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

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

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

- a suitable teaching/training qualification

- a suitable Level 3 qualification in conflict management training

- a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF); and

- a current certificate (updated annually) from an approved Level 3 programme provider which details that the trainer is authorised to deliver the skills in the approved Level 2 physical intervention programme. The trainer is responsible for submitting this to the training provider/centre every year for the awarding organisations to check

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

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

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

Rules for the use of physical intervention skills training programmes

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

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

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

- they hold a current SIA licence in one of the following: door supervision (for refresher training only), security guarding, vehicle immobilising or close protection

- they have the relevant SIA licence-linked certificate / qualification which is under three years old in one of the following: door supervision, security guarding, vehicle immobilising or close protection

- they are a current SIA licence holder who has chosen to complete this as part of their CPD (voluntary upskilling/refresher)

- they are current SIA licence holders who have had conditions added to their licence and must re-take this training as part of the requirement to have this suspension lifted/condition removed

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

Order of delivery/assessment of the units

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

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

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

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

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

Reasonable adjustments

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

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

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

Delivery Requirements

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

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

Legal systems and local laws

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

International delivery of licence-linked qualifications

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

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

Conflict management delivery

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

Security Officer

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

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

Door Supervisor

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

- Refusal scenario

- Rejection scenario

- Incident scenario

Close Protection

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

Pre-requisites for learners (including top up)

English language

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

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

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

- a B2 Level qualification on the Home Office's list of recognised English tests and qualifications

- a B2 Common European Framework of Reference for Languages (CEFR)

- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland

- an ESOL qualification at Scottish Credit and qualifications Framework Level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland

- Functional Skills Level 1 in English

- Core Skills in Communication at Scottish Credit and qualifications Framework Level 5

- Essential Skills Wales Communication Level 1

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

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

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

First Aid (Door Supervision and Security Officer)

From 01 April 2021 learners taking their Door Supervision or Security Officer training for the first time will need to show that they hold a current and valid First Aid or Emergency First Aid certificate*. This must meet the requirements of the Health and Safety (First Aid) Regulations 1981. Training centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid. First aid is also a requirement for learners who completing top up training from 01 April 2021.

Learners should, as a minimum, have achieved an Emergency First Aid at Work qualification covering the following outcomes:

- understand the role of the first aider, including:
  - the importance of preventing cross-infection
  - the need for recording incidents and actions
  - use of available equipment
- assess the situation and circumstances in order to act safely, promptly, and effectively in an emergency
- administer first aid to a casualty who is unconscious (including seizure)
- administer cardiopulmonary resuscitation and use of an automated external defibrillator
- administer first aid to a casualty who is choking
- administer first aid to a casualty who is wounded and bleeding
- administer first aid to a casualty who is suffering from shock
- provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters)

Learners should present their First Aid or Emergency First Aid certificate* to their training provider before they start training. This certificate* must be valid for at least 12 months from the course start date.

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

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

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

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

First Aid (Close Protection)

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

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

- Level 3 (RQF/QCF) Level 6 (SCQF) First Aid at Work

- Level 3 (RQF/QCF) Level 6 (SCQF) First Person on Scene

- Level 3 (RQF/QCF) Level 6 (SCQF) First Response Emergency Care

- Level 3 (RQF) Level 6 (SCQF) First Aid Response

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

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

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

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

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

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

Standard contact time for units in licence-linked qualifications

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

- any breaks in the delivery of the course

- assessing English language skills

- an induction / course registration / checking ID / other course administration

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

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

Use of self-study

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

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

- the areas of learning delivered by self-study

- the method of self-study to be used

- the number of hours to be covered by the self-study material

- a robust and auditable method for determining that learners have undertaken the self-study

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

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

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

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

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

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

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

Learning Outcome that can be delivered via self-study
LO1: Know how to use equipment relevant to a door supervisor
LO2: Know what actions to take in relation to global (or critical) incidents

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

Learning Outcome that can be delivered via self-study
LO2: Know what actions to take in relation to global (or critical) incidents **(0.5 hours)**

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

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

Contact hours for licence-linked qualifications

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

Delivery hours for top up qualifications

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

Assessing individual units

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

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

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

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

Unit title	Knowledge assessment	Practical assessment
Principles of Working in the Private Security Industry	Externally set and marked MCQ exam made up of 72 questions (110 minutes) Pass mark = 70%	Externally set, internally assessed activity based on the completion of an evidential statement
Principles of Working as a Security Officer in the Private Security Industry	Externally set and marked MCQ exam made up of 60 questions (90 minutes) Pass mark = 70%	Externally set, internally assessed observation of searching with observation sheet and Externally set and internally assessed observation of using communications devices The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner Pass mark = 100%
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 Operative (CViT) in the Private Security Industry	Externally set and marked MCQ exam made up of 40 questions (60 minutes) Pass mark = 70%	N/A
Principles of Working as a Vehicle Immobiliser in the Private Security Industry	N/A	Externally set, internally assessed portfolio Pass mark = 100%
Application of Conflict Management in the Private Security Industry	Externally set and marked MCQ exam made up of 20 questions (30 minutes) Pass mark = 70%	Externally set, internally assessed 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%

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

Top up units

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

Unit title	Knowledge assessment	Practical assessment
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	Externally set and marked MCQ exam made up of 16 questions (25 minutes) Pass mark = 70%	N/A

Close Protection remains unchanged.

Unit title	Assessment
Working as a Close Protection Operative	This unit can be assessed by either of the following methods: • externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple-choice question paper will contain a minimum of 25 questions. The short answer question/portfolio will contain a minimum of 13 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above. The practical task can only be passed by those demonstrating 100% achievement • internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement
Planning, Preparing and Supporting a Close Protection Operation	This unit can be assessed by either of the following methods: • externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple-choice question paper will contain a minimum of 28 questions. The short answer question/portfolio will contain a minimum of 21 questions. The assessment can only be passed by those demonstrating 70% achievement of above. • internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement
Conflict Management within the Private Security Industry	Externally set and marked multiple choice question exam made up of 40 questions (60 minutes) Pass mark = 70%

Exemption from core competency training

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

Qualification frameworks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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