



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



Qualification Handbook

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

Qualification Number: 603/7338/6

Operational Start Date: 1st April 2021

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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 2 Award for Security Officers in the Private Security Industry (Top Up)

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.

It is a requirement by the SIA that individuals working as a security officer renew their SIA licence every three years. The qualification has been developed for learners who currently hold a valid SIA licence to work as a security officer that **expired on or after 1st October 2021**.

Note, from 1st October 2021 individuals must have the one of the following before they can apply for a security officer licence (this applies to any applications, including renewals):

- new Level 2 Award for Security Officers in the Private Security Industry introduced on 1st April 2021, or
- older Level 2 Award for Security Officers in the Private Security Industry **and** a 'top-up' qualification for security officers

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.

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 the 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.

2.2.2 First Aid

From 1st April 2021, learners taking their security officer’s top up 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)

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.

2.3 Qualification structure

This qualification is made up of 2 mandatory units. To be awarded this qualification the learner must achieve a total of 2 credits as shown in the table below.

Mandatory Units					
Ofqual Reference	Odyssey Reference	Unit Title	Level	TQT	Credit Value
F/618/6877	5739	Principles of Terror Threat Awareness in the Private Security Industry	2	3	1
J/618/6878	5746	Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2	3	1

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.

2.4 Total Qualification Time (TQT)

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

2.4.1 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.

2.4.2 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.

2.4.3 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.

2.4.4 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.

If e-learning and self-study are **NOT USED**:

Unit title	SIA total learning and assessment time (GLH)	SIA minimum contact time	Ofqual TQT
Principles of Terror Threat Awareness in the Private Security Industry	2 hours	2 hours	3 hours
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2 hours	2 hours	3 hours
TOTAL	4 hours	4 hours	6 hours

If e-learning **IS USED** but self-study is **NOT USED**:

Unit title	SIA total learning and assessment time (GLH)	SIA minimum contact time	SIA permitted *E-learning from the SIA total learning time – up to a max of	Ofqual TQT
Principles of Terror Threat Awareness in the Private Security Industry	2 hours	**20 minutes	1 hour 40 minutes	3 hours
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2 hours	2 hours	N/A	3 hours
TOTAL	4 hours	2 hours 20 minutes	1 hour 40 minutes	6 hours

If e-learning is **NOT USED** but self-study is **USED**:

Unit title	SIA total learning and assessment time (GLH)	SIA minimum contact time	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual TQT
Principles of Terror Threat Awareness in the Private Security Industry	2 hours	2 hours	N/A	3 hours
Principles of Minimising Personal Risk for	2 hours	***25 minutes	1 hour 35 minutes	3 hours

Security Officers in the Private Security Industry				
TOTAL	4 hours	2 hours 30 minutes	1 hour 30 minutes	6 hours

If e-learning and self-study are **BOTH USED**:

Unit title	SIA total learning and assessment time (GLH)	SIA minimum contact time	SIA permitted *E-learning from the SIA total learning time – up to a max of	Ofqual TQT
Principles of Terror Threat Awareness in the Private Security Industry	2 hours	**20 minutes	1 hour 40 minutes	3 hours
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	2 hours	***25 minutes	1 hour 35 minutes	3 hours
TOTAL	4 hours (min 0.5 days)	45 minutes	3 hours 15 minutes	6 hours

Please note:

- * **Authorised e-learning** refers to two training packages
 - ACT E-learning
 - ACT E-learning (Security) available from summer 2021
- ** **20 minutes** must be used for the assessment of the unit
- *** **25 minutes** must be used for the assessment of the unit

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

2.5 Age range and geographical coverage

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

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

This qualification is regulated in England and Wales.

2.6 Opportunities for progression

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

Learners can progress to the following qualification:

- SFJ Awards Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

2.7 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 Terror Threat Awareness in the Private Security Industry		
Level	2		
Ofqual Reference	F/618/6877		
Credit Value	1		
GLH	2		
Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	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	<ul style="list-style-type: none"> • The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means, an operative would ideally need to know how it may impact the response level their location may have. • LOW means an attack is highly unlikely • MODERATE means an attack is possible, but not likely • SUBSTANTIAL means an attack is likely • SEVERE means an attack is highly likely • CRITICAL means an attack is highly likely in the near future • Have an understanding of how UK threat level may impact the response level for the location in which they are working

	1.2	Recognise the common terror attack methods	<ul style="list-style-type: none"> • Awareness of attack planning phases • Most current terrorist attack methodologies: <ul style="list-style-type: none"> ➤ Marauding Terror Attack (MTA), including firearms, knife, blunt objects, 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	<ul style="list-style-type: none"> • Understand the role security operatives have to play during a terror attack. • Understand what 'Run, Hide, Tell' means for a security operative: <ul style="list-style-type: none"> ➤ 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

			<ul style="list-style-type: none"> • Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options <ul style="list-style-type: none"> ➤ in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire, tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities • Report incidents requiring immediate response from the police on 999 • Know what information emergency response require: <ul style="list-style-type: none"> ➤ what you have seen and what has happened ➤ who you saw, what they looked like, what they were wearing ➤ where did the situation happen and where you are ➤ when did it happen • Awareness of emergency services response time • Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline • Know who the public sector counter-terrorism experts are and how to access their information: <ul style="list-style-type: none"> ➤ Centre for the Protection of National Infrastructure (CPNI) ➤ National Counter Terrorism Security Office (NaCTSO) • Awareness of current initiatives: <ul style="list-style-type: none"> ➤ Run, Hide, Tell; keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place
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			<ul style="list-style-type: none"> ➤ ACT - Action Counter Terrorism ➤ SCaN - See, Check and Notify
	1.4	Identify the procedures for dealing with suspicious items	<p>Hot Principles:</p> <ul style="list-style-type: none"> • Hidden • Obviously suspicious • Typical <p>Four Cs:</p> <ul style="list-style-type: none"> • Confirm • Clear • Communicate • Control <p>Safety distance, including:</p> <ul style="list-style-type: none"> • Distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m) • How to visually represent safety distance (e.g. football field) • Difficulty involved in setting up a safety distances and not use radio/ mobile phone within 15 m
	1.5	Identify behaviours that could indicate suspicious activity	<ul style="list-style-type: none"> • Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime • Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act • Understand examples of what this might look like, including: <ul style="list-style-type: none"> ➤ individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities

			<ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals ➤ maintaining organised search procedures ➤ ensuring emergency exits are secured when not in use to prevent unauthorised entry
	1.6	Identify how to respond to suspicious behaviour	<ul style="list-style-type: none"> • Use your customer service skills to disrupt potential hostile reconnaissance • Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance • Know where to report suspicious behaviour including: <ul style="list-style-type: none"> ➤ internal procedure for site ➤ Confidential (Anti-Terrorist) Hotline: 0800 789 321 ➤ British Transport Police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40 ➤ non-emergency: 101 ➤ ACT online reporting

			➤ life threatening emergency or requiring immediate response: 999
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 Minimising Personal Risk for Security Officers in the Private Security Industry		
Level	2		
Ofqual Reference	J/618/6878		
Credit Value	1		
GLH	2		
Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Know how to minimise risk to personal safety at work	1.1	Identify responsibilities for personal safety at work	<ul style="list-style-type: none"> • Employer responsibilities: <ul style="list-style-type: none"> ➤ provision of assignment instruction ➤ importance of contractor responsibilities ➤ risk assessment ➤ training needs analysis ➤ provision of PPE and other essential equipment ➤ application of current employment legislation ➤ provision of Health and Safety procedures and policies • Employee responsibilities: <ul style="list-style-type: none"> ➤ follow assignment instructions ➤ identification of training needs ➤ attend appropriate training ➤ fit and well for work/ duties ➤ use of PPE and other essential equipment ➤ follow company HR policies and procedures
	1.2	Identify situations that might compromise personal safety	<ul style="list-style-type: none"> • Lone working • Interrupting a crime in progress • Dealing with intoxicated individuals

			<ul style="list-style-type: none"> • High risk locations (e.g. construction sites; remote and higher value site)
	1.3	Identify the risks of ignoring personal safety in conflict situations	<ul style="list-style-type: none"> • Increased risk of escalation • Places self and others at increased risk of violence and/ or injury • Risk of being considered negligent for any resultant harm
	1.4	State the personal safety benefits of undertaking dynamic risk assessments	<ul style="list-style-type: none"> • Ensures a process of analysing risk and the best course of action prior to action, then during and after the incident • Increases own ability to assess and react to the changing situations
	1.5	List ways to minimise risk to personal safety at work	<ul style="list-style-type: none"> • Good communication • Keeping the control room/ colleagues informed • Working within the limits of own knowledge and skillset • Prompt action • Control measures including the appropriate use of PPE • Keeping own knowledge and skills up-to-date via CPD
	1.6	Recognise the different types of personal protective equipment (PPE) relevant to the role of a security officer	<ul style="list-style-type: none"> • Wearables <ul style="list-style-type: none"> ➤ waterproof clothing ➤ high-visibility clothing ➤ headwear ➤ stab vests ➤ gloves (needle/ slash resistant) ➤ rubber gloves and face shields ➤ ear defenders ➤ eye protection ➤ safety footwear ➤ dust mask

			<ul style="list-style-type: none"> ➤ face coverings • Equipment <ul style="list-style-type: none"> ➤ metal detectors ➤ body-worn cameras (BWC) ➤ radios, mobile phones ➤ personal alarms ➤ torches ➤ equipment to help control infections
	1.7	State the purpose of using body-worn cameras (BWC)	<ul style="list-style-type: none"> • Securing evidence against an offender • Deterring crimes • Self-protection • Curbing behaviour (Security Officer or customer) • Identifying offenders
	1.8	Identify strategies that can assist personal safety in conflict situations	<ul style="list-style-type: none"> • Awareness • Using dynamic risk assessments • Building rapport • Active listening • Using problem solving techniques • Using CCTV • Working in teams • Knowing when to involve the emergency services
	1.9	Describe limits of own responsibility in physical intervention situations	<ul style="list-style-type: none"> • Work within own training, skillset and physical capabilities • Request assistance when appropriate • Legal responsibility for actions and omissions • Current legal framework and responsibilities

	1.10	Identify types of harm that can occur during physical interventions	<p>Types of harm:</p> <ul style="list-style-type: none"> • Serious injury or death can result from: <ul style="list-style-type: none"> ➤ strikes and kicks ➤ an individual falling or being forced to ground ➤ interventions involving the neck, spine or vital organs ➤ restraint on the ground (face up and face down) or other position that impairs breathing and/ or circulation and increases risk of death through positional asphyxia ➤ any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present ➤ non-weapon items could cause harm to individual if they were to fall (e.g. glass objects, tools carried on person etc.) • Stress and emotional trauma
	1.11	Identify the personal safety advantages of mental alertness at work	<ul style="list-style-type: none"> • Quick reaction time • Awareness of potential hazards • Accurate assessment of situation • Increased potential to prevent escalation • Clear identification of hazards and necessary actions to mitigate risk
	1.12	State the benefits of reflecting on personal safety experiences	<ul style="list-style-type: none"> • Improving safety of: <ul style="list-style-type: none"> ➤ self ➤ staff ➤ visitor/ customer • Learning from what went well and what could have been handled better

			<ul style="list-style-type: none"> ➤ informing/ identifying improvements to personal and organisational practices and procedures ➤ preventing reoccurrence of the same/ similar problem ➤ recognising trends to prevent reoccurrence of the same/ similar problems ➤ importance of sharing good practice to improve personal, team and organisational performance ➤ recognising good and poor practice ➤ identifying common responses to situations ➤ identifying procedures or methods to deal with situations effectively
2. Know what actions to take in relation to global (or critical) incidents	2.1	Know government guidance in relation to global (or critical) incidents	<ul style="list-style-type: none"> • Accessing the most up-to-date guidance from gov.uk • Government guidance as it relates to global (or critical) incidents including: <ul style="list-style-type: none"> ➤ Health and Safety and organisational procedures ➤ venue management e.g. queues, rules that impact socialising, venue access, PPE ➤ equipment as it applies to the incident e.g. to help infection control
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 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 8.5 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.

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

ACT Awareness and ACT Security are the only permitted e-learning training packages that can be used as self-study for Learning Outcome 1 of Principles of Terror Threat Awareness in the Private Security Industry. Where the ACT Awareness and ACT Security are completed online, the centre must retain copies of the candidate's certificate in order to confirm mandatory hours have been completed.

Self-study material must be kept for a minimum of 3 years and may be used to deliver up to **1 hour 30 minutes** of **Principles of Minimising Personal Risk for Security officer in the Private Security Industry**:

Learning Outcome that can be delivered via self-study

LO2: Know what actions to take in relation to global (or critical) incidents

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

Qualification Title	Minimum contact hours if self-study <u>is not</u> used	Minimum number of days	Minimum contact hours if self-study <u>is</u> used	Minimum number of days
SFJ Awards Level 2 Award for Security Officers in the Private Security Industry (Top Up)	4 hours	½ day	2 hours 30 minutes	½ day

4.4 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 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	

RPL can be used in place of the learning (not assessment) of this unit if a learner has completed the ACT e-Learning **and ACT for Security (available from July 2021) e-Learning and provides certificates for both, dated after January 2021.*

Principles of Minimising Personal Risk for Security Officers in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
LO1 Know how to minimise risk to personal safety at work	All ACs	
*LO2 Know what actions to take in relation to global (or critical) incidents	All ACs	

** Denotes content that can alternatively be taught through self-study*

For more information on virtual learning and assessments, please refer to the **SFJ Awards Centre Security Guide for Licence Linked Qualifications**.

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 (Top Up) through knowledge assessments.

Unit title	Assessment Method	Pass mark
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%
Principles of Minimising Personal Risk for Security Officers in the Private Security Industry	Knowledge assessment: externally set and marked MCQ exam made up of 16 questions (25 minutes)	70%

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

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

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 Security Guide for Licence Linked Qualifications, 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.

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 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.

6.4 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 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.

6.5 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.

6.6 Trainer/assessor and internal quality assurer requirements

6.6.1 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

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 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. .

6.6.2 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.

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.

6.6.3 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
- L&D 11 Internal Quality Assurance

Or the following unit from an IQA qualification:

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

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.

6.7 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.

6.8 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.

RPL can be used in place of the learning (not assessment) of the Principles of Terror Threat Awareness in the Private Security Industry unit if a learner has completed the ACT e-Learning **and** ACT for Security (available from July 2021) e-Learning and provides certificates for both, dated after January 2021.

Learners cannot transfer unit achievement from previous security qualifications (those available before April 2021) to this qualification.

Further details on exemption from core competency training can be found within the [Get Licenced](#) document.

6.9 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.

6.10 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.

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