Level 2 Award for Security Officers in the Private Security Industry (Refresher)

Qualification Handbook

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Document Control

Revisions and Amendment Register

Date of Issue	Page No	Revision	Version
February 2026	39	Wording of RPL section amended	3
October 2025	10	2.5.4 Ofqual Total Qualification Time (TQT) - Ofqual TQT added to table	2
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1. Introduction

1.1. About SFJ Awards

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health and People 1st International. The Workforce Development Trust is a not-for-profit organisation helping employers to continually improve their workforce through increasing productivity, improving learning solutions and helping to boost the skills for staff across a wide range of industries throughout the UK and internationally.

SFJ Awards is an independent Awarding Organisation, regulated by the UK qualifications regulators, including Ofqual, CCEA and Qualifications Wales, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. Our values are 'For Skills, For Flexibility and For Jobs' and our work embodies the core charitable aims of the wider Workforce Development Trust group that ultimately supports better jobs. We add value to employers and training providers by delivering a wide range of sector-specific regulated qualifications, bespoke learner certification and quality assurance; SFJ Awards is also an End-Point Assessment Organisation for Apprenticeships in England.

Whilst predominantly delivering qualifications and assessments to meet the needs of Policing, Fire and Rescue, Community Justice, Custodial Care, Armed Forces, Security and Emergency Services, we continue to grow into markets that require a robust, and quality assured certification solution.

1.2. Customer Service Statement

Our Customer Service Statement is published on the 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.

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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

Email: info@sfjawards.com
Website: www.sfjawards.com

2. The Qualification

2.1. Qualification Objective

This handbook relates to the following qualification:

SFJ Awards Level 2 Award for Security Officers in the Private Security Industry (Refresher)

The main objective of this qualification is to provide learners with the opportunity to update their knowledge, skills and understanding required to work as a security officer in the private security industry.

Note, from 1st April 2025 individuals **must** have a 'refresher' qualification before they can renew their security officer licence.

2.2. Pre-entry 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.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must take place in English and/or Welsh.

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

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

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.

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

2.3. First Aid

Learners taking their security officer refresher training need to show that they hold a current and valid First Aid or Emergency First Aid certificate*. This must meet the requirements of the Health and Safety (First Aid) Regulations 1981. Training centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid.

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

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

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

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.

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

2.4. Qualification Structure

To be awarded this qualification the learner must achieve **1** mandatory unit as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	TQT
1	6583	Level 2 Award for Security Officers in the Private Security Industry (Refresher)	2	9

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

2.5. Total Qualification Time (TQT)

The SIA stipulates a minimum number of contact hours and a minimum number of training days.

2.5.1 SIA total learning time

This is the minimum time that learners must be engaged in learning and assessment, and which must be evidenced. In some units this includes permitted self-study 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 addressed by self-study.

2.5.2 SIA minimum contact time

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

2.5.3 SIA permitted self-study

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.

2.5.4 Ofqual Total Qualification Time (TQT)

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

The Guided Learning Hours (GLH), Minimum Contact Time, Permitted E-Learning/Self-Study Time and Total Qualification Time for this qualification are as follows.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Unit title	SIA total learning and assessment time (GLH)	SIA permitted self-study from the SIA total learning time – up to a max of	SIA minimum contact time (including assessment)	Ofqual Total Qualification Time (excluding Scotland)
Level 2 Award for Security Officers in the Private Security Industry (Refresher)	7 hours	4 hours	3 hours	9 hours
TOTAL	**7 hours (1 day)**	**4 hours**	**3 hours (0.5 day)**	**9 hours**

2.6. Grading

This qualification is graded pass / fail.

2.7. 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 on security officer (including security officer refresher) qualifications.

This qualification is regulated in England and Wales.

2.8. Opportunities for Progression

Achievement of this qualification confirms the learner has gained the knowledge, skills and understanding required to renew their security officer licence.

2.9. 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 sfjawards.com or on request from SFJ Awards.

3. Qualification Units

Title	Principles of Working as a Security Officer in the Private Security Industry (Refresher)
Level	2
Unit Number	1
GLH	7

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Know how to conduct effective search procedures	1.1	Identify the different type of searches carried out by a security officer	• **General** - when everyone is searched • **Random** - when a random selection of people is searched (i.e. search every fourth person) • **Specific** - when specific individuals are searched for specific reasons • **Vehicle** • **Premises**
	1.2	Identify a security officer's right to search	• As a part of the site admissions policy • As a condition of entry • In accordance with employees' contracts (for entry / exit) • As a loss prevention technique to ensure staff / visitors are not stealing; where sensitive data/industrial espionage is risk to ensure data / intellectual property is not taken off site • Conducting searches on single-sex and transgender individuals

			o Guidance on conducting a search is available on paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf • Only with permission from the person prior to the search • As stated in assignment instructions
	1.3	Identify the different types of searching equipment	• Handheld metal detector (Search wand), ensure sensitivity of equipment is known • Archway Metal detectors (know calibration settings) • Baggage / Packages x-ray scanning, trays for smaller belongings • Search mirrors with lights • Gloves • Torch • Search dogs (trained to detect specific threats of concern)
	1.4	Recognise possible hazards when conducting a search	• Drugs coming into contact with skin • Needles/ Sharp objects • Infectious Diseases • Weapons • Violence • Malicious allegations • Un co-operative visitor/client/customer
	1.5	State the precautions to take when carrying out a search	• Use of personal protective equipment (PPE), e.g. safety gloves • Use of a dedicated search area with good lighting • Carry out searching in pairs if possible • Carry out searching in view of CCTV if possible • Use self-search techniques

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

	1.6	State the actions to take if an incident or an accident occurs	• Contact emergency services • Follow assignment instructions • Summon assistance from first aider (if necessary) • Cordon area off • Complete notebook / report / search log
	1.7	Demonstrate how to search people and their personal possessions	• Use of signage to indicate that searching could take place. • Search with a witness or in view of CCTV • Explain the search policy to the individual. • Obtain permission of the individual before starting the search • Conduct same-sex searching where-ever possible. • Where a person does not want to be touched by the Security Operative, use self-search techniques.

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			• Follow venue policy / assignment instructions.
			Conduct a search of an individual, their person and belongings to locate a concealed prohibited item/s. • Be able to use a handheld metal detector. • Be able to search a bag. • Be able to search a coat and/or outer garment (hoodies/hats/scarf/gloves). • Be able to conduct a pat-down search of an individual. • Observe an individual conducting a self-search. • Be able to locate a prohibited item/s during the search. • Be able to take appropriate action on finding a prohibited item/s. • Be able to use radio communications to obtain support. • Be able to hand the found item/s over to a colleague/supervisor. **Consideration must be given to protected characteristics:** o age o disability o gender reassignment o marriage and civil partnership o pregnancy and maternity o race o religion or belief o sex/gender *Conducting searches on single-sex and transgender individuals o Guidance on conducting a search is available on paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at

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			servicescode_0.pdf (equalityhumanrights.com)
			Considerations for searching children and young people:
			- never ask to remove clothing, other than outer garments like coats, gloves, scarf. - should be conducted in the presence of another individual, ideally parent, guardian, or other responsible adult. - should be spoken to in an appropriate manner, whilst informing them of what's happening and why. - consent should be obtained from the child and understanding confirmed. - Searches should be conducted by a person of the same sex as the child or young person. **(NB: The search must meet the requirements of the assessment form provided)**
	1.8	State typical areas of vehicles to be searched	**Types of Vehicles:** - Cars - Vans - Motorcycles/Cycles - Heavy Goods Vehicles Carry out level/type of search according to assignment instructions **Areas to be searched:** - Interior (inc. under seats; door pockets; under carpet) - Boot or cargo area - Engine compartment (inc. behind battery)

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			• Outside • Underneath • Toolbox • Voids (in manufacturer-made storage areas and/or voids that may have been altered/customised)
	1.9	Identify reasons for carrying out a premises search	• Pre-entry check to ensure the safety of the premises on opening • Identifying potential hazards • Search for drugs, weapons, suspicious packages, missing persons • Closing check to ensure no personnel are left in toilets, or areas where it is easy to hide/stow away • Lock down to ensure all windows and doors are secure etc.
	1.10	Recognise actions to take in the event of a search refusal	• Politely explain reasons for search o condition of entry / employment contract • If visitors/customers do not give consent for a search, then they should be denied entry, inform person they are due to visit • Follow site policy / assignment instructions • Record details in search register / other report
	1.11	Identify reasons for completing search documentation	• Protection against allegations of misconduct • Protect person who is being searched • To capture time, date, people present and reason for search • Search book/register • Search report • Incident book/report
	1.12	Identify actions to take if a prohibited or	• Follow site policy / assignment instructions • If item is against entrance policy but is not illegal, follow the site's policy/assignment instructions

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		restricted item is found during a search	• Consider holding/looking after non-illegal but restricted item(s) before granting entry is and returning item on exit • Consider seizing / securing the illegal item, refusing entry, recording the find and informing the police Or; • Consider seizing the illegal item, arresting the individual, calling the police and handing over both the person and the item to the police • Record the find in line with the site policy / assignment instructions and record details of the find • Inform control room / senior management • If the individual is an employee contact line manager/ Human Resources as detailed in assignment instructions
2. Understand how to keep vulnerable people safe	2.1	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
	2.2	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; victims of domestic violence; young people under the age of 18, mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill, Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person's movements, senses or activities that is invisible to the onlooker)

			• Indicators of child sexual exploitation: children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars

	2.3	Identify actions that the security operative should take towards vulnerable individuals	• Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people
			• Offer to call a relative or friend to give assistance
			• Offer to call a licensed taxi to take the vulnerable person home
			• Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance
			• Be aware of current safety initiatives e.g. Ask Angela campaign
			• Reporting indicators of child sexual exploitation:
			   o Contact the police or call Crimestoppers
			   o Report as soon as possible

	2.4	Identify behaviours that may be exhibited by sexual predators	• Close monitoring of vulnerable people • Buying drinks or gifts for vulnerable people • Suspicious behaviour around certain times and venues • Inappropriate use of technology e.g. upskirting with phones
	2.5	Identify indicators of abuse	• Restricting freedom of individuals • Unexplained bruising • Lack of confidence and insecurity • Change in circumstances e.g. cleanliness, appearance

	2.6	State how to deal with allegations of sexual assault	- Follow organisation's policies and procedures - Notify police - Safeguard victim - Separate victim from assailant - Record and document all information
	2.7	State how to deal with anti-social 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
3. Understand terror threats and the role of the security operative in	3.1	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

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the event of a threat			• **CRITICAL** means an attack is highly likely in the near future • Have an understanding of how UK threat level may impact the response level for the location in which you are working

	3.2	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)
			  ○ VAAW (Vehicle As A Weapon) also known as vehicle ramming
			  ○ Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks
			  ○ Cyber attacks
			  ○ Insider threat

	3.3	Recognise the actions to take in the event of a terror threat	• Understand the role security operatives have to play during a terror attack • Understand what Run, Hide, Tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place • Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority • Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe • Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options ○ 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

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			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:
			o What you have seen and what has happened
			o Who you saw, what they looked like, what they were wearing
			o Where did the situation happen and where you are
			o When did it happen
			• Awareness of emergency services response time
			• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
			• Know who the public sector counter-terrorism experts are and how to access their information;
			o National Protective Security Authority (NPSA)
			o National Counter Terrorism Security Office (NaCTSO)
			• Awareness of current initiatives:
			o Run, hide, tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place
			o ACT - Action Counter Terrorism
			o SCaN - See, Check and notify
			o The pros and cons of evacuation/invacuation:
			• 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

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			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
	3.4	Identify the procedures for dealing with suspicious items	Hot Principles: • Hidden • Obviously suspicious • Typical Four Cs: Confirm, Clear, Communicate and Control Safety distance, including: • distance v suspicious 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

	3.5	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:
			  o Individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities
			  o Individuals avoiding security staff
			  o Individuals carrying out activities inconsistent with the nature of the building or area

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			- 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
	3.6	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
Assessment guidance		Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers	

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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. 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 8 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.

4.3. Use of Self-Study

SFJ Awards and the SIA recognise that some content can be completed through self-study. If a centre wants to use self-study, they must gain prior approval with SFJ Awards. The centre must detail each of the following within their quality management processes:

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

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

ACT Awareness and ACT Security are the only permitted e-learning training packages that can be used as self-study for Learning Outcome 3 of the Principles of Working as a Security Officer in the Private Security Industry (Refresher). Where the ACT Awareness and ACT Security are completed online, the centre must retain copies of the candidate's certificate in order to confirm mandatory hours have been completed.

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

Self-study material must be kept for a minimum of 3 years and may be used to deliver up to **4 hours,** as shown via the breakdown below:

Unit	Learning Outcome that can be delivered via self-study
Principles of Working as a Security Officer in the Private Security Industry (Refresher)	**LO1** Know how to conduct effective search procedures **(30 mins)** **LO2** Understand how to keep vulnerable people safe **(1 hour 50 mins)** **LO3** Understand terror threats and the role of the security operative in the event of a threat **(1 hour 40 Mins)**

Contact hours for SFJ Awards Level 2 Award for Security Officers in the Private Security Industry (Refresher).

Delivery hours for refresher qualifications

Qualification Title	Minimum delivery hours if self-study is not used	Minimum number of days	Minimum delivery hours if self-study is used	Minimum number of days
SFJ Awards Level 2 Award for Security Officers in the Private Security Industry (Refresher)	7 hours	1 day*	3 hours	½ day*

*8 hour working day

Licence holders will be required to have a valid first aid certificate and valid ACT e-learning certificate issued within the last 12 months.

5. Assessment

5.1. Qualification Assessment Methods

Learners are assessed for the SFJ Awards Level 2 Award for Security Officers in the Private Security Industry (Refresher) through knowledge assessments.

Unit title	Assessment Method	Pass mark
Principles of Working as a Security Officer in the Private Security Industry (Refresher)	**Knowledge assessment:** externally set and marked MCQ exam made up of 28 questions (45 minutes)	71%
	Practical assessment: externally set and internally assessed observation of searching with observation sheet The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	100%

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

Centres must have in place and implement a risk-based internal quality assurance sampling strategy. All assessments must be internally quality assured and are subject to external quality assurance.

5.2. Knowledge Assessment

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

5.3. Practical assessment

5.3.1 Principles of Working as a Security Officer in the Private Security Industry (Refresher)

The following learning outcomes and assessment criteria are assessed through practical assessment:

- LO1 / AC1.7: Demonstrate how to search people and their personal possessions

The scenario must allow the security officer to:

➢ explain to a customer what their right to search is, and
➢ show that they know the appropriate method of searching
➢ deal with a concealed item
➢ communicate information on the item to another security operative

A second participant in the assessment activity should take on the role of the subject of the search and be provided with an 'imitation' prohibited item to conceal in an appropriate location.

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.

An example scenario and observation record is available to download from Odyssey.

Practical assessments must be visually (video) and orally recorded.

6. Centre Requirements

6.1. Centre Responsibilities

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 processes and procedures.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of assessor and IQA competence
- sample assessment materials and mark schemes
- scheme of work
- details of available resources

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
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards

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 handbook should be used in conjunction with the following SFJ Awards documents:

- Assessment Guidance
- Centre Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Conflict of Interest Policy
- Whistleblowing Policy
- Malpractice and Maladministration Policies
- Equality and Diversity Policy
- Appeals Policy
- Complaints Policy
- Sanctions Policy
- Examinations and Invigilation Policy
- Risk and Centre Monitoring Policy
- Fair Access and Equality of Opportunity Policy
- Reasonable Adjustment and Special Considerations Policy
- Standardisation Policy
- Direct Claims Policy
- Centre Approval Process

All documents referenced in the strategy are available to centres on Odyssey, SFJ Awards learner management system, or on request from SFJ Awards.

6.2. 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.

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

6.3. 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.

6.4. 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 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. 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 except 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 our 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 require 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:

- explain why they do not possess the required documents
- confirm documents they do have

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

6.6. 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.

7. Assessor Requirements

7.1. 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 detailed 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 Award 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.

7.2. Qualification Knowledge

Assessors must be familiar with the qualification unit(s) they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

7.3. 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
- police
- security industry
- 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 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.

8. Internal Quality Assurer Requirements

8.1. 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 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.

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.

8.2. Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA

Centres must check the qualification handbook for IQA requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

9. External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres.

SFJ Awards are responsible for ensuring that their external quality assurance team have:

- sufficient and appropriate occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support

9.1. External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification

Relevant qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Trainee EQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and aim to achieve it within 18 months. Whilst working towards a qualification, trainee EQAs will be supported by qualified EQA and receive training, for example by shadowing the EQA on compliance visits. EQA competence will be checked and monitored by SFJ Awards.

9.2. Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

10. Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

10.1. Internal Standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

10.2. External Standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

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

11. 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 support 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 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.

12. 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

Reasonable adjustments are made to ensure that learners who are disabled or who have additional learning needs are not disadvantaged in any way. 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.

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.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

SFJ Awards will conduct Equality Impact Assessments in the design and development of qualifications to minimise as far as possible any impact on learners with a protected characteristic, disability or additional learning needs.

13. Health and Safety

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

SFJ Awards foster 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 some sectors 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

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SFJ Awards Level 2 Award for Security Officers in the Private Security Industry (Refresher)

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The Workforce Development Trust

Skills for Health

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