

ALWAYS
LEARNING

Security Sector Forum

14th October 2014

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Agenda

- 10.45 Welcome and Introductions
- 10.50 Pearson Work Based Learning Update
- 11.15 Trailblazer Update
- 11.20 Ofqual Consultations
- 11.25 Introduction to the new Licence to Practise suite
- 12.15 Pearson's Employability Offer
- 12.30 Lunch
- 1.15 New Licence to Practise units
- 2.45 Q&A
- 3.00 Close

Pearson Work Based Learning Security Update

- EDI 'duplicate' qualifications will continue to be available until 31 January 2015 (with the exception of the Licence to Practise qualifications: 31 December 2014)
- EDI 'unique' qualifications replaced with Pearson versions:
 - Level 3 Award for Professional Investigators
 - Level 2 Award in Conflict Management
 - Level 2 Award for Personal Licence Holders
- Update to the Providing Security Services qualifications
- New Pearson website

Purpose D2: Licence to Practise Funding

Unless there is ministerial agreement, qualifications with purpose D2 (Licence to practise) or purpose E (CPD) will not be funded. However...

From August 2014 there will be funding for certain Licence to Practise qualifications at Level 2 in Security Guarding, Door Supervision and CCTV Operations for unemployed learners in receipt of JSA or Universal Credit – but only where there is a commitment from the local employer, individual or work programme provider of JCP to fund the SIA licence which will allow the learner to enter a job.

See the SFA Qualifications Information Guide 2014 to 2015 for more information:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/286455/Qualifications_Information_Guide_201415.pdf

Test Inspection Pilot

- In April 2014 we introduced unannounced test audit visits for tests taken as part of the Door Supervision qualification
- Pilot project ahead of the process being rolled out across all non-JCQ inspected centres to check that centres are delivering tests in line with our requirements. Pilot will close at the end of October
- Pilot has identified some common areas of concern where our requirements are not being met. This has resulted in certification blocks and the implementation of action plans where necessary
- Our requirements are detailed in the BTEC Security Qualifications Centre Management Handbook:
<http://pearsonwbl.edexcel.com/quals/tests/sia/Pages/key.aspx>

Learner ID Checks

- SIA Requirement that proof of identity is recorded and reported to us *for all learners*
- Identity must be checked when learners enrol and before the test takes place, and a record kept of the items of identification that you have seen. It must also be recorded on the BTEC test logs using the codes provided
- The Invigilator must check and be certain of learner identity

Storing Test Materials Securely

- Centre must have adequate facilities for the safe and secure storage of tests
- Paper based tests printed off in advance **MUST** be locked away in a place of high security, ideally a strong safe
- The safe or container must be in a securely locked room with access restricted to 2 or 3 authorised people
- The safe or container should remain locked at all times
- The secure room should **NOT** be a staff room that is accessible by all staff and learners
- A lockable filing cabinet accessible by all staff and learners is **NOT** a suitable secure container
- The secure room **MUST** have a solid wood or metal door and **MUST** be lockable

Test Room

- A minimum gap of 1.25m must be maintained between learners during the test
- Where there is a sole invigilator s/he must have the facility to summon help without disturbing learners taking the test
- A reliable clock must be visible to learners at all times
- Learners arriving late for the test should be seated near to the door and disturbance to other learners kept to a minimum
- Exam conduct signs should be displayed

Test Papers

- Test papers must not be taken home
- Test papers must not be reused to print BTEC logs
- Test papers must be returned to the centre manager for destruction
- It is the centre's responsibility to ensure that learners who are re-sitting tests sit a different test paper version on the re-sit

Trailblazer Update

- Phase 3 announcement delayed (due September)
- Bid submitted for role of Security Supervisor
- Phase 3 Criteria:
 - Must be unique occupation (not linked to any standard already in development)
 - No high degree of overlap with another proposed or in development occupation
 - Occupation must require rigorous and substantial training over a year to achieve full competence
 - Occupation must be at a sufficiently high level to allow apprentice to develop transferable skills that will enable them to perform the role in an employer of any size in the sector
 - Must have at least ten employers committed to be actively involved in the development of the Standard
 - The employers must be reflective of the sector and include small employers

Ofqual Consultations

Withdrawing the Regulatory Arrangements for the QCF:

<http://comment.ofqual.gov.uk/removing-regulatory-arrangements-for-the-qcf/>

Topics:

- Credit transfer – does this happen? Have the benefits of a credit based system been realised?
- Unit sharing and the unintended consequence of increasing (rather than decreasing) the number of vocational qualifications
- Requirement to share units – has this damaged qualification innovation and development?
- Mastery approach to assessment – has this led to over assessment?
- Unit level focus on assessment - not compatible with synoptic assessment?

Ofqual Consultations cont'd

Guided Learning Hours:

<http://comment.ofqual.gov.uk/guided-learning-hours-july-2014/>

Topics:

- Link to Raising the Participation Age
- No consistent definition of GLH
- Excessive GLH estimation for some qualifications
- Estimate of GLH for higher level qualifications not reflective of the typical time taken to complete qualifications
- Not always a useful measure for qualification users

Closing date for responses: 16th October 2014

New Licence to Practise Suite

New qualifications come into effect from 1st January 2015

- Pearson BTEC Level 2 Award for Working as a Door Supervisor within the Private Security Industry
- Pearson BTEC Level 2 Award for Working as a Security Officer within the Private Security Industry
- Pearson BTEC Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry
- Pearson BTEC Level 2 Award for Working as a Vehicle Immobiliser within the Private Security Industry
- Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry
- Pearson BTEC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry
- Pearson BTEC Level 3 Award for Deliverers of Physical Intervention Training within the Private Security Industry (QCF)

English Language Requirements

- Essential that security operatives are able to communicate clearly
- Centre's responsibility to ensure that each learner is sufficiently competent in the use of English and have sufficient language skills before putting learners forward for assessment
- All assessments must be conducted in English
- As a guide, learners should have language skills to the equivalent of the following:
 - A B1 level qualification on the Home Office's list of recognised English tests and qualifications
 - An ESOL qualification at Level 1 (Ofqual) if taken in England or SCQF Level 5 or 6 if taken in Scotland
 - Functional Skills Level 1 in English
 - SQA Core Skills at SCQF Level 5 or 6

Trainer Requirements

- Trainers must demonstrate that they have the necessary experience, knowledge and understanding *in the sector in which they are providing training*
- To ensure that trainers have the right occupational expertise, the SIA require trainers **new to the sector** to have **three years frontline operational experience** in the last ten years in the UK *relevant to the sector and the qualifications that they are delivering*
- Existing trainers must demonstrate that they are taking sufficient steps to keep their occupational expertise up to date e.g. attendance at relevant conferences and seminars; continuing work experience in the sector
- Trainers must be able to demonstrate suitable level of professional development in the sector, which should include the equivalent **of at least 30 hours every year** spent in a combination of training, increasing professional knowledge through other means or working in the industry

Qualification Structures

	Level	Credit	GLH	MCH	DS	CCTV	SG	UDS	CP	VI
Working within the Private Security Industry	2	1	10	0	✓	✓	✓			✓
Working as a Door Supervisor within the Private Security Industry	2	2	12	12	✓					
Conflict Management within the Private Security Industry	2	1	8	7.5	✓		✓		✓	✓
Physical Intervention Skills within the Private Security Industry	2	2	15	12	✓			✓		
Working as a CCTV Operator within the Private Security Industry	2	2	14	14		✓				
Practical Operation of CCTV Equipment within the Private Security Industry	2	1	8	8		✓				
Working as a Security Officer within the Private Security Industry	2	1	10	10			✓			
Safety Awareness for Door Supervisors within the Private Security Industry	2	1	3	0				✓		
Planning, Preparing and Supporting a Close Protection Operation	3	9	62	62					✓	
Working as a Close Protection Operative	3	7	52	52					✓	
Working as a Vehicle Immobiliser within the private security industry	2	1	9	9						✓

Units: Notable Changes

	Current GLH	New GLH	Current MCH	New MCH
Working within the Private Security Industry	10	10	5	0
Working as a Door Supervisor within the Private Security Industry	10	12	10	12
Physical Intervention Skills within the Private Security Industry	10	15	7.5	12
Working as a Security Officer within the Private Security Industry	8	10	8	10
Safety Awareness for Door Supervisors within the Private Security Industry	2	3	0	0
Close Protection x2 units	140	114	138	114

Contact Time and Delivery Days

- Contact time is defined as time where the learner is in the same room as the tutor receiving training or undertaking assessment.
- This time DOES NOT include:
 - Breaks in the delivery of the course
 - Checking ID
- Each training day should not exceed EIGHT hours of learning (with the exception of Close Protection)

Qualifications	GLH	MCH	Days
Working as a Door Supervisor within the Private Security Industry	45	31.5	4
Working as a Security Officer within the Private Security Industry	28	17.5	3
Working as a CCTV Officer (Public Space Surveillance) within the Private Security Industry	32	22	3
Upskilling a Door Supervisor within the Private Security Industry	18	12	2
Working as a Vehicle Immobiliser within the Private Security Industry	27	16.5	3
Working as a Close Protection Operative within the Private Security Industry	122	121.5	12

Order of Delivery of Units

Learners on the Door Supervision qualification **MUST** be trained in Conflict Management **BEFORE** Physical Intervention

Flexible and/or Distance Learning

- Recognise that some learning can be delivered by flexible and/or distance learning
- If you wish to use flexible learning in this way you must notify us of:
 - Which areas of learning are to be delivered by distance learning
 - The method of distance learning to be used
 - A robust and auditable method of determining that learners have undertaken the distance learning
- Distance learning may be used to deliver:
 - The learning for the unit *Working within the Private Security Industry*
 - **30 minutes** of learning for preparation for training for the *Conflict Management within the Private Security Industry* unit
 - **3 hours** of learning for preparation for training for the *Physical Intervention Skills within the Private Security Industry* unit

All other learning must be completed face to face

Flexible Learning cont'd

Suitable methods of flexible learning include:

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

Use of Role Play

Practical learning must be provided for:

- Conflict Management
- The 'Searching' element contained within Door Supervision and Security Guarding

This learning should be delivered through role play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required

Assessment

	MCT	Portfolio
Working within the Private Security Industry	✓	
Working as a Door Supervisor within the Private Security Industry	✓	
Conflict Management within the Private Security Industry	✓	
Physical Intervention Skills within the Private Security Industry		✓ Observation of scenario based practical, Q&A
Working as a CCTV Operator within the Private Security Industry	✓	
Practical Operation of CCTV Equipment within the Private Security Industry		✓ Observation of scenario based practical, Q&A, product evidence
Working as a Security Officer within the Private Security Industry	✓	
Safety Awareness for Door Supervisors within the Private Security Industry	✓	
Planning, Preparing and Supporting a Close Protection Operation		✓ Observation of scenario based practical, product evidence, professional discussion, Q&A, written assignment
Working as a Close Protection Operative		✓ Observation of scenario based practical, product evidence, professional discussion, Q&A, written assignment
Working as a Vehicle Immobiliser within the private security industry		✓ Internal assessment

Physical Intervention Assessment

All of the assessment criteria in this unit must be assessed

All learners must correctly answer questions on the risks involved in physical intervention, including positional asphyxia

Pearson's Employability Offer

Sarah James

Lunch

Unit Review

- Working within the Private Security Industry
- Working as a Door Supervisor within the Private Security Industry
- Working as a Security Officer within the Private Security Industry
- Physical Intervention Skills within the Private Security Industry
- Planning, Preparing and Supporting a Close Protection Operation
- Working as a Close Protection Operative



THANK
YOU