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

Qualification Handbook

SFJ Awards Level 3 Certificate for Close Protection Operatives in the Private Security Industry

Qualification Number: 610/0738/9

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V3	February 2026	Update to wording of RPL policy	112
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1   Introduction

1.1   About us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health, justice and security sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces, security, and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

1.2   Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970
E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualification

2.1   Qualification objective

This handbook relates to the following qualification:

SFJ Awards Level 3 Certificate for Close Protection Operatives in the Private Security Industry

The main objective of this qualification is to provide learners with the knowledge, skills and understanding to work as a Close Protection Operative. Successful completion of this qualification enables learners to apply for an SIA licence to work as a Close Protection Operative in the Private Security Industry. As part of licence integration, this qualification will also allow the holder to apply for a licence as a Door Supervisor or Security Officer.

This qualification has been developed to meet the training and licensing requirements of the SIA who regulate the sector under the terms of the Private Security Industry Act 2001.

2.2   Pre-entry requirements

2.2.1   English language requirements

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

The training 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 must, 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 SQA Accreditation and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework Level 5

- Essential Skills Wales Communication Level 1

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

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

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 SFJ Awards as part of their approval process. Please note, any proposed equivalent qualifications must be approved in advance by SFJ Awards.

Training centres must retain records of learners' language skills against all four competencies for a minimum of 3 years for quality assurance purposes.

2.2.2   First Aid

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

Training centres are permitted to deliver suitable First Aid qualifications together with the close protection qualification as part of a training package. The knowledge component of the First Aid course can be delivered alongside the knowledge component of the close protection course by self-study or virtual learning, but the First Aid qualification must be fully achieved before the practical security training is delivered.

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. This certificate must be valid for at least 12 months from the course start date. 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.

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

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.

2.2.3   Learner requirements for physical intervention practical skills training

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

This should explain to learners:

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

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

2.3   Qualification structure

This qualification is made up of 7 mandatory units. To be awarded this qualification the learner must achieve a total of 24 credits as shown in the table below.

Mandatory Units					
Ofqual Reference	**Odyssey Reference**	**Unit Title**	**Level**	**TQT**	**Credit Value**
M/650/2118	6202	Principles of Working as a Close Protection Operative in the Private Security Industry	3	75	8
R/650/2119	6204	Working as a Close Protection Operative in the Private Security Industry	3	94	9
M/618/6874	5735	Application of Conflict Management in the Private Security Industry	2	13	1
F/618/6877	5739	Principles of Terror Threat Awareness in the Private Security Industry	2	3	1
A/650/2120	6205	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	2	13	1
K/650/1270	6095	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	2	20	2
T/618/6875	5736	Application of Physical Intervention Skills in the Private Security Industry	2	17	2

The SIA will only accept full qualification certification as evidence of successful achievement of licence-linked qualifications; learners will not be able to apply for a licence with a unit certificate only.

2.4   Order of delivery/assessment of the units

Learners undertaking the SFJ Awards Level 3 Certificate for Close Protection Operatives in the Private Security Industry must be trained in the Application of Conflict Management in the Private Security Industry before the:

- Delivery of Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry
- 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 unit has been delivered.

2.5 Total Qualification Time (TQT)

Ofqual Total Qualification Time (TQT)

Values for Total Qualification Time[1], including Guided Learning, are calculated by considering the different activities that learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a learner's teacher based on the requirements of an individual learner and/or cohort. Individual learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

SIA Total Learning and Assessment 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.

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[1] Total Qualification Time, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

SIA Minimum Contact Time (MCT)

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 SFJ Awards.

SIA Permitted Self-Study Time

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

The SIA Total Learning and Assessment Time, SIA Minimum Contact Time, Permitted Self-Study Time and Total Qualification Time for this qualification are as follows:

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
Principles of Working as a Close Protection Operative in the Private Security Industry	68	68	Not permitted	75
Working as a Close Protection Operative in the Private Security Industry	70	70	Not permitted	94
Application of Conflict Management in the Private Security Industry	11	11	Not permitted	13
Principles of Terror Threat Awareness in the Private Security Industry	2	20 minutes	1 hour 40 minutes	3
Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry	10	10	Not permitted	13
Application of Physical Intervention Skills for Close Protection Operatives Working in the Private Security Industry	20	20	Not permitted	20

Application of Physical Intervention Skills in the Private Security Industry	13	13	Not permitted	17
TOTAL	**194 hours (Minimum 18 days)**	**192 hours 20 minutes (Minimum 18 days)**	**1 hour 40 minutes**	**235 hours**

*Note: Authorised eLearning refers to two training packages:

➢ ACT eLearning
➢ ACT eLearning (Security)

Both ACT eLearning and ACT eLearning (Security) must be completed to exempt the learner from face-to-face delivery of the content of the 'Principles of Terror Threat Awareness in the Private Security Industry' unit (combined duration of 1 hour 40 minutes). Learners must present both certificates to the centre and centres must retain this information for a minimum of 3 years. Please note, the Multiple-Choice Question examination (duration of 20 minutes) for the 'Principles of Terror Threat Awareness in the Private Security Industry' unit must be completed in addition to the eLearning.

For more information, please refer to the SIA's Get Training document.

2.6 Age range and geographical coverage

Only those aged 18 or over may hold an SIA licence. Due to the nature of the work and training, only those aged 18 or over may enrol in the close protection (including close protection top up) qualifications.

This qualification is regulated in England and Wales.

2.7 Opportunities for progression

Achievement of this qualification confirms the learner has gained the knowledge, skills and understanding required to work as a close protection operative. However, to be able to work as a close protection operative, learners must also successfully obtain an SIA licence.

2.8 Use of languages

SFJ Awards business language is English, and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3   Qualification Units

Title	Principles of Working as a Close Protection Operative in the Private Security Industry
Level	3
Ofqual Reference	M/650/2118
Credit Value	8
MCT	68

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Understand the roles and responsibilities of a close protection operative	1.1	State the purpose of close protection	Purpose of close protection: **Overall definition** – to mitigate risk, protect a principal (family, lifestyle, business, image, property) from injury, harassment, hostile acts including kidnap
	1.2	State the purpose of close protection training and licensing	• To obtain a frontline licence • To gain essential specialist skills • For Continuing Professional Development (CPD) • To raise standards in the profession • To provide a quality service • To increase public confidence and trust

	1.3	Describe the different roles and responsibilities within a close protection team	Different roles and responsibilities: • Team leader – has overall responsibility of the operation, liaises with the client, deals with disputes • Second in command (2IC) – works as a deputy to the team leader and helps the team leader on large operations • Personal Protection Officer (PPO) – immediate protection to the principal, direct contact with the principal, authority over all other team members • Security Advance Party (SAP) – could be days, hours or minutes in advance of the PPO and principal, liaises with venues, route reconnaissance, route planning, counter surveillance, communication with PPO • Security Driver (SD) – vehicle checks, maintenance of vehicle, cleaning of vehicle, driving safely, evasive driving, complying with road traffic legislation • Medic – provides medical treatment to principal and team members, knows principal's medical history, medical equipment, adequate medical supplies • Residential Security Team (RST) – maintains the perimeter of the principal's residence, monitor CCTV, searching of visitors and guests, building searches, initial contact with visitors • Personal Escort Section (PES) – provide outer cordon whilst walking in foot formation, move the principal safely on foot, provide body cover, eliminate threats to principal on foot, extraction of principal, support PPO

	1.4	Explain the required standards, behaviours and ethics that apply to a close protection operative	General standards: honesty; integrity; intelligent; discreet; excellent communicator; calm; modest; trained; well presented; prepared SIA Specification for Learning and Qualifications for Close Protection Officer Annex A: • Personal appearance • Professional attitude • General conduct • Respecting organisation values and standards
	1.5	Identify who is likely to require protective security	Types of client: corporate; celebrities; dignitaries; private individuals; public sector; international clients
	1.6	State a range of tasks that a close protection operative may undertake for their principal or whilst working alone	Lone working tasks: • Scheduling, planning, liaising, booking • Reconnaissance • Security surveys For the principal: • Driving, escorting, security of minors • Reconnaissance • Security Advance Party (SAP) • Residential Security (RS) • Meetings, functions, events, leisure, shopping
	1.7	Explain the difference between a client and a principal within the role of close protection	• Client pays for the protection service – deals with budgets; payments; invoices; assignment requirements • Principal is who or what requires protecting – individual; family; property; valuables • Client and principal can be the same person

	1.8	Explain how to communicate with the principal and others	• Communication skills required: interpersonal skills; empathy; negotiation skills; problem solving; team working; information gathering • Need to communicate with relevant people: colleagues; client; principal; principal's family; principal's staff; venue staff; external agencies; members of the public Communication with principal: • Maintaining security and confidentiality of information • Checking understanding • Reporting (clear, accurate, relevant) • Need for clear decision making; prompt action; reduces risk
	1.9	Identify the types of equipment likely to be used by the close protection operative	Types of equipment: • Radios • Global Positioning System (GPS) • Satellite Navigation (Satnav) • Technical Surveillance Counter Measures (TSCM) • Closed Circuit Television (CCTV) • Overt, covert/body cam • Infra-red; laser sensors • Alarms • Tracking devices • Drones • Personal Protective Equipment (PPE)
	1.10	State why Continuing Professional Development	Continuing Professional Development (CPD) is necessary for: updating skills, knowledge, competency

			(CPD) is necessary for a close protection operative	
		1.11	State the role and responsibilities of protection team members when responding to a threat to your principal	Role and responsibilities: • Gathering information, threat/risk assessment, resources, team roles, preparation, contingency planning • Management, leadership, teamwork Responding to a threat: • Communication, response, focus • Applying techniques, skills
		1.12	State what actions you are able to take to deal with incidents	• Staying within the law • Ensuring the operation schedule went as planned • Not compromising security or safety • Ensuring outcomes meet principal and client needs
2.	Understand current law and legislation within a close protection context	2.1	State the main aims of the Private Security Industry Act	To establish the SIA, raise standards, increase public confidence, improve safety, remove criminal elements, raise standards through training and licensing

		2.2	Identify the main regulatory functions of the Security Industry Authority (SIA)	• Monitor effectiveness of the industry:
				  ➢ conduct inspections of licensed individuals
				  ➢ impose fines and penalties for breaching any terms set out in the Private Security Industry Act
				  ➢ report to the Home Secretary
				• Manage the Approved Contractor Scheme (ACS)
				• Licence individuals in licensable roles

		2.3	State the purpose of SIA licence integration	Licensing criteria to be met for one licensable activity are considered by the SIA to be sufficient to allow a licensed individual to carry out other licensable activities

	2.4	Identify the parts of civil, criminal and common law that have an impact on the role of a close protection operative	Current relevant legislation, regulations, codes of practice and guidelines relating to using physical intervention within close protection: • Data Protection Act 2018 and the General Data Protection Regulation (GDPR) – control and access of confidential information • Corporate Manslaughter and Homicide Act 2007, Criminal Law Act 1996, Equality Act 2010 and Freedom of Information Act 2018 • Health and Safety at Work Act 1974 • Human Rights Act 1998 • Misuse of Drugs Act 1971, Regulation of Investigatory Powers Act 2000 and Road Traffic Act 2018 • Criminal Justice & Public Order Act 1994 (specifically Trespass) • Offences against the Person Act 1998 • Criminal Damage Act 1971 Dealing with: • Breach of the peace • Citizen's arrest • Use of force • Defending self, others and property • Harassment Understand what is meant by 'reasonable' and 'necessary force'
3. Understand the importance of threat and risk assessment	3.1	State the definition of risk to the protected person(s)	• Definition of risk: the possibility of a threat occurring e.g. harm, loss, danger assessment, management • Probability, likelihood, chance • Classifications of risk:

			➢ low, medium, high or ➢ negligible, moderate, severe
	3.2	State the importance of threat and risk management within a close protection context	Types of threat: • The 7 Ps of principal threat profiling: ➢ **P**eople, **P**laces, **P**ersonality, **P**rejudices, **P**ersonal history, **P**olitical/religious views, **P**rivate lifestyle); • Direct and indirect threats Types of risk management: • Daily, routine, event, route, venue personal, postal, imminent, terroristic (personal, building, facility)
	3.3	Identify threats to a principal within a close protection context	• Unwanted attention • Unintentional injury • Intention to inflict harm e.g. pain, injury, misery • Disruption of lifestyle • Embarrassment, threat to public image • Threat may be imminent, terroristic, planned, intrusion, security breach
4. Understand the importance of threat and risk management	4.1	Describe the difference between a threat and risk assessment for protected person(s) and venues, and why it is necessary to conduct both	• Protected person(s): to ensure safety is maintained throughout based on the threat and risk assessment conducted for the individual • Venues: need for reconnaissance, searching Why it is necessary: • Safety: personal; team; principal; principal's guests/passengers; vehicle; public • Planning, resource, control, third party, external assistance, intelligence gathering

	4.2	State the importance of profiling the protected person to establish the level of threat and associated risk	Importance: • Understand the source of the threat • Provide best protection • Safety, determine the level of risk • Correct team roles • Adequate resources • Clarify assignment requirements
	4.3	Identify the variations in threat assessment and risk management when a principal is arriving and leaving a location	Arriving: • Exposure to risk • Layers of protection • Parking arrangements • Venue security • Venue contact • Embus/ debus points • Disruption to business activities/ lifestyle • Venue compromised • Entrance compromised Leaving: • Vehicle access • Leaving under routine or leaving under an attack • Unaccounted passengers accompanying the principal • Exposure to risk • Early departure • Late departure
	4.4	Explain how close protection operatives gather	Sources of intelligence: • Client

		intelligence for operational purposes within the UK	• Principal • Agencies (police, embassies, local authorities) Profiling: • Known history, open-source intelligence e.g. social media, internet websites • Cross reference, intelligence updates, news and media, security companies • Surveillance, use of Security Advance Party (SAP)
	4.5	Explain how decision-making models can be used within a threat and risk assessment process	Decision-making model: • Gather information and intelligence • Assess threat and risk • Identify options and contingencies • Develop strategy • Take action • Review Following model: • Provides guidance • Aids decision making • Helps justify costs and resource allocation • Allows for review and evaluation
	4.6	Outline the UK's Threat Level System	UK Threat level: • **Critical:** an attack is expected imminently • **Severe:** an attack is highly likely • **Substantial:** an attack is a strong possibility • **Moderate**: an attack is possible, but not likely • **Low:** an attack is unlikely

5. Understand personal and professional skills within a close protection environment	5.1	Identify the personal and professional skills required of the close protection operative	Range of personal and professional skills required of a close protection operative: • Friendly and courteous • Fair and non-discriminatory • Professionalism • Integrity • Co-operative • Follow organisation procedures • Use moderate language
	5.2	Explain effective personal and professional relationships	• Working effectively with principals, clients and others involved in a close protection operation • Skills used every day to communicate and interact with others • Interpersonal skills create effective personal and professional relationships with principals, clients and others involved in a close protection operation • Importance of time and resource management when managing self and others
	5.3	Explain what being assertive promotes and with whom	• Promotes: positive image, confidence, effective management, leadership, taking responsibility • With: principals, clients and others involved in a close protection operation, colleagues
	5.4	Explain the importance of etiquette, dress code and protocol	Importance e.g.: • Social diversity • Representation of principal • Client relationship • Maintain a low profile • Avoid job loss

				Embarrassing the principal
				Loss of face
6. Understand the importance of teamwork within a close protection environment.	6.1	Identify the attributes of an effective team	- Communication - Support - Problem-solving - Listening - Feedback - Conflict resolution
	6.2	Explain the importance of personal and team preparation	- Benefits of knowing and using other team members' abilities and skills when: - allocating roles and responsibilities - carrying out close protection duties - Importance of planning and preparing including contingency planning
	6.3	Explain why details of attacks and use of force must be recorded	Records to be maintained meeting evidential requirements detailing: - Who – the report is for/ it was written by - What – happened/ action was taken/ was the result - When – day/ date/ time - How – did it happen - Where – place of incident - Other witnesses/ people/ injuries or property
7. Understand surveillance, anti-surveillance and counter-surveillance methods	7.1	State the purpose of surveillance	Gathering information for a planned or ad hoc operation e.g. on a person, place, object
	7.2	Describe the range of basic surveillance applications	'Four sames' – same person, same time of day, same activity in same place, - Covert

				• Overt • Use of equipment • Foot • Mobile • Static
	7.3	State the purpose of anti-surveillance	To detect if surveillance is being carried out on the principal or operation
	7.4	Describe a range of basic anti-surveillance applications	Vehicles: • Drive three sides of square • Head to uncrowded areas • False/ no turn signals • Speed up • Slow down • False starts • Dummy vehicles • Roundabouts Foot: • Cornering • Boxing in • Change of direction
	7.5	State the purpose of counter-surveillance	• Drills used by individuals or a team to evade surveillance • Passive or active detection • Third party detection • Hostile activity

	7.6	Describe a range of basic counter-surveillance measures	• Monitor from a distance • Use of external companies • Technical surveillance
	7.7	State the purpose of Technical Surveillance Counter Measures (TSCM)	• Technical Surveillance Countermeasures (TSCM) (electronic bug sweeping) • Detailed physical and technical inspection of environment, vehicles or premises to locate and neutralise covert surveillance devices
	7.8	Identify likely sources of unwanted attention	• Criminals • Media • Followers • Stalkers • Fixated persons • Protest groups • Hostile reconnaissance
	7.9	Describe the equipment used in surveillance, its capabilities and limitations	• Equipment: e.g. radios, mobiles, static CCTV, camcorder, optical support, listening devices, tracking devices • Current surveillance equipment: drones, trackers, foot surveillance, open source, cyber and digital footprint • Technical Surveillance Counter Measures (TSCM), Trace Explosive Detection (TED) • Capabilities: visual and audio surveillance, recording from ground, aerial surveillance • Limitations: legislation restrictions, licence requirement, budgets, communication blackspots, user training, availability on the day, power/ battery, maintenance of equipment

8. Understand search procedures within a close protection operation for people, vehicles and buildings/ venues	8.1	Explain the reasons for a search	• Secure the environment • Identify illicit objects • Familiarity • Ensure the principal's location is sterile from cameras, listening devices and tracking devices
	8.2	Explain the law in relation to control of access and searching	• Common law • Criminal law act 1967 section 3 (Use of Force) • Breach of peace • Common assault • Same sex searching • Must gain permission no automatic legal right
	8.3	Explain the procedures for, and implications of, searching buildings, vehicles and people	Types: • People, property, premises, vehicles Procedure: • Explain the search policy • Obtain permission of person being searched prior to the search • Use effective communication • Follow site policy/ assignment instructions • Use appropriate PPE (e.g. protective gloves) • Search with a witness or in view of CCTV in designated search area, good lighting • Use self-searching techniques (where appropriate) Implications: • Implications for people: conflict, aggression, violence, assault

			• Implications on buildings: disruption to normal activities, large teams required, specialist equipment such as sniffer dogs • Implication on vehicles: need to stay with vehicle after search, require specialist equipment such as dogs, surveillance detectors, manpower
	8.4	Explain how to deal with unauthorised/ dangerous items	• Items: weapons, drugs, tracking devices, IED, bombs, suspect packages • Dealing with items: e.g. confiscate, secure, report, record, evidence, citizen arrest, refuse entry, clear, cordon, confirm, evacuate the principal/ team, emergency services

	8.5	Explain the use of a range of resources available to assist in a search	Resources:
			 • Wands
			 • Scanners
			 • X-ray
			 • Thermal
			 • Infra-Red (IR)
			 • Torches
			 • Specialist search teams:
			  ➢ dog
			  ➢ team members
			 • Search mirrors
			 • Technical Surveillance Counter Measures (TSCM)
			 • Trace Explosive Detection (TED)

	8.6	Explain the process for sanitising and securing a	• Physical search, systematic search, Technical Surveillance Counter Measures (TSCM)

		location prior to and after use	• Sanitise, secure, tamper tape, security seals
	8.7	Identify methods used to secure a vehicle, building or location	• Methods: scanning, sweeping, manpower monitoring; sanitise, Search, Secure, Guard (SSG); 7-point vehicle search • Post search security: maintain integrity, sanitise, post security (removal of important documents, removal of personal effects, clearing)
	8.8	Identify the skills required to search people in different environments	• Skills: e.g. communication, assertiveness, conflict management, observation • Environments: e.g. private, public, secure, controlled
9. Understand close protection foot drills	9.1	State the responsibilities of a close protection operative on foot	• Protection, move the principal form one location to another without compromising safety on foot • 360˚cover, layers of protection, cordons
	9.2	Identify the team roles within a close protection team whilst on foot	• Team leader, other positions in formations • Roles – Personal Protection Officer (PPO), Personal Escort Section (PES), Security Advance Party (SAP)
	9.3	Explain the importance of a flexible approach to protection whilst on foot	• Adapt to change, timings • Exposure, public interaction • Dynamic risk assessment

	9.4	Explain the range of communication techniques to be used whilst on foot	• Communication techniques:
			  ➢ oral, non-verbal
			  ➢ overt, covert
			• Communication equipment e.g. radios, phones

	9.5	Explain the purpose of effective body protection for the protected person(s)	• 360˚ cover, protection, contact and cover, body cover • Limit exposure, reduce risk • Maintain security, extract principal to safety
	9.6	Explain the purpose of foot evacuation of the protected person(s)	• Safety • Embarrassment • Schedule • Increase in risk • New threat(s)
	9.7	Explain the considerations when evacuating a protected person(s) on foot	• Limit exposure • Separation from team • Decrease in team size • Additional threats • Pre-planned routes • Regroup considerations • Safe haven
	9.8	Explain the need for foot route selection and planning	• Avoid routine, maximise movement, safe route • Identify choke points, vulnerable points, timings • Safe havens, establish primary and secondary routes • Communication blackspots
10. Understand venue security operations and requirements	10.1	Identify a range of venue-related security operations	• Private and public venues • Access control, access/ egress points, embus, debus • In-house security, emergency procedures • Safe haven, access to emergency services, screening/ vetting of in-house staff, search procedures, CCTV availability

	10.2	Identify common factors that may influence security procedures at a venue	- Public holidays, public access, other activities - Emergency services, evacuation drills, safe haven - Car parking, embus, debus, venue location, security arrangements - Group size, type of event, guest profile, time, duration, access, limitations, third party intervention
	10.3	Explain the importance of communication within a venue	- Maintaining contact with team - In-house security - Identifying threats - Undertaking dynamic risk assessment
	10.4	Explain the use and maintenance of communication equipment and other technology	Use: - Covert/ overt use - Team - Client - Venue - Emergency services - External agencies - Regular communications checks - Private frequency - Back-up resources - Personal skills - Communication updates Maintenance: - Charged batteries/ equipment - Functional checks - Range checks

	10.5	State the importance of identifying communication blackspots within a venue	• Safety of team, principal, personal • Counter surveillance, reactive measures • Planning and coordination
	10.6	Identify common countermeasures to employ in venue-based close protection operations	• Patrolling and access control • CCTV • Security Advance Party (SAP)
	10.7	Identify a range of in-house resources available to support venue security and the associated benefits	• Resources: security personnel, equipment, planning • Benefits of in-house resources: e.g. local knowledge, venue knowledge, teamwork
	10.8	State common contingencies that may be employed in venue-based close protection operations	• Knowledge of alarms, emergency procedures, local protocols • Safe rooms, evacuation contingencies
11. Understand the importance of planning, route selection and additional licence considerations	11.1	State the purpose of route selection and planning	• Avoid routine • Maximise safe transition • Speed limits • Safe route
	11.2	Explain the importance of assessing risks associated with route selection	• Assessing risk and factors to take into account • Identify choke points, vulnerable points, timings • Safe havens, motorways, establish primary and secondary routes, emergency services, terrain, vehicle use • Communication blackspots

	11.3	State the considerations to be made when selecting modes of transport for primary and secondary routes	• Factors: threat, timings, route plan, distance, traffic state, road state, published information, means of transport, emergency response, terrain, environmental factors, time of day • Modes: road, sea, air, rail, public transport
	11.4	Identify a range of technological and non-technological tools for use in route planning	• Sat Nav, OS Maps • GPS, compass • Mobiles, radios, internet • Drones
	11.5	Identify the advantages and disadvantages associated with the use of technological tools in route planning	• Technology advantages: accuracy, convenience, speed, predictability, alternative route selection, traffic update • Disadvantages: power, errors, blackspots, updating required
	11.6	Identify the advantages and disadvantages associated with the use of non-electronic maps	• Non-electronic maps e.g. atlas, A-Z • Non-technology advantages: not reliant on connectivity, alternative route selection, speed indicator, accuracy, training tool, currency, logical, familiarity of area • Disadvantages: interpretation, competence of user, poor skills, preparation, up-to-date publication, poor lighting, working in isolation
	11.7	State the factors to be considered when planning and timing a route	• Principal preference (self-drive, security driver, PPO accompany, chauffeur driven) • Destination, timings, target, terrain, location, vehicle type • Team size, group size • Threat and risk implication, stops, duration, connections

	11.8	Produce a primary and secondary route plan using paper based and technology-based resources.	• Paper based: atlas, A-Z • Technological tools: Sat Nav, GPS, mobile phone • Distance time, location, terrain, environment, group, vehicle, safe havens, comfort stops
	11.9	Explain the legal requirements for driving a principal within London	• CP driver is identified as a Private Hire Vehicle (PHV) operator • PHV includes minicabs, executive cars, limousines and chauffeur services • Transport for London (TfL) require PHV operators to hold a PHV licence • PHV Operators in London are regulated by the direct provisions of the Private Hire Vehicles (London) Act 1998 • Fines of up to £2500 • The only exemptions from licensing are those operating licensed London Hackney Carriages and individuals who supply vehicles solely for weddings and funerals. • Other 'outside London' authorities may also require a PHV licence, but it varies across UK
12. Understand reconnaissance within a close protection environment	12.1	State the purpose of reconnaissance	• Information gathering • Planning • Intelligence • Identify vulnerable points (VP) • Timings • Route selection • Venue liaison

	12.2	State the issues to consider when conducting a reconnaissance	- Different terrains - Location type - Daily routine - Short notice - Event - Dynamic threat level
	12.3	Outline the role of a Security Advance Party (SAP)	- Conduct reconnaissance - Routes - Communication - Search, Secure, Guard (SSG) - Anti-surveillance - Advance/ abort confirmations
	12.4	Explain the difference between discreet and overt reconnaissance	- Covert: undercover, discreet, un-noticed, deterrent, anti-surveillance - Overt: public view, identifiable, known, in open view
	12.5	Conduct reconnaissance activity	- Planning, preparation - Teamwork, role allocation - Variety of methods: vehicle, foot, internet, open-source information, overt, covert - Reporting, consolidation, summarisation, presenting - Complete a site/ venue report
13. Understand the importance of operational planning	13.1	State the purpose of operational planning	- Purpose of operational planning: gathering information, threat/ risk assessment, resources, team roles, preparation, contingency planning - Logistics: itinerary, timings, initiation, control room (fixed and field)

	13.2	State the importance of threat and risk assessment in operational planning	• Types of threat: the seven Ps of principal threat profiling (**P**eople, **P**laces, **P**ersonality, **P**rejudices, **P**ersonal history, **P**olitical/ religious views, **P**rivate lifestyle), direct and indirect threats • Types of risk assessment: daily, routine, event, route, venue personal, postal, imminent, terroristic (personal, building, facility)
	13.3	State the importance of time and resource management	• Time: prevent disruption to principal's activities, coordination, facilitation, effectiveness, preparedness, manpower, smooth running of operation • Resources: adequate, relevant, in line with budgets, availability, balance of protection against requirements, ready for the unexpected
	13.4	Identify the relevant agencies that may need to be contacted when planning operations	• Statutory, non-statutory • Private, public, government agencies, third sector
	Additional information about the unit		
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers		

Title	Working as a Close Protection Operative in the Private Security Industry
Level	3
Ofqual Reference	R/650/2119
Credit Value	9
MCT	70

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to undertake a dynamic risk assessment	1.1	Explain the concept of a dynamic risk assessment	Dynamic risk assessment: • Observing, assessing and analysing an environment to identify and minimise risk • Identify a threat or risk instantly and make rapid decisions in regard to the safety of the principal
	1.2	State the need for on-going assessment, response and contingency plans	• Ongoing assessment of threat and risk • Planning, adapting response, contingency planning • Options, mitigation, safety measures • Situational awareness, evolving/ continuous situation • Response, preparedness • Communication, manpower, backup plan • Ready for the unexpected or unplanned • Maintain high level of safety
	1.3	Carry out a risk assessment	• Risk assess people, venues, environment • Identify threat, risk, source, intelligence, policy, procedures, legal implications

			• Complete planning, contingency measures, action, review, evaluate
	1.4	Explain how to assess the risk involved in using physical skills, particularly in relation to the threat	• Nature of the threat • Techniques employed • Setting and location/ environment • Availability of help and access to medical attention • Threats presented by others • Individual factors e.g. age, size, physical state, medical conditions • Vulnerable groups
2. Be able to demonstrate use of surveillance, anti-surveillance and counter surveillance	2.1	Use basic surveillance, anti-surveillance and counter surveillance techniques	• Covert • Foot drills • Technology (lawful) • Vehicle (if appropriate) • Rule of 3 • Pinch points, choke points, vulnerable points • Crossing, trigger, housing, cornering, boxing • Routine, drilling
	2.2	Identify signs of potential attack to a principal	• Situation e.g. domestic, social, business • Setting e.g. remote, populated, private, public, using transport, on foot • Target e.g. person, property
3. Be able to search people, vehicles and venues	3.1	Demonstrate how to deal with unauthorised/ dangerous items	• Items: weapons, drugs, tracking devices, IED, bombs, suspect packages • Dealing with items: e.g. confiscate, secure, report, record, evidence, citizen arrest, refuse entry, clear, cordon,

			confirm, evacuate the principal/ team, emergency services
	3.2	Carry out methodical and detailed searches on people, places and property	• Personal search • Vehicle (7-point vehicle search) • Buildings (team leader, scribe, rummage pairs, sector, subsector, scan, sweep) • Carry out a room search • Sweep, scan, rear to near, sanitise, Search, Secure, Guard (SSG)
4. Be able to demonstrate close protection foot drills	4.1	Demonstrate effective body protection for the protected person	• Position, flexibility, clear • Organised, teamwork, role, responsibility
	4.2	Demonstrate foot evacuation of protected person(s)	• Attack, suspected attack • Unwanted attention • Change in threat level, verbal, physical
	4.3	Demonstrate providing protection when operating on foot	• Provide protection while on foot • Adaptability, flexibility • Observation, positions (PPO, PES, surveillance) • Security, safety, 360 body cover, escort from debus to embus point, between locations, to and from venues • Use a range of communication techniques • Oral, non-verbal • Overt, covert • Team, principal, client operations, report (relayed in briefing/ debrief)

5. Be able to demonstrate venue security skills	5.1	Work with in-house security teams	• Liaise with resident security teams at a range of venues e.g. public venues, private venues, differing levels of access and security • Effective planning and communication
	5.2	Conduct a venue search and identify the measures required to maintain a secure environment post search	• Conduct a venue search including internal and external areas as appropriate • Alarms, emergency procedures, local protocols • Safe rooms, evacuation contingencies • Measures required to maintain a secure environment post search including records and visual images
6. Be able to manage transport arrangements within a close protection environment	6.1	Explain how to manage mobile security	• Planning, preparation, contingency plan • Risk assessment of available options
	6.2	Identify the need for mobile security	• Relay information • Recommendations • Route change • Update intelligence
	6.3	Identify why choosing the correct mode of transport is essential within a security context	• Reliability • Threat • Risk • Size of group • Terrain • Environmental • Destination • Duration • Armoured • Soft skin

	6.4	Describe the risks associated with all modes of transport	• Road: traffic, diversions, attacks, carjacking, road traffic collisions, separation of convey, being under surveillance • Sea: piracy, private, commercial, suspect vessels, size of vessel for all crew and passengers, reduced safe rooms, reduced emergency response • Air: private, commercial, delays, strike actions, departure and arrival delays, baggage delays, threats at destination, airport routines • Rail: delays, unknown passengers if commercial, number of people using rail system, mostly on foot to and from transport
	6.5	Identify the need for alternative transport plans	• Destination, duration • Security measures, safety, timings • Efficiency, predictability, preparedness
	6.6	State the impact the mode of transport may have on the capabilities of the close protection team	• Transport arrangements: chauffeurs, self-drive, solo CPO, vehicle type, locations accessed Impact: • Limitations on ability to control schedule • Proximity of support • Limitations of risk management • Skills and capabilities (self-drive)
	6.7	Identify the potential consequences on the close protection team in relation to transport arrangements	• Re-evaluation of threat and risk assessment • Team size • Contingency planning • Availability of resources

	6.8	State the checks that must be completed when selecting modes of transport	• Principal's preferences • Security checks • Availability • Time schedules
	6.9	Complete risk-based contingency planning	• Identify potential risks • Plan to mitigate identified risks
	6.10	Carry out incident management follow-up	• Maintain integrity • Sanitise • Post security (removal of important documents, removal of personal effects, clearing)
	6.11	Demonstrate embus/ debus techniques	• Embus, debus, arrival, departure • Locations, venue, mode of transport • Role, responsibility, teamwork • Principal/ client requirements, protocol, etiquette
7. Be able to prepare and carry out a close protection assignment	7.1	Develop an operational plan	• Work independently • Work in a team • Threat assessment • Risk assessment • Client /principal profile • Assets • Duration, location, travel, residential
	7.2	Implement an operational plan	• Work independently • Work as a team • Threat management • Risk management • Client/ principal profile

			• Assets • Duration, location, travel, residential
	7.3	Conduct an operational briefing, handover and debriefing	Operational briefing: • The principal, team members, other relevant people • Preparation, communication, understanding, updates, changes, preliminaries, Standard Operating Procedures (SOP), determine – when, who, where, what • Clarify roles and responsibilities, question and answers Handover: • Intelligence update • Observations • Communication • Resource Operational debriefing: • Review • Reflect • Implement
8. Be able to deal with a range of incidents within a close protection environment	8.1	Demonstrate how to deal with a range of incidents within a close protection environment	Range of incidents: • Life threatening, non-life threatening • Not directly related to the principal • Foreseeable, non-foreseeable Types of incidents: • Vehicle incidents • Conflict (dealing with conflict within the team, with the protected person and third parties) • Managing unexpected illness

			• Attack on protected person or member of the team (verbal and/ or physical) • Loss of property • Breach of security Manage a close protection incident (clear, cordon, control, confirm): • Assess situation, communicate information, evaluate options, respond • Identify change to threat/ risk
	8.2	Explain the personal responsibility of a close protection operative when dealing with an incident	• Preservation of life: safety, self, team, principal, Standard Operating Procedures (SOP), Emergency Operating Procedures (EOP) • Communication: restoration of normality, reporting, relay information, liaison with third party agencies, direct team
	8.3	State the importance and role of Standard Operating Procedures (SOPs) within a close protection context	• Standard Operating Procedures (SOP): set of step-by-step instructions to help operatives to carry out complex routine operations • Importance: to achieve efficiency, quality output and uniformity of performance • Reducing miscommunication and failure to comply with regulations
	Additional information about the unit		
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers		

SFJ Awards Level 3 Certificate for Close Protection Operatives in the Private Security Industry

Title	Application of Conflict Management in the Private Security Industry
Level	2
Ofqual Reference	M/618/6874
Credit Value	1
MCT	11

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*		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: • Misunderstandings • Poor communication • Lack of planning • Unrealistic/ unfair expectations • Attitudes • Frustration and stress • Substance and alcohol use
	1.2		State how positive and constructive communication can be used to manage conflict	• 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 • 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: • frustration leads to • anger leads to • aggression leads to • violence
	1.5	Recognise the stages of the attitude and behaviour cycle	Attitude and behaviour cycle: • Importance of adopting an appropriate initial response to conflict situations • Link between attitude and behaviour • Positive attitude constructs positive behaviour • Negative attitude constructs negative behaviour • Effective behaviour and communication influencing attitude and behaviour of others
2. Understand how to recognise, assess and reduce risk in conflict situations	2.1	Recognise the potential risk posed in a conflict situation	Risks in potential conflict situations: • Identifying potential risk to self and others (staff, customers, bystanders) • Dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately)

			• Possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and assessing potential threats, adapting conflict response to situation) • Minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques
	2.2	Identify factors that can trigger or inhibit a range of responses in self and others	Factors: • Actions • Behaviours (self and others) • Situations • Emotions Triggers: • Perceptions • Conflicting goals • Different personal values • Misunderstandings • Poor communication Inhibitors: • Self-control • Personal values • Fear of retaliation • Social or legal consequences • Body worn cameras and any other technology
	2.3	Identify a range of responses to conflict situations	• Feeling insulted • Feeling threatened • Anger

				• Loss of face
				• Being ignored
				• Peer pressure
				• Feeling patronised
				• The feeling of not being taken seriously
				• Alcohol, drugs and medical conditions
				• Angry response
				• Fight or flight response
				  ➢ fear
				  ➢ adrenaline
				  ➢ shock
				• Fear of being "blocked in"

		2.4	Recognise the stages in de-escalating conflict	Stages in de-escalating conflict: • Assess emotional state • Identify trigger factors • Reassure to reduce anxiety • Speak calmly and actively listen • Empathise and check understanding • Problem solving - resolve the issue • Explain what, when, how • Keep informed
		2.5	State the importance of positioning and exit routes	Positioning and exit routes: • Maintaining personal space • Demonstrating non-aggressive stance • Ensuring an escape route is visible for all parties • Awareness of exit routes

3. Understand the use of problem-solving techniques when resolving conflict	3.1	Recognise how to use empathy to resolve conflict	Empathy: - Ability to share someone else's feelings or experiences - Imagining being in that person's situation Customer perspective/ resolving conflict: - What the customer thinks and feels, sees, says, does - Customer pain (fears, frustrations, obstacles) - Potential gain (goals, wants, needs) - Understanding the customer's point of view
	3.2	Identify the benefits of using problem solving techniques	Problem solving techniques: - Identify issues - Understand everyone's interests - Identify possible solutions/ options - Evaluate options - Select option or options - Document agreement(s) - Agree on contingencies, monitoring, and evaluation Benefits: - Managing customer expectations - Building rapport - Building trust - Finding mutual understanding - Demonstrating empathy - Explaining reasons
	3.3	Recognise how win-win approaches work to resolve conflict situations	Win-win situation: Outcome where everyone is satisfied Win-win approaches:

			• Active listening • Empathy • Problem solving • Negotiation
4. Be able to communicate to de-escalate conflict	4.1	Recognise verbal and non-verbal communication techniques	Range of communication techniques • Verbal communication ➢ speaking – pitch, tone, clarity, language ➢ listening • 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: • Heat • Pain • Fear • Noise • Shock • Language • Mental illness • Culture • Fear of authority • Attitude/ belief • Substance and/ or alcohol use

			Overcoming communication barriers: • Speak clearly • Adopt non-aggressive stance • Maintain space • Move to quieter/ lighter space • Make sure you are non-threatening • Explain what you are doing
	4.3	Identify different behaviour types	Aggressive behaviour: • Threatening tone • Threatening positioning • Angry gestures • Angry words • Concerns of violence • Staring/ uncomfortable eye contact Assertive behaviour: • Firm but fair • Calm • Normal positioning • Relaxed body language • Polite/ rational speech • Listening • Acknowledging Passive behaviour: • Hesitant, apologetic speech patterns • Overly seeking approval • Always agreeing with others • Broken speech pattern

				• Self-deprecation or self-criticism • Overly quiet speech • Discomfort in groups • Lack of eye contact
	4.4	Demonstrate approaches to take when addressing unacceptable behaviour	Approaches: • Non-aggressive body language • Empathy • Be positive and assertive • Actively listen • Problem solving • Follow appropriate organisational policies and procedures
	4.5	Demonstrate ways to de-escalate conflict situations	Conflict de-escalation: • Manging communication barriers • Using positive communication • Active listening • Non-verbal communication • Verbal communication • Non-aggressive • Empathy • Building rapport/ trust • Problem solving • Providing assistance e.g. calling a taxi • Including management in discussions
	4.6	Demonstrate working with colleagues to de-escalate conflict situations	• Positioning • Switching to or from a colleague

	Additional information about the unit
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers

Title	Principles of Terror Threat Awareness in the Private Security Industry
Level	2
Ofqual Reference	F/618/6877
Credit Value	1
MCT	2 (20 minutes if authorised eLearning is used)

Learning Outcomes The learner will:		Assessment Criteria The learner can:		Indicative Content

1. Understand terror threats and the role of the security operative in the event of a threat	1.1		Identify the different threat levels	• 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 they are working

	1.2		Recognise the common terror attack methods	• Awareness of attack planning phases • Most current terrorist attack methodologies: ➢ Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc.

			➢ Explosive Device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED), Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED) ➢ Vehicle As A Weapon (VAAW) also known as vehicle ramming ➢ Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks ➢ cyber attacks ➢ insider threat

	1.3	Recognise the actions to take in the event of a terror threat	• 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 making dynamic decisions based on available information to keep yourself and the public safe
			• Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options
			   ➢ in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire, tries to keep people safe but the con can be that people rush out and get injured or stand around

			outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities
			• Report incidents requiring immediate response from the police on 999
			• Know what information emergency response require:
			➢ what you have seen and what has happened
			➢ who you saw, what they looked like, what they were wearing
			➢ where did the situation happen and where you are
			➢ when did it happen
			• Awareness of emergency services response time
			• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
			• Know who the public sector counter-terrorism experts are and how to access their information:
			➢ Centre for the Protection of National Infrastructure (CPNI)
			➢ National Counter Terrorism Security Office (NaCTSO)
			• Awareness of current initiatives:
			➢ Run, Hide, Tell; keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place
			➢ ACT - Action Counter Terrorism
			➢ SCaN - See, Check and Notify
			➢ The pros and cons of evacuation/ invacuation

	1.4	Identify the procedures for dealing with suspicious items	Hot Principles: • Hidden • Obviously suspicious • Typical Four Cs: • Confirm • Clear • Communicate • Control Safety distance, including: • Distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m) • How to visually represent safety distance (e.g. football field) • Difficulty involved in setting up a safety distances and not use radio/ mobile phone within 15 m

	1.5	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

			- individuals carrying out activities inconsistent with the nature of the building or area - individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/ location; taking photos or making drawings - parked vehicles with people inside, empty parked vehicles left unattended for long period - multiple sightings of same suspicious person, vehicle, or activity - Understands actions that can deter or disrupt hostile reconnaissance, including: - ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals - maintaining organised search procedures - ensuring emergency exits are secured when not in use to prevent unauthorised entry
	1.6	Identify how to respond to suspicious behaviour	- 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: - internal procedure for site - Confidential (Anti-Terrorist) Hotline: 0800 789 321 - British Transport Police (BTP) "See it, Say it, Sorted": text 61016 or call 0800 40 50 40 - non-emergency: 101 - ACT online reporting

			➢ life threatening emergency or requiring immediate response: 999
Additional information about the unit			
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers		

Title	Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry
Level	2
Ofqual Reference	A/650/2120
Credit Value	1
MCT	10

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Understand how to keep vulnerable people safe	1.1	Recognise duty of care with regard to vulnerable people	• Duty of care is: "a moral or legal obligation to ensure the safety or well-being of others" • People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone
	1.2	Identify factors that could make someone vulnerable	Vulnerable: • Being under the influence of alcohol or drugs • Alone or receiving unwanted attention, separated from friends, appearing lost or isolated, being followed or threatened • Victim of domestic violence • Young people under the age of 18 • Mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person's movements, senses or activities that is invisible to the onlooker)

	1.3	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 e.g. St John's Ambulance • Be aware of current safety initiatives e.g. Ask Angela campaign
	1.4	Identify behaviours that may be exhibited by sexual predators	• Close monitoring of vulnerable people • Buying drinks or gifts for vulnerable people • Suspicious behaviour around certain times and venues • Unusual use of technology e.g. phones
	1.5	Identify indicators of abuse	• Restricting freedom of individuals • Unexplained bruising • Lack of confidence and insecurity • Change in circumstances e.g. cleanliness, appearance
	1.6	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
	1.7	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 anti-social behaviour ➢ explain the consequences if the anti-social behaviour continues ➢ remain calm ➢ 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
2. Understand licensing law relevant to the role of a door supervisor	2.1	Identify the licensing objectives	Listed in the Licensing Act 2003: - Prevent crime and disorder - Securing public safety - Preventing public nuisance - Protection of children and young persons from harm
	2.2	State the law in relation to refusing entry and ejecting customers	- Licence holder, other members of staff and door supervisors acting on their behalf can refuse entry to any person from entering licensed premises, particularly to enforce licensing objectives - Anyone refusing to leave the premises when asked becomes a trespasser, and can be lawfully ejected from the premises using only such force as is reasonable and necessary
	2.3	Identify police powers regarding licensed premises	- Have right of entry/ inspection - Have right to search premises

			• Have powers of closure
	2.4	State the rights and duties of licensees and door supervisors as their representatives	• Licence holder is responsible for ensuring that the premises complies with licensing objectives and all other relevant legislation • Licence holder decides on admission policy and other house rules • Door supervisors, acting on behalf of licence holders should promote those policies • Door supervisors and the licence holder should know the differences between personal and premises licences and how to obtain them
	2.5	State the role of the Designated Premises Supervisor (DPS)/ Premises Manager (PM)	• Must only have one DPS/ PM for that premises • A DPS/ PM has day-to-day ultimate responsibility for the running of the premises • Must be named in the operating schedule (which is completed when applying for a premises licence) • Point of contact for police and local government
	2.6	State the law regarding children and young persons on licensed premises	• Protection of children from harm is a licensing objective • Selling alcohol to a person under 18 is illegal • Penalties can be imposed on venues • Test purchasing may take place • Other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol
	2.7	State conduct that is unlawful under licensing, gaming and sexual offences legislation	• Allowing drunkenness on licensed premises • Serving someone who is drunk • Serving alcohol to someone under the legal age • Unlawful gaming

			• Contravening the Policing and Crime Act 2009 • Contravention of licence terms, conditions and/ or restrictions as described by local authorities • Running establishments without a licence granted by the local authority • Soliciting on licensed premises	
	2.8	Identify acceptable forms of proof of age	• Follow venue policy/ assignment instructions • Passports • Photo-card driving licences • Proof-of-age scheme cards • Local Challenge 21 and Challenge 25 schemes	
3. Understand queue management and venue capacity responsibilities relevant to a door supervisor	3.1	State the responsibilities of a door supervisor when controlling queues	• To have a professional appearance and attitude • To prevent disorder outside of the venue • To ensure that only appropriate people can enter • To ensure that only the appropriate numbers of customers can enter • To ensure safe entry for customers	
	3.2	Recognise the benefits of queue control	• Decreases the potential for conflict outside of the venue • Demonstrates good customer service • Allows assessment of attitude and behaviour of different customers • Allows enforcement of admissions policy • Improves customer safety • Ensures customer enjoyment	
	3.3	Identify the importance of following dispersal procedures	• Ensures safe exit of customers • Prevents disorder • Shows good customer service	

			• Assists outside agencies • Help compliance with licensing objectives
	3.4	State why communication is important throughout the queuing process	• Manages customer expectations • Decreases potential conflict • Provides good customer service • Allows assessment of the customers attitude and sobriety • Builds positive relationships with customers who may then return to the venue

	3.5	State the responsibilities of a door supervisor in relation to crowd capacity regulations	• Monitor the queue at all times
			• Use of devices to count customers in and out of the premises
			• Halt entry once capacity is reached
			• Ensures compliance with:
			  ➢ health and safety legislation
			  ➢ fire safety regulations
			  ➢ venue's licence
			  ➢ licensing objectives

	3.6	Identify how and when to monitor a queue for potential safety issues	• Monitor at all times • Monitor for attitude and welfare issues • Maintain observations throughout the queue • Use of barriers, lines or signs to ensure safe entry
	3.7	State the factors to consider when ejecting or refusing entry to a person who may be vulnerable	People being ejected are more vulnerable to specific crimes or attacks which are more common in the night-time economy Factors to consider: • Sobriety • Drug use • Age

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			• Mental capacity
			• Attitude
			• Crimes and licensing offences

Additional information about the unit	
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers

Title	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry
Level	2
Ofqual Reference	K/650/1270
Credit Value	2
MCT	20

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*		Indicative Content
1. Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations	1.1	Identify situations where the principal's personal safety is likely to be compromised		• Obsessive behaviour from a person they are interacting with (professional or public) • Anomalous behaviour identified with individuals within close proximity to principal • Potential hostile surveillance and communication identified to be focused on principal • Chaos events (baseline behaviours rapidly changing into fast paced and erratic movements/behaviours) • Identification of a weapon (made, adapted, or intended perceptions) • Identification of a suspicious package • A known/identified threat becoming activated
	1.2	Recognise situations that do not compromise safety but are likely to cause embarrassment or delays to the principal's schedule		• Offensive or inappropriate behaviour or conversation from an individual engaging with the principal • Non-responsive to principal's attempts to close a conversation • Non-reciprocal holds or embraces from individuals engaging with the principal

			• Unplanned high-pressure media (paparazzi) questioning/photographs (situation and context dependent) • Blocking/disruption of planned routes (foot or vehicle)
	1.3	Explain the importance of using agreed 'intervention words' and 'non-verbal cues' between the principal and team	Intervention words – a word or phrase used by either the principal or CPO to trigger a pre-planned action or response to a situation. Importance: • Enables a covert method of communicating without alerting others that an action has been triggered • Supports the ability to perform a successful task • Empowers the principal to control their environment with a close protection resource • Provides the ability to communicate in situations which typically deny communications with others (mid conversation with a third party, covert tasks)
	1.4	Explain the implications of ineffective communication in high-risk situations	• Embarrassment for principal or team • Task failure • Serious harm to principal or team members though non-responsive teamwork • Confusion of requirements • Delay in response
2. Know how to respond to a change in operational conditions from Standard Operating Procedures (SOP) to	2.1	Describe how to trigger a change of operational conditions	• Intervention words • Overtly • Covertly • Radio • Team Leader (TL) activation

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Emergency Operating Procedures (EOP)	2.2	Explain the considerations when responding to heightened threat, risk, or incidents	• Second in Command (2IC) change of responsibilities • Personal Escort Section (PES) and Security Advance Party (SAP) change of responsibilities • Increased readiness of driver(s) and vehicles • Increased readiness of medics • Preparation of support resources • Change of environment (safe rooms) • Extraction of principal • Contraction of protective layers/circles • Diversion of SAP • Calling in SAP to support (if required) • Removal of others (except principal) from within protective layers • Possible contact with 3rd parties (emergency services, other Close Protection (CP) teams) • Communication with wider CP team (control room, RST)
3. Know the responsibilities of the close protection team when there is an immediate physical threat to the principal	3.1	Identify the priorities for each role in the immediate close protection team when a physical threat is realised	• PES – Contraction of protective layers/circle, removal of persons from within the layers, neutralising immediate threat, separating threat from principal, clearing extraction route, creating time for Personal Protection Officer (PPO) to operate • SAP – Reconnaissance and readiness of extraction location or transport, advance or abort commands, potential support to PES and PPO
4. Understand the necessity for narrowing the concentric layers of protection when managing	4.1	Identify the purpose of narrowing the concentric layers of protection for a principal	• To increase the overall body protection of the principal • To reduce response times to the source of the threat • Create a safe area around the principal • To shield the principal and PPO from attacks

an immediate threat to the principal			• Create a psychological barrier for the potential assailant which may cause them to abort
	4.2	Explain the considerations of the Personal Escort Section (PES) team members within a protective formation	• To divert or proportionately remove or reduce hostile parties and prevent them achieving close proximity to the principal and PPO • To proportionately and legally remove/ restrain hostile parties away from principal and PPO to buy the PPO time to shield, evacuate (or both) the principal. To dynamically assess the situation for additional threats • To assist with the evacuation of the principal or restore normality (whichever is appropriate) • To assist with the possible detention of an individual so long as the CP team resilience is not compromised
	4.3	Explain the considerations of the Personal Protective Officer (PPO) within a protective formation	• To assess the threat and capability of PES to defend the outer layer of protection • To shield the principal and remove the principal from the threat as part of the evacuation process • To make informed decisions based on information received from PES, own or other team members • Restoration of normality • Assessing the situation, neutralising threats who have entered personal space of the principal
5. Understand the implications of common and criminal law when using force on another person	5.1	Describe the requirements of common law to justify the use of force towards another person	• Honestly held belief • Imminent danger • Force reasonable in the circumstances • To avert the danger (no more than is required)

		5.2	Explain the requirements of criminal law to justify the use of force towards another person	• Reasonable • Proportionate • Necessary • Plan • Accountable
		5.3	State the importance of only using physical intervention skills as a last resort	• Negative media (professional and social) • Damage to reputation (principal and CP team) • Risk of harm to all parties • Accountable to a court of law • Excessive force may result in criminal conviction, loss of licence and fines
6. Know the positive alternatives to using physical intervention skills in a close protection environment		6.1	Identify alternative methods of protecting a principal from assault which do not involve physical contact with others	• Narrowing the concentric layers of protection to create a psychological deterrent • Effective conflict management communication. • Distraction techniques • Early recognition of escalating risk and removal of principal • Effective screening of individuals allowed into proximity of principal where possible • Threat avoidance • Effective eye contact with threat • Assertive communication • Ask the threat to desist (low level threat e.g., prolonged handshake or clinging to principal)
7. Understand associated threats as a result of an attempted		7.1	Identify secondary potential threats to the principal and team	• Additional hostile individuals • Dry run (to analyse CP team responses) • Chaos trigger to separate and weaken CP team

assault or unwarranted attention towards a principal			• Distraction technique • Extraction location may be compromised • Negative publicity stunt • Loss of CP team members (injury or incapacitation)
8. Know how to apply physical intervention skills in a justifiable, ethical, and professional manner	8.1	Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation	Context: • Reasonable, proportionate, necessary, imminent Boundaries: • Minimum duration required • Minimum force required • Avert the danger • Escalate and de-escalate in proportion to threat Medical: • Potential injuries to operative and individual Ethical: • Consideration if the individual may be in mental crisis and require post incident support • Consideration if the intervention can be delayed or deferred to another person to apply • Third party (public) view of the intervention - visually aggressive (client and professional reputation)
9. Be able to use non-pain compliant soft skills to prevent harm to a principal	9.1	Demonstrate soft skills to redirect others	• Prompts • Passive redirection – allowing the subject to approach and use their own momentum (shoulder turn, elbow turn) • Body positioning (own) to restrict direction of travel • Body positioning (own) to gently displace subjects centre of gravity from a static position

			• Body positioning (own) to gently displace subjects centre of gravity to adjust direction of travel at slow pace
	9.2	Demonstrate soft skills to restrict a subject's movements	• Assessment touch • Subtle limb range restrictions • Limit the movement of arms in a particular direction • Strategic positioning • Lowering of cameras or similar devices
	9.3	Demonstrate non pain compliant skills to redirect others	Active redirection • Applied force to redirect the subject • Hip or shoulder turns to actively redirect or move the subject • Displacement of centre of gravity to encourage movement from the subject
	9.4	Demonstrate non pain compliant skills to restrict a subject's movements	• Active limb range restrictions • Close down a potential fighting arc • Restrict subject's ability to reach or withdraw from pockets, holders, bags, or holsters • Active movement of limbs away from self or principal • Leg positioning to restrict subject's ability to transition body weight • Leg positioning to restrict subject's ability to rotate hips
10. Be able to use defensive non-pain compliant skills to protect self from assault	10.1	Demonstrate skills to evade and protect self from blows	• Proactive or pre-emptive hand positioning to protect disabling strike areas (head, jawline, throat) • Proactive or pre-emptive stance and manoeuvrability • Repositioning of self to transition from proactive or pre-emptive to positive positioning • Blocks to kicks and blows

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			• Closing of fighting arc (body position and subject limb restriction) • Protection against head butts and eye strikes
	10.2	Demonstrate skills to protect self from choke holds and strangulation	• Protection of windpipe from rear naked choke • Escape or reduction of impact when encountering chokeholds (front and rear) • Escape from strangulation (open space and against immovable object e.g., wall or vehicle)
	10.3	Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm	• Priority of alerting team and direct (non-contact) escape • Body positioning outside of fighting arc (lateral and tight) • Limitation of subject's limb movement to create temporary arc restriction as means of escape • Weapon = Made, Adapted, or Intended item
	10.4	Demonstrate methods of disengagement of yourself from grabs and holds	• Handshake • Lower arm grab (including wrist) front and rear • Clothing grab belt and jacket/coat(rear) • Clothing grab front
11. Be able to use non-pain compliant methods of protecting the inner cordon	11.1	Demonstrate methods of preventing subject from penetrating inner cordon	• Team block and redirection • 3rd party take off • Assertive commands (fluster) • Arm link
	11.2	Demonstrate methods of applying a restrictive hold	• Standing non-turbulent • Standing turbulent
	11.3	Demonstrate method of removing a person	• Restrictive intervention with transition to movement

	11.4	Demonstrate a two-person method of removing a person	• Restrictive intervention with transition to movement – standing start • Restrictive intervention with transition to movement – from seated start (subject is seated)

12. Be able to protect the principal from assault	12.1	Demonstrate a method of disengaging the principal from unwelcome embraces and holds	• Handshake
			• Embrace
			• Holds:
			  ➢ lower arm
			  ➢ upper arm
			  ➢ head lock (front/rear)
			  ➢ choke (front/rear)
			  ➢ clothing single hand (front/rear)
			  ➢ clothing double hand (front/rear)

	12.2	Demonstrate a method of protecting the principal from blows	• Principal immediate positional displacement • Body shield positions • Arm wrap, belt hold or of principal • Swift extraction
13. Be able to communicate effectively to encourage de-escalation	13.1	Demonstrate effective communication with the subject throughout a physical intervention	• Assertive • Professional • Confident • Calm • De-escalation
	Additional information about the unit		
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers		

Title	Application of Physical Intervention Skills in the Private Security Industry
Level	2
Ofqual Reference	T/618/6875
Credit Value	2
MCT	13

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*		Indicative Content
1. Understand physical interventions and the implications of their use	1.1		State the legal implications of using physical intervention	- Legal authority to use force - under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland) - Relevant legislation relating to licensing and criminal law - Duty of care - considerations concerning use of physical intervention - Principle of non-pain compliance and application - Last resort
	1.2		State the professional implications of using physical intervention	- Sector-specific legislation - Professional guidance and standards - relevant to area of employment (and how standards may vary according to context – e.g. in health and social care, prisons, etc. – but also be based on common principles) - Ethical implications - Financial implications - Last resort

		1.3	Identify positive alternatives to physical intervention	Primary controls: • Following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control) • Positive and proactive service delivery Secondary controls: • Positive and effective interpersonal communication • Knowledge and skills of conflict management in reducing the need for physical intervention
		1.4	Identify the differences between defensive physical skills and physical interventions	Defensive physical skills: • Skills used to protect oneself from assault Physical interventions • The use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement
2. Understand the risks associated with using physical intervention		2.1	Identify the risk factors involved with the use of physical intervention	Nature of the restraint: • Method of restraint (risk of falls with restrictive holds) • Position held • Duration of restraint Situational factors: • Setting and location constraints and risks (open and confined spaces) • Environmental hazards • Staff numbers • Availability of help • Access to medical attention

| | | | • Threats presented by others
• Options available

Individual factors:

• Age
• Size
• Weight
• Physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs)
• Mental health (history of violence, prior experience of abuse and trauma)

Vulnerable groups

• Children and young people
• Older adults
• Individuals with mental health issues
(Staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention) |
| | 2.2 | Recognise the signs and symptoms associated with Acute Behavioural Disturbance (ABD) and psychosis | • Acute behavioural disturbance is a term used to cover a combination of physical and psychological factors including:
➢ high temperature
➢ bizarre behaviour
➢ sustained mental and physical exhaustion and metabolic acidosis
• Psychosis can result from underlying mental illness and/ or be drug induced. Signs include:
➢ hallucinations
➢ paranoia |

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			➤ extreme fear as part of delusional beliefs • Acute behavioural disturbance and psychosis can result in sudden death – so both should be treated as a medical emergency. Use de-escalation (verbal and non-verbal communication, distraction and calming techniques) as appropriate to the situation

	2.3	State the specific risks associated with positional asphyxia	• Positional (or restraint) asphyxia occurs mostly on ground restraints where a person is held forcefully face down or face up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation
			• Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:
			  ➤ on the ground or any other surface (e.g. on a bed) face up or face down, using methods that compromise breathing and circulation
			  ➤ in a seated position (e.g. being bent forward when seated) using methods that compromise breathing and circulation
			  ➤ in a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/ object
			• Key risk factors include:
			  ➤ method of restraint: positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso – whilst all forceful restraints on the ground carry heightened risk, the techniques used

			will increase or decrease the risks of positional asphyxia
			➤ position: forceful holds in certain positions increase risks of positional asphyxia – these include:
			   ■ face up or face down restraint on the ground or other surface such as a bed
			   ■ seated or standing positions where breathing and/ or circulation are compromised e.g. by being bent forward
			➤ duration: the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death.

	2.4	State the specific risks associated with prolonged physical interventions	• The longer the duration of forceful restraint, the greater the exposure to risk and to complications
3. Understand how to reduce the risks associated with physical intervention	3.1	State the specific risks of dealing with physical intervention incidents on the ground	Specific risks: • Restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints) • Impact with floor and/ or objects (during forceful takedowns or falls to the ground) • Injury from glass or debris on the ground • Vulnerable to assault from others

	3.2	Identify how to deal with physical interventions on the ground appropriately	Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible
			Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground
			If a situation goes to the ground:
			• Try to get the individual up, or to a comfortable seated or recovery position as quickly as possible
			• In the meantime:
			➢ monitor the individual to ensure they can breathe without difficulty
			➢ where there is more than one member of the security team involved, designate a 'team leader' to take charge of the team and take responsibility for the safety of the individual
			➢ the team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity
			➢ if not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject's head to fulfil this function
			➢ de-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency
			If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training.

| | 3.3 | Identify ways of reducing the risk of harm during physical interventions | Risk of harm to all parties

- Types of harm:
   ➢ 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
   ➢ stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma
- Staff must respect the dignity of individuals they are managing, however challenging they may find them
- Reducing the risk of harm:
   ➢ choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective)
   ➢ avoid high-risk positions including ground restraints
   ➢ avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation |

				➤ maintain ongoing communication between staff and between staff and the subject during and following restraint ➤ monitor the wellbeing of the subject for adverse reactions ➤ work as a team and designate a team leader ➤ follow established procedures (take care not to deviate) ➤ de-escalate at the earliest opportunity to reduce exposure to risk ➤ immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions
	3.4	State the benefits of dynamic risk assessment in situations where physical intervention is used	• Dynamic risk assessment – used to: ➤ assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not ➤ evaluate options available and inform decision whether to intervene, when and how ➤ identify when assistance is needed ➤ continuously monitor for changes in risks to all parties during and following an intervention ➤ inform decision to de-escalate use of force and/ or withdraw
	3.5	State how to manage and monitor a person's safety during physical intervention	• Monitor and manage the subject: ➤ observe fully the risk factors (situational and individual) ➤ ensure that nothing impedes the subject's ability to breathe or their circulation - checking airway – breathing – circulation (ABC)

			• Actions to take:
			  ➢ if the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the recovery position
			  ➢ commencing CPR/ defibrillator should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths - they still need CPR at this point)
			  ➢ if the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress
			  ➢ act on 'red flags':
			    ▪ effort with/ difficulty in breathing
			    ▪ blocked airway and/ or vomiting
			    ▪ passivity or reduced consciousness
			    ▪ non-responsiveness
			    ▪ signs of head or spinal injury
			    ▪ facial swelling
			    ▪ evidence of alcohol or drug overdose
			    ▪ blueness around lips, face or nails (signs of asphyxia)
			    ▪ high body temperature (profuse sweating/hot skin)
			    ▪ exhaustion
			    ▪ confusion, disorientation and incoherence
			    ▪ hallucinations, delusions, mania, paranoia

			- bizarre behaviour - extreme fear - high resistance and abnormal strength - employ de-escalation (calming and/ or distraction) techniques - if a medical emergency is suspected – release immediately and call first aider/ emergency services - provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration
	3.6	State the responsibilities of all involved during a physical intervention	- All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention - Responsibilities include: - duty of care to the subject at all times (during and after restraint) - duty of care to colleagues - respecting the dignity of the subject - providing appropriate care for any person who appears to be injured or at risk - challenging unnecessary and excessive use of force by colleagues - Supporting colleagues: - switch roles within the team where appropriate - monitor staff safety - monitor the subject and if you have any concerns for their wellbeing inform colleagues

			➤ contain the immediate area and manage bystanders ➤ monitor the situation and communicate with others e.g. staff from other agencies
	3.7	State the responsibilities immediately following a physical intervention	- Responsibilities include: ➤ duty of care to the subject at all times (during and after restraint) ➤ duty of care to colleagues (support services) ➤ providing appropriate care for any person who appears to be injured or at risk ➤ briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event ➤ preserving evidence and securing witnesses testimony ➤ all staff involved must complete a full report individually accounting for their actions
	3.8	State why it is important to maintain physical intervention knowledge and skills	- Maintaining knowledge and skills is important because: ➤ legislation and best practice guidance can change ➤ proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD)
4. Be able to use physical skills to protect yourself and others	4.1	Demonstrate stance and positioning skills	- Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication - Verbal communication in line with conflict management training to assist the exit or intervention should also be used

	4.2	Demonstrate skills used to evade and protect against blows	• With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault • Verbal communication in line with conflict management training should be used
	4.3	Demonstrate methods of disengagement from grabs and holds	• A small number of skills relevant to the security role that address the most common types of assault
	4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	• At least two methods that can be adapted to different scenarios. Including an individual and a team method

	4.5	Communicate professionally throughout the physical intervention	• Helping to calm the individual, give instructions and check well-being
			• Use positive verbal and non-verbal communications to:
			  ➢ calm and reassure the individual restrained
			  ➢ calm and reassure others present
			  ➢ check understanding with the person restrained
			  ➢ check the physical and emotional well-being of the person restrained
			  ➢ negotiate and manage safe de-escalation with the person restrained and with the staff involved

5. Be able to use non-pain compliant standing, holding and escorting techniques	5.1	Demonstrate how to physically prompt a person	• Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective • Learners should continue to apply customer service skills even if the person they are escorting is not responding

	5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	• Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort • One- and two-person holds (in motion, not just static) to be assessed
	5.3	Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual	• Risks of dealing with a resistant person in different contexts • Show one- and multiple-person restraining and escorting techniques in the approved programme • Remind learners of the dangers of prolonged restraint
	5.4	Demonstrate transitions between disengagement techniques and escorting techniques	• Moving from disengagement or defence/ blocks into a restraint/ escorting move

	5.5	Demonstrate how to escort an individual on stairways	• Escorting an individual on a stairway may be required, either because they are:
			  ➢ intoxicated or ill and require assistance or
			  ➢ non-compliant and need to be moved
			• Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are resistant or if you reasonably foresee that they might become resistant during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort
			• A dynamic risk assessment should be carried out and door supervisors should always consider if there is an

			• alternative procedure or an alternative route that avoids the use of stairs • Demonstrate escorting an individual on a stairway made up of a minimum of three stairs
	5.6	Demonstrate how to disengage safely	• Controlled physical de-escalation i.e. transition to less restrictive holds and complete release* • Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding • Safe positioning during de-escalation and disengagement *Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken

	5.7	Demonstrate how to manage risk immediately following disengagement	• Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:
			  ➢ creating space
			  ➢ positive communication with colleagues and other people present
			  ➢ safe handover to others, e.g. the police or ambulance personnel, with a briefing including:
			    ▪ risk behaviours presented by the person (to themselves and/ or others)
			    ▪ method of restraint and its duration
			    ▪ any concerns you have for their wellbeing

Additional information about the unit	
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers

4   Delivery Requirements

4.1   International delivery of licence-linked qualifications

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

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

4.2   Conflict management delivery

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

Training centres can use either the Door Supervisor or Security Officer scenarios dependent on which is most relevant.

If the Door Supervisor scenarios are used, training **must** include at least **one** practical scenario from each of the three headings:

- Refusal scenario
- Rejection scenario
- Incident scenario

If the Security Officer scenarios are used, training **must** include at least **one** practical scenario from each of the four headings:

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

4.3   Standard delivery times for units in licence-linked qualifications

'Contact time' is defined as time when the learner is in the same room as the trainer or invigilator and is receiving training or undertaking assessment. 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 11 hours of contact time.

Training centres must keep detailed registers that include start/end/break times of training for each day. Learners must sign these daily. If digital registers are used, learners must sign these daily, it is not acceptable for centres to reuse a stored digital learner signature. The register should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These must be kept for audit purposes. Training centres must keep this information for a minimum of three years.

4.4   Use of self-study

SFJ Awards and the SIA recognise that there is some content that can be completed through self-study. If a training centre wants to use self-study, they must gain prior approval with SFJ Awards. The training 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 SFJ Awards' external quality assurance processes.

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

Please note, self-study may only be used to deliver **1 hour 40 minutes** of the 'Principles of Terror Threat Awareness in the Private Security Industry' unit via the ACT Awareness eLearning and ACT Security eLearning packages only. Centres must retain self-study material for a minimum of 3 years for audit purposes.

4.5   Virtual learning and assessment guidance

The SIA has agreed with SFJ Awards that virtual learning and assessment can be used for a selection of the reformed licence-linked qualification content.

Virtual learning is an online platform which enables synchronous learning (live) and interactive delivery of training. This learning environment means that the tutors and learners can communicate (sound and visual) and interact with each other in an online group setting. Virtual learning may also be referred to as 'remote delivery training' or 'online classroom'.

Any training provider wishing to use virtual learning and/ or remote online invigilated exams must be approved to deliver and/or assess in this way. For more information, please contact QATeam@sfjawards.com.

The tables below indicate which learning outcomes and assessment criteria can or cannot be delivered through virtual learning:

Principles of Working as a Close Protection Operative in the Private Security Industry		
Learning Outcome	**Virtual delivery acceptable**	
	Yes	**No**
LO1 Understand the roles and responsibilities of a close protection operative	All ACs	
LO2 Understand current law and legislation within a close protection context	All ACs	
LO3 Understand the importance of threat and risk assessment	All ACs	
LO4 Understand the importance of threat and risk management	All ACs	
LO5 Understand personal and professional skills within a close protection environment	All ACs	
LO6 Understand the importance of teamwork within a close protection environment	All ACs	
LO7 Understand surveillance, anti-surveillance and counter-surveillance methods	All ACs	
LO8 Understand search procedures within a close protection operation for people, vehicles and buildings/ venues	All ACs	
LO9 Understand close protection foot drills	All ACs	
LO10 Understand venue security operations and requirements	All ACs	
LO11 Understand the importance of planning, route selection and additional licence considerations	All ACs	
LO12 Understand reconnaissance within a close protection environment	All other ACs	AC12.5
LO13 Understand the importance of operational planning	All ACs	

Working as a Close Protection Operative in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
LO1 Be able to undertake a dynamic risk assessment	All other ACs	AC1.3
LO2 Be able to demonstrate use of surveillance, anti-surveillance and counter surveillance		All ACs
LO3 Be able to search people, vehicles and venues		All ACs
LO4 Be able to demonstrate close protection foot drills		All ACs
LO5 Be able to demonstrate venue security skills		All ACs
LO6 Be able to manage transport arrangements within a close protection environment	All other ACs	AC6.10, AC6.11
LO7 Be able to prepare and carry out a close protection assignment		All ACs
LO8 Be able to deal with a range of incidents within a close protection environment	All other ACs	AC8.1

Application of Conflict Management in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
LO1 Understand the principles of conflict management appropriate to the role	All ACs	
LO2 Understand how to recognise, assess and reduce risk in conflict situations	All ACs	
LO3 Understand the use of problem-solving techniques when resolving conflict	All ACs	
LO4 Be able to communicate to de-escalate conflict	All other ACs	AC4.4, AC4.5, AC4.6

*Principles of Terror Threat Awareness in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
LO1 Understand terror threats and the role of the security operative in the event of a threat	All ACs	

Denotes content that can alternatively be taught through self-study

Principles of Working as a Door Supervisor for Close Protection Operatives in the Private Security Industry		
Learning Outcome	**Virtual delivery acceptable**	
	Yes	**No**
LO1 Understand how to keep vulnerable people safe	All ACs	
LO2 Understand licensing law relevant to the role of a door supervisor	All ACs	
LO3 Understand queue management and venue capacity responsibilities relevant to a door supervisor	All ACs	

Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry		
Learning Outcome	**Virtual delivery acceptable**	
	Yes	**No**
LO1 Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations	All ACs	
LO2 Know how to respond to a change in operational conditions from Standard Operating Procedures (SOP) to Emergency Operating Procedures (EOP)	All ACs	
LO3 Know the responsibilities of the close protection team when there is an immediate physical threat to the principal	All ACs	
LO4 Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal	All ACs	
LO5 Understand the implications of common and criminal law when using force on another person	All ACs	
LO6 Know the positive alternatives to using physical intervention skills in a close protection environment	All ACs	
LO7 Understand associated threats as a result of an attempted assault or unwarranted attention towards a principal	All ACs	
LO8 Know how to apply physical intervention skills in a justifiable, ethical, and professional manner		All ACs
LO9 Be able to use non-pain compliant soft skills to prevent harm to a principal		All ACs

LO10 Be able to use defensive non-pain compliant skills to protect self from assault		All ACs
LO11 Be able to use non-pain compliant methods of protecting the inner cordon		All ACs
LO12 Be able to protect the principal from assault		All ACs
LO13 Be able to communicate effectively to encourage de-escalation		All ACs

Application of Physical Intervention Skills in the Private Security Industry		
Learning Outcome	**Virtual delivery acceptable**	
	Yes	**No**
LO1 Understand the legal and professional implications of using physical interventions	All ACs	
LO2 Understand the risks associated with using physical intervention	All other ACs	AC2.3
LO3 Understand how to reduce the risk associated with physical intervention	All other ACs	AC3.2, AC3.5
LO4 Be able to use physical skills to protect yourself and others		All ACs
LO5 Be able to use non-pain compliant standing, holding and escorting techniques		All ACs

5   Assessment

5.1   Qualification assessment methods

Learners are assessed for the SFJ Awards Level 3 Certificate for Close Protection Operatives in the Private Security Industry through knowledge assessments and practical assessments.

Unit title	Assessment Method	Pass mark
Principles of Working as a Close Protection Operative in the Private Security Industry	**Knowledge assessment:** • Externally set and marked MCQ exam made up of 52 questions (80 minutes) • Externally set and internally assessed short answer questions recorded in learner workbook	70% (37/52) 100%
	Practical assessment: • Portfolio of evidence – assessor observation and feedback recorded in learner workbook	100%
Working as a Close Protection Operative in the Private Security Industry	**Knowledge assessment:** • Externally set and internally assessed short answer questions recorded in learner workbook	100%
	Practical assessment: • Portfolio of evidence – assessor observation and feedback recorded in learner workbook	100%
Application of Conflict Management in the Private Security Industry	**Knowledge assessment:** • Externally set and marked MCQ exam made up of 20 questions (30 minutes)	70% (14/20)
	Practical assessment: • 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*	100%

Principles of Terror Threat Awareness in the Private Security Industry	**Knowledge assessment:** • Externally set and marked MCQ exam made up of 10 questions (20 minutes)	70% (7/10)
Principles of Working as a Door Supervisor for Close Protection Operatives	**Knowledge assessment:** • Externally set and marked MCQ exam made up of 29 questions (45 minutes)	72% (21/29)
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry*	**Knowledge assessment:** • Externally set and marked MCQ exam made up of 30 questions (45 minutes)	80% (24/30)
	Practical assessment: • Externally set, internally assessed observation of each learner for **all techniques** with a completed observation sheet. Each of the techniques must be successfully demonstrated to pass the practical element of the assessment. And • Question and Answer (Q&A) session to cover critical areas of knowledge for AC8.1. *The practical assessment for each learner must be visually recorded and should take a minimum of 15 minutes per learner.*	100%
Application of Physical Intervention Skills in the Private Security Industry*	**Knowledge assessment:** • Externally set and marked MCQ exam made up of 30 questions (45 minutes)	80%
	Practical assessment: • Externally set, internally assessed observation of each learner performing every technique with observation sheet And • Question and Answer (Q&A) session to cover critical areas of Physical Intervention knowledge *The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner*	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.

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.

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.

Learners **must** be trained in the Application of Conflict Management in the Private Security Industry before any practical assessments are undertaken i.e.

- Delivery of Application of Physical Intervention Skills in the Private Security Industry
- Delivery of Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry

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

5.2   Knowledge assessment

The MCQ exams are externally set and marked by SFJ Awards.

Units 1 and 2 are also assessed by short answer questions recorded in the learner workbook which is available to download on Odyssey.

5.3   Practical assessment

5.3.1   Application of Conflict Management in the Private Security Industry

The following learning outcome is assessed through practical assessment:

- LO4: Be able to communicate to de-escalate conflict

Learners will demonstrate their conflict management skills based on a given scenario (assessment criteria 4.4, 4.5 and 4.6). They will then be required to respond to questions asked by the assessor on assessment criteria 4.1, 4.2 and 4.3.

Assessors must fully complete the:

- Observation record assessment criteria 4.4, 4.5 and 4.6
- Oral question and answer recording sheet for assessment criteria 4.1, 4.2 and 4.3
- Assessor summative feedback report

Learners must achieve all the assessment criteria stipulated in the assignment.

The practical assessment must be video recorded and should take approximately 15 minutes per learner. Each learner must introduce themselves, stating their full name and the date and the techniques they are demonstrating. The video evidence and assessor observation records must be kept securely and retained for a minimum of 3 years after certification has been issued for audit purposes.

The assignment brief which includes scenarios, oral questions, assessor observation record and assessor summative feedback report is available to download from Odyssey.

5.3.2 Application of Physical Intervention Skills in the Private Security Industry

The following learning outcomes are assessed through practical assessment and involves observations of the learner performing practical skills required to meet:

- *LO8: Know how to apply physical intervention skills in a justifiable, ethical, and professional manner
- LO9: Be able to use non-pain compliant soft skills to prevent harm to
- a principal
- LO10: Be able to use defensive non-pain compliant skills to protect
- self from assault
- LO11: Be able to use non-pain compliant methods of protecting the inner cordon
- LO12: Be able to protect the principal from assault
- LO13: Be able to communicate effectively to encourage de-escalation

Please note, a minimum of **three** participants are required to allow the learner to sufficiently demonstrate the techniques in this assessment.

*Learning outcome 8 'Know how to apply physical intervention skills in a justifiable, ethical, and professional manner' and its assessment criteria 8.1 'Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation' is assessed by verbal question and answer (Q&A) with the assessor immediately following demonstrating a technique. Each learner must be asked the identified questions on **no less than two occasions** from randomly chosen techniques by the assessor. The Q&A does not need to be in a formal setting and may be conducted at naturally occurring points of convenience during the practical assessments.

The assessment of **ALL** techniques accompanied by the randomly applied Q&A must be visually (video) and orally recorded and should take a minimum of 15 minutes per learner. Each learner must introduce themselves, stating their full name, the date and that they will be demonstrating the techniques taught during their physical intervention course. Either on the same recording, or a separate recording, the learner must be video recorded completing the Q&A session with the assessor. All questions must be asked by the assessor and verbally answered by the learner. The video evidence and assessor observation records must be kept securely and retained for a minimum of 3 years after certification has been issued for audit purposes.

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

The observation recording form is available to download from Odyssey.

5.3.3 Application of Physical Intervention Skills in the Private Security Industry

The following learning outcomes are assessed through practical assessment:

- LO4: Be able to use physical skills to protect yourself and others
- LO5: Be able to use non-pain compliant standing, holding and escorting technique

In addition, the practical assessment will also include a question and answer (Q&A) session to cover the underpinning knowledge of the critical areas of physical intervention:

- AC2.1 Identify the risk factors involved with the use of physical intervention
- AC2.2 Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis
- AC2.3 State the specific risks associated with positional asphyxia
- AC2.4 State the specific risks associated with prolonged physical interventions
- AC3.2 Identify how to deal with physical interventions on the ground appropriately
- AC3.5 State how to manage and monitor a person's safety during physical intervention

Please note, a minimum of **three** participants are required to allow the learner to sufficiently demonstrate some of the techniques in this assessment.

Each learner will be assessed performing each of the techniques listed in the assessment criteria for learning outcomes 4 and 5 and will be asked questions covering 6 critical knowledge areas from learning outcomes 2 and 3. Learners will only pass the practical assessment if **ALL** of the techniques have been demonstrated successfully and **ALL** questions are satisfactorily answered.

The practical assessment and Q&A session must be visually (video) and orally recorded and should take approximately 15 minutes. Each learner must introduce themselves, stating their full name, the date and that they will be demonstrating the techniques taught during their physical intervention course. Either on the same recording, or a separate recording, the learner must be video recorded completing the Q&A session with the assessor. All questions relating to the critical knowledge areas must be asked by the assessor and verbally answered by the learner. The learner will need to state their full name and the date at the beginning of the recording. The video evidence and assessor observation records must be kept securely and retained for a minimum of 3 years after certification has been issued for audit purposes.

The observation recording form is available to download from Odyssey.

6   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance (IQA) processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Guidance and the SFJ Awards Quality Assurance (Internal and External) Guidance, available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

6.1   Facilities

Training and assessment for approved licence-linked qualifications must take place in a suitable environment that has been approved by SFJ Awards. 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 i.e. have radios, handheld metal detectors (HHMD), CCTV monitors, cameras, recording facilities etc.

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

Training and assessment facilities must comply with the ongoing approval arrangements of SFJ Awards.

6.2   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.

6.3   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'.

Training centres must evidence their insurance details to SFJ Awards before approval is granted. 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.

6.4   Examination venue criteria

All examination venues must comply with the policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

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
- SFJ Awards must be made aware of assessment venues in advance i.e. the assessment venue must be approved by SFJ Awards and must only take place in approved locations
- substitutes cannot be used, unless there has been an emergency, such as fire
- centres must record any such emergency and notify SFJ Awards 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 or password protected on a secure platform in the case of online assessment
- 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
- SFJ Awards, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained.

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

Training environments must be risk assessed for their suitability to deliver training and assessment and in accordance with centre policies. SFJ Awards will review centre risk assessments as part of our quality assurance process. 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
- an unobstructed area of a minimum of 2 metres x 2 metres per person when practising or being assessed (including 2 x 2m for the trainer) provides the necessary room for movement and activity

- for example, an area of 20 square metres can only accommodate 4 learners practising and the trainer at anytime
- for clarity, the floor area calculation is (number of learners + number of trainers) x4
- a minimum of 3 stairs must be available for the demonstration, practice, and assessment of escorting an individual up and downstairs
- all stairs used for the assessment must be fully risk assessed and fit for purpose
- the ratio of trainers to learners: 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills
- each course needs a minimum of 3 participants to deliver the practical skills for physical interventions effectively. The assessor should not act as a participant whilst assessing learners. This is to ensure that they can assess all learners effectively and monitor safety
- a qualified first aider must always be available during the delivery and assessment of the conflict management unit
- physical intervention skills trainers/assessors must have a 3-day First Aid at Work qualification or there must be a qualified first aider within the venue/building during the delivery and assessment of the physical intervention skills unit.

Training centres must have the following safety equipment available during physical skills delivery and assessment:

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

6.6   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.

SFJ Awards will provide confirmation of which forms of ID are acceptable via the up-to-date Learner Declarations (found on Odyssey Online under **Resources - Documents**). This will reflect the SIA's list of acceptable identity documents. The learner must have one document from Group A and two from Group B. The learner must show these documents to be able to register on the course.

Centres must check the learner's identity before assessing them. This means that learners must provide one Group A document from the SIA's list of acceptable ID documents before they can sit the knowledge assessments. Centres must keep a record of the identity document they review and accept for each learner. If the Group A document provided does not include a photograph of the learner, then an additional identity document which does include a photograph of the learner must also be provided so the centre can confirm the identity of the person sitting the assessment.

A learner who does not produce documents to satisfy the SIA's ID requirements cannot sit the required exams and therefore will not be able to complete the qualification. Anyone in this situation should contact the SIA through their SIA online account to:

1. explain why they do not possess the required documents
2. confirm documents they do have

The SIA will assess this evidence on a case-by-case basis.

6.7   Audit criteria

Training centres must allow SFJ Awards and the SIA/ qualification regulators (and anyone associated with them) to inspect/audit training, delivery, and assessment (including venues) at any time and without notice.

SFJ Awards, as part of the process of gaining SIA endorsement, will have made commitments with regard to our quality assurance processes. This includes the commitment that every centre has a physical visit at least once per year to confirm that the venue is still fit for purpose.
We regularly review the quality assurance processes through a range of activities. These include quarterly meetings with the SIA and other awarding organisations, and three-yearly quality meetings with the SIA.

SFJ Awards will also monitor all training centres regularly. We will do this in accordance with the additional quality measures for both approvals and external quality assurance (EQA) agreed with the SIA.

SFJ Awards can withdraw the approval of trainers and/ or training centres if they do not comply with quality assurance processes.

6.8   Trainer, assessor, and internal quality assurer requirements

6.8.1   Trainers/ assessors delivering licence-linked qualifications

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

All trainers/assessors must have achieved one of the qualifications below (or equivalent) 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:
    ➢ Level 4 Certificate in Education and Training (QCF/RQF)
    ➢ Certificate in Education
    ➢ Post Graduate Certificate in Education

- SVQ in Learning and Development at SCQF Level 8 and 9
- NVQ Levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- PTLLS, CTLLS or DTLLS
- Master's in Education

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

Assessors must hold any of the following (or equivalent) qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence
- Level 5 Diploma in Education*
- Certificate of Education*
- Post Graduate Certificate in Education*

*Must include a unit/module covering assessment

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or one of the following units from a teaching qualification:

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

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

6.8.2 Additional criteria for Application of Conflict Management in the Private Security Industry unit

All trainers and assessors involved in the delivery of the Application of Conflict Management in the Private Security Industry unit 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
- police
- security industry
- prison service

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

All trainers delivering and assessing the Application of Physical Intervention Skills for Close Protection Operatives unit 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 for Close Protection Operatives; 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 centre every year for SFJ Awards to check

If trainers hold a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF), they can request for this training to be recognised against the Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operative in the Private Security Industry (QCF/RQF). Trainers will be required to take the training for the Level 2 physical intervention close protection requirement to complete their training.

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 SFJ Awards 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.

SFJ Awards require sufficient information about an IQA's occupational competence and will consider this on a case-by-case basis.

The SIA 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 SIA and SFJ Awards.

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

All trainers delivering and assessing the Application of Physical Intervention Skills unit 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 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 centre every year for SFJ Awards 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 SFJ Awards 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.

SFJ Awards require sufficient information about an IQA's occupational competence and will consider this on a case-by-case basis.

The SIA 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 SIA and SFJ Awards.

6.8.4 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.

SFJ Awards 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. SFJ Awards 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 SFJ Awards require trainers and assessors who are new to the sector to have 2 years frontline operational experience in the last 5 years. This experience must be relevant to the qualifications that they are delivering.

This operational experience can be achieved from full/part-time/weekend employment and achieved in blocks of employment if it meets the threshold above. '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. SFJ Awards will judge this on individual merit.

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

Training centres are responsible for keeping the CPD information of trainers and assessors. SFJ Awards and the SIA reserve the right to spot-check this information for accuracy and quality assurance purposes. This evidence must be kept for a minimum of 3 years for audit purposes.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

6.8.5 Qualification requirements for internal quality assurers (IQA)

All those seeking to undertake internal quality assurance activities for licence-linked qualifications must have achieved as a minimum one of the following (or equivalent). A sample of qualifications are listed below; however, this list is not exhaustive. If the qualification does not appear below, please contact SFJ Awards:
Internal quality assurers (IQA) must hold any of the following qualifications:

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

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

Or the following unit from an IQA qualification:

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

All Centres must have a qualified IQA. IQAs should have security sector competence relevant to the area they are quality assuring. They should also be familiar with the course content of the units that they are quality assuring. Centre personnel who want to check their eligibility can do so by contacting SFJ Awards.

Internal quality assurers (IQAs) must also:

- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units
- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring*.

*Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

Approved centres will be required to provide SFJ Awards with current evidence of how each member of their team meets these requirements, for example certificates of achievement or testimonials.

6.9   Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time. Written/audio/electronic records of all standardisation must be maintained, including records of all involved parties.

IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Guidance and the SFJ Awards Standardisation Policy.

6.10 Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

Learners can transfer the achievement of the following units **where the units were achieved within the last three (3) years** (in accordance with our RPL policy).

- Application of Conflict Management in the Private Security Industry
- Application of Physical Intervention Skills in the Private Security Industry
- Principles of Terror Threat Awareness in the Private Security Industry

RPL is permitted for the 'Principles of Working as a Door Supervisor for Close Protection Operatives' if the learner has achieved the following units **within the last three (3) years**:

- Principles of Working in the Private Security Industry
- Principles of Working as a Door Supervisor in the Private Security Industry

Please note, learners are required to complete the Multiple-Choice Question exam for the Principles of Working as a Door Supervisor for Close Protection Operatives unit.

Learners cannot transfer unit achievement from previous security qualifications (those available before April 2021), or units achieved more than three (3) years ago, to this qualification.

Further details on exemption from core competency training can be found within the Get Licenced document.

6.11 Equality and diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

The Equality Act 2010 requires SFJ Awards to make 'reasonable adjustments' to enable disabled people to complete training and gain qualifications. SFJ Awards expect each training centre to operate a reasonable adjustments policy. This should be appropriate to licence-linked programmes and their assessment. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of 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. Centres can read the SIA's 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 their website. Further information is also available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

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.

6.12 Health and safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the security sector can carry a high-risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.