



# **Level 2 Award for Door Supervisors in the Private Security Industry (Top Up)**



# Qualification Handbook

## SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry (Top Up)

Qualification Number: 603/7337/4

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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](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Qualification objective

This handbook relates to the following qualification:

### **SFJ Awards Level 2 Award for Door Supervisors 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 door supervisor in the private security industry.

It is a requirement by the SIA that individuals working as a door supervisor 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 door supervisor that **will expire on or after 1<sup>st</sup> October 2021**.

Note, from 1<sup>st</sup> October 2021 individuals must have the one of the following before they can apply for a door supervisor licence (this applies to any applications, including renewals):

- new Level 2 Award for Door Supervisors in the Private Security Industry introduced on 1<sup>st</sup> April 2021, or
- older Level 2 Award for Door Supervisors in the Private Security Industry **and** a 'top-up' qualification for door supervisors

## 2.2 Pre-entry requirements

### 2.2.1 English language requirements

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

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

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 1<sup>st</sup> April 2021, learners taking their door supervisor'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. Learners must complete and pass all First Aid training before starting the security training.

### 2.2.3 Learner requirements for practical skills training (physical intervention skills)

The centre must provide learners with safety information before they attend a course. This should explain to learners:

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

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

## 2.3 Qualification structure

This qualification is made up of 3 mandatory units. To be awarded this qualification the learner must achieve a total of 4 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
L/618/6879	5740	Principles of Using Equipment as a Door Supervisor in the Private Security Industry	2	3	1
T/618/6875	5736	Application of Physical Intervention Skills in the Private Security Industry	2	17	2

The SIA will only accept full qualification certification as evidence of successful achievement of licence-linked qualifications; learners will not be able to 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 distance learning (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 delivered by distance learning (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 distance learning. This could be, for example, pre-course workbooks that learners must work through and complete, or suitable e-learning programmes. Training centres that use distance learning must ensure that there is auditable evidence confirming that learning has taken place. 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 Using Equipment as a Door Supervisor in the Private Security Industry	2 hours	2 hours	3 hours
Application of Physical Intervention Skills in the Private Security Industry	13 hours	13 hours	17 hours
<b>TOTAL</b>	<b>**17 hours (min 2 days)</b>	<b>**17 hours (min 2 days)</b>	<b>23 hours</b>

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 Using Equipment as a Door Supervisor in the Private Security Industry	2 hours	2 hours	N/A	3 hours
Application of Physical Intervention Skills in the Private Security Industry	13 hours	13 hours	not permitted	17 hours
<b>TOTAL</b>	<b>**17 hours (min 2 days)</b>	<b>15 hours 20 minutes (min 2 days)</b>	<b>1 hour 40 minutes</b>	<b>23 hours</b>

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 Using Equipment as a Door Supervisor in the Private Security Industry	2 hours	****15 minutes	1 hour 45 minutes	3 hours
Application of Physical Intervention Skills in the Private Security Industry	13 hours	13 hours	not permitted	17 hours
<b>TOTAL</b>	<b>**17 hours (min 2 days)</b>	<b>15 hours 15 minutes (min 2 days)</b>	<b>1 hour 45 minutes</b>	<b>23 hours</b>

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 Using Equipment as a Door Supervisor in the Private Security Industry	2 hours	****15 minutes	1 hour 45 minutes	3 hours
Application of Physical Intervention Skills in the Private Security Industry	13 hours	13 hours	not permitted	17 hours
<b>TOTAL</b>	<b>**17 hours (min 2 days)</b>	<b>13 hours 35 minutes (min 2 days)</b>	<b>3 hours 25 minutes</b>	<b>23 hours</b>

Please note:

- \* **Authorised e-learning** refers to two training packages
  - ACT E-learning
  - ACT E-learning (Security) available from summer 2021
- \*\* **8.5-hour days** of contact time are allowed
- \*\*\* **20 minutes** must be used for the assessment of the unit
- \*\*\*\* **15 minutes** must be used for the assessment of the unit

## 2.5 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 door supervision (including door supervision top up) qualifications.

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 door supervisor licence.

Learners can progress to the following qualifications:

- 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](http://www.sfjawards.com) or on request from SFJ Awards.

### 3 Qualification Units

<b>Title</b>	Principles of Terror Threat Awareness in the Private Security Industry		
<b>Level</b>	2		
<b>Ofqual Reference</b>	F/618/6877		
<b>Credit Value</b>	1		
<b>GLH</b>	2		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Indicative Content</b>
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"> <li>• The official source of UK Threat Level is (MI5) and their website is <a href="https://www.mi5.gov.uk/threat-levels">https://www.mi5.gov.uk/threat-levels</a>. 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.</li> <li>• LOW means an attack is highly unlikely</li> <li>• MODERATE means an attack is possible, but not likely</li> <li>• SUBSTANTIAL means an attack is likely</li> <li>• SEVERE means an attack is highly likely</li> <li>• CRITICAL means an attack is highly likely in the near future</li> <li>• Have an understanding of how UK threat level may impact the response level for the location in which they are working</li> </ul>

	1.2	Recognise the common terror attack methods	<ul style="list-style-type: none"> <li>• Awareness of attack planning phases</li> <li>• Most current terrorist attack methodologies: <ul style="list-style-type: none"> <li>➤ Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc.</li> <li>➤ 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)</li> <li>➤ Vehicle As A Weapon (VAAW) also known as vehicle ramming</li> <li>➤ Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks</li> <li>➤ cyber attacks</li> <li>➤ insider threat</li> </ul> </li> </ul>
	1.3	Recognise the actions to take in the event of a terror threat	<ul style="list-style-type: none"> <li>• Understand the role security operatives have to play during a terror attack.</li> <li>• Understand what 'Run, Hide, Tell' means for a security operative: <ul style="list-style-type: none"> <li>➤ keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place</li> </ul> </li> <li>• Know and follow relevant procedures for your place of work, including the company's evacuation plan within the limits of your own authority</li> <li>• Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe</li> </ul>

			<ul style="list-style-type: none"> <li>• Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options <ul style="list-style-type: none"> <li>➤ 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</li> </ul> </li> <li>• Report incidents requiring immediate response from the police on 999</li> <li>• Know what information emergency response require: <ul style="list-style-type: none"> <li>➤ what you have seen and what has happened</li> <li>➤ who you saw, what they looked like, what they were wearing</li> <li>➤ where did the situation happen and where you are</li> <li>➤ when did it happen</li> </ul> </li> <li>• Awareness of emergency services response time</li> <li>• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline</li> <li>• Know who the public sector counter-terrorism experts are and how to access their information: <ul style="list-style-type: none"> <li>➤ Centre for the Protection of National Infrastructure (CPNI)</li> <li>➤ National Counter Terrorism Security Office (NaCTSO)</li> </ul> </li> <li>• Awareness of current initiatives: <ul style="list-style-type: none"> <li>➤ 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</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>➤ ACT - Action Counter Terrorism</li> <li>➤ SCaN - See, Check and Notify</li> </ul>
	1.4	Identify the procedures for dealing with suspicious items	<p>Hot Principles:</p> <ul style="list-style-type: none"> <li>• Hidden</li> <li>• Obviously suspicious</li> <li>• Typical</li> </ul> <p>Four Cs:</p> <ul style="list-style-type: none"> <li>• Confirm</li> <li>• Clear</li> <li>• Communicate</li> <li>• Control</li> </ul> <p>Safety distance, including:</p> <ul style="list-style-type: none"> <li>• Distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m)</li> <li>• How to visually represent safety distance (e.g. football field)</li> <li>• Difficulty involved in setting up a safety distances and not use radio/ mobile phone within 15 m</li> </ul>
	1.5	Identify behaviours that could indicate suspicious activity	<ul style="list-style-type: none"> <li>• Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime</li> <li>• Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act</li> <li>• Understand examples of what this might look like, including: <ul style="list-style-type: none"> <li>➤ individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>➤ individuals avoiding security staff</li> <li>➤ individuals carrying out activities inconsistent with the nature of the building or area</li> <li>➤ 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</li> <li>➤ parked vehicles with people inside, empty parked vehicles left unattended for long period</li> <li>➤ multiple sightings of same suspicious person, vehicle, or activity</li> <li>• Understands actions that can deter or disrupt hostile reconnaissance, including: <ul style="list-style-type: none"> <li>➤ ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals</li> <li>➤ maintaining organised search procedures</li> <li>➤ ensuring emergency exits are secured when not in use to prevent unauthorised entry</li> </ul> </li> </ul>
	1.6	Identify how to respond to suspicious behaviour	<ul style="list-style-type: none"> <li>• Use your customer service skills to disrupt potential hostile reconnaissance</li> <li>• Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance</li> <li>• Know where to report suspicious behaviour including: <ul style="list-style-type: none"> <li>➤ internal procedure for site</li> <li>➤ Confidential (Anti-Terrorist) Hotline: 0800 789 321</li> <li>➤ British Transport Police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40</li> <li>➤ non-emergency: 101</li> <li>➤ ACT online reporting</li> </ul> </li> </ul>

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

<b>Title</b>	Principles of Using Equipment as a Door Supervisor in the Private Security Industry		
<b>Level</b>	2		
<b>Ofqual Reference</b>	L/618/6879		
<b>Credit Value</b>	1		
<b>GLH</b>	2		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Indicative Content</b>
1. Know how to use equipment relevant to a door supervisor	1.1	Recognise equipment used to manage venue capacity	<ul style="list-style-type: none"> <li>• Clickers</li> <li>• Other counters</li> <li>• Radio - calling colleagues and asking for number updates on venue capacity (multiple entrances)</li> <li>• Use of CCTV</li> </ul>
	1.2	Recognise the different types of personal protective equipment relevant to the role of a door supervisor	<ul style="list-style-type: none"> <li>• Wearables: <ul style="list-style-type: none"> <li>➤ waterproof clothing</li> <li>➤ high-visibility clothing</li> <li>➤ headwear</li> <li>➤ stab vests</li> <li>➤ gloves (needle/ slash resistant)</li> <li>➤ rubber gloves and face shields</li> <li>➤ ear defender</li> <li>➤ eye protection</li> <li>➤ safety boots</li> </ul> </li> <li>• Equipment: <ul style="list-style-type: none"> <li>➤ metal detectors</li> <li>➤ body-worn cameras (BWC)</li> <li>➤ radios, mobile phones</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>➤ personal alarms</li> <li>➤ torches</li> <li>➤ equipment as it applies to the incident e.g. to help control infections</li> <li>➤ breathalyser</li> </ul>
1.3	State the purpose of using body-worn cameras (BWC)	<ul style="list-style-type: none"> <li>• Securing evidence against an offender</li> <li>• Deterring crimes</li> <li>• Self-protection</li> <li>• Curbing behaviour (DS or customer)</li> <li>• Identifying offenders</li> </ul>
1.4	Identify how to communicate effectively using relevant equipment	<ul style="list-style-type: none"> <li>• Equipment: <ul style="list-style-type: none"> <li>➤ radios and earpieces</li> <li>➤ mobile phones</li> <li>➤ internal telephone systems</li> </ul> </li> <li>• Communication occurring between: <ul style="list-style-type: none"> <li>➤ internal and external colleagues</li> <li>➤ professionals i.e. within the premises or</li> <li>➤ police/ external agencies</li> </ul> </li> <li>• Methods used to communicate clearly and accurately over a radio network: <ul style="list-style-type: none"> <li>➤ use of radio protocols to signal start/ end of transmissions</li> <li>➤ use of clear and concise language</li> <li>➤ ensure clear and effective communication</li> <li>➤ ensure urgent incidents are dealt with quickly</li> </ul> </li> </ul>
1.5	Demonstrate effective use of communication devices	<ul style="list-style-type: none"> <li>• Accurate, brief and clear</li> <li>• Use of call-signs, pro-words, local code words</li> <li>• Use of the NATO phonetic alphabet</li> </ul>

			<ul style="list-style-type: none"> <li>• Correct pronunciation of numbers</li> <li>• Professional local radio etiquette</li> <li>• Equipment used: <ul style="list-style-type: none"> <li>➤ radios</li> <li>➤ mobile phone</li> <li>➤ internal telephone systems</li> <li>➤ internal tannoy systems/ use of the DJ</li> </ul> </li> <li>• Ensure radio equipment is tested and fully charged prior to use</li> </ul>
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"> <li>• Accessing the most up-to-date guidance from gov.uk</li> <li>• Government guidance as it relates to global (or critical) incidents including: <ul style="list-style-type: none"> <li>➤ health and safety and organisational procedures</li> <li>➤ venue management e.g. queues, rules that impact socialising, venue access, PPE</li> <li>➤ equipment as it applies to the incident e.g. to help infection control</li> </ul> </li> </ul>
			<b>Additional information about the unit</b>
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers		

<b>Title</b>	Application of Physical Intervention Skills in the Private Security Industry		
<b>Level</b>	2		
<b>Ofqual Reference</b>			
<b>Credit Value</b>	2		
<b>GLH</b>	13		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Indicative Content</b>
1. Understand physical interventions and the implications of their use	1.1	State the legal implications of using physical intervention	<ul style="list-style-type: none"> <li>• Legal authority to use force <ul style="list-style-type: none"> <li>➤ under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland)</li> </ul> </li> <li>• Relevant legislation relating to licensing and criminal law</li> <li>• Duty of care <ul style="list-style-type: none"> <li>➤ considerations concerning use of physical intervention</li> </ul> </li> <li>• Principle of non-pain compliance and application</li> <li>• Last resort</li> </ul>
	1.2	State the professional implications of using physical intervention	<ul style="list-style-type: none"> <li>• Sector-specific legislation</li> <li>• Professional guidance and standards <ul style="list-style-type: none"> <li>➤ relevant to area of employment (and how standards may vary according to context – e.g. in health and social care, prisons, etc. – but also be based on common principles)</li> </ul> </li> <li>• Ethical implications</li> <li>• Financial implications</li> <li>• Last resort</li> </ul>

	1.3	Identify positive alternatives to physical intervention	<ul style="list-style-type: none"> <li>• Primary controls: <ul style="list-style-type: none"> <li>➤ following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control)</li> <li>➤ positive and proactive service delivery</li> </ul> </li> <li>• Secondary controls <ul style="list-style-type: none"> <li>➤ positive and effective interpersonal communication</li> <li>➤ knowledge and skills of conflict management in reducing the need for physical intervention</li> </ul> </li> </ul>
	1.4	Identify the differences between defensive physical skills and physical interventions	<ul style="list-style-type: none"> <li>• Defensive physical skills <ul style="list-style-type: none"> <li>➤ skills used to protect oneself from assault</li> </ul> </li> <li>• Physical interventions <ul style="list-style-type: none"> <li>➤ the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement</li> </ul> </li> </ul>
2. Understand the risks associated with using physical intervention	2.1	Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> <li>• Nature of the restraint: <ul style="list-style-type: none"> <li>➤ method of restraint (risk of falls with restrictive holds)</li> <li>➤ position held</li> <li>➤ duration of restraint</li> </ul> </li> <li>• Situational factors: <ul style="list-style-type: none"> <li>➤ setting and location constraints and risks (open and confined spaces)</li> <li>➤ environmental hazards</li> <li>➤ staff numbers</li> <li>➤ availability of help</li> <li>➤ access to medical attention</li> <li>➤ threats presented by others</li> <li>➤ options available</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Individual factors: <ul style="list-style-type: none"> <li>➤ age</li> <li>➤ size</li> <li>➤ weight</li> <li>➤ physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs)</li> <li>➤ mental health (history of violence, prior experience of abuse and trauma)</li> </ul> </li> <li>• Vulnerable groups <ul style="list-style-type: none"> <li>➤ children and young people</li> <li>➤ older adults</li> <li>➤ individuals with mental health issues</li> </ul> </li> </ul> <p>(Staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention)</p>
	2.2	Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	<ul style="list-style-type: none"> <li>• Acute behavioural disturbance is a term used to cover a combination of physical and psychological factors including: <ul style="list-style-type: none"> <li>➤ high temperature</li> <li>➤ bizarre behaviour</li> <li>➤ sustained mental and physical exhaustion and metabolic acidosis</li> </ul> </li> <li>• Psychosis can result from underlying mental illness and/ or be drug induced. Signs include: <ul style="list-style-type: none"> <li>➤ hallucinations</li> <li>➤ paranoia</li> <li>➤ extreme fear as part of delusional beliefs</li> </ul> </li> <li>• Acute behavioural disturbance and psychosis can result in sudden death – so both should be treated as a medical emergency. Use de-escalation (verbal and non-verbal</li> </ul>



			communication, distraction and calming techniques) as appropriate to the situation
	2.3	State the specific risks associated with positional asphyxia	<ul style="list-style-type: none"> <li>• Positional (or restraint) asphyxia occurs mostly on ground restraints where a person is held forcefully face down or face up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation</li> <li>• Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully: <ul style="list-style-type: none"> <li>➤ on the ground or any other surface (e.g. on a bed) face up or face down, using methods that compromise breathing and circulation</li> <li>➤ in a seated position (e.g. being bent forward when seated) using methods that compromise breathing and circulation</li> <li>➤ in a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/ object</li> </ul> </li> <li>• Key risk factors include: <ul style="list-style-type: none"> <li>➤ method of restraint: positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso – whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia</li> <li>➤ position: forceful holds in certain positions increase risks of positional asphyxia – these include: <ul style="list-style-type: none"> <li>▪ face up or face down restraint on the ground or other surface such as a bed</li> </ul> </li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>▪ seated or standing positions where breathing and/ or circulation are compromised e.g. by being bent forward</li> <li>➤ duration: the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death.</li> </ul>
	2.4	State the specific risks associated with prolonged physical interventions	<ul style="list-style-type: none"> <li>• The longer the duration of forceful restraint, the greater the exposure to risk and to complications</li> </ul>
3. Understand how to reduce the risks associated with physical intervention	3.1	State the specific risks of dealing with physical intervention incidents on the ground	<ul style="list-style-type: none"> <li>• Specific risks: <ul style="list-style-type: none"> <li>➤ restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints)</li> <li>➤ impact with floor and/ or objects (during forceful takedowns or falls to the ground)</li> <li>➤ injury from glass or debris on the ground</li> <li>➤ vulnerable to assault from others</li> </ul> </li> </ul>
	3.2	Identify how to deal with physical interventions on the ground appropriately	<p>Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible</p> <p>Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground</p> <p>If a situation goes to the ground:</p> <ul style="list-style-type: none"> <li>• Try to get the individual up, or to a comfortable seated or recovery position as quickly as possible</li> </ul>

		<ul style="list-style-type: none"> <li>• In the meantime: <ul style="list-style-type: none"> <li>➤ monitor the individual to ensure they can breathe without difficulty</li> <li>➤ where there is more than one member of the security team involved, designate a ‘team leader’ to take charge of the team and take responsibility for the safety of the individual</li> <li>➤ the team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity</li> <li>➤ if not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject’s head to fulfil this function</li> <li>➤ de-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency</li> </ul> </li> </ul> <p>If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training.</p>
3.3	Identify ways of reducing the risk of harm during physical interventions	<p>Risk of harm to all parties</p> <ul style="list-style-type: none"> <li>• Types of harm: <ul style="list-style-type: none"> <li>➤ serious injury or death can result from: <ul style="list-style-type: none"> <li>▪ strikes and kicks</li> <li>▪ an individual falling or being forced to ground</li> <li>▪ interventions involving the neck, spine or vital organs</li> <li>▪ restraint on the ground (face up and face down) or other position that impairs breathing and/ or circulation</li> </ul> </li> </ul> </li> </ul>

			<p>and increases risk of death through positional asphyxia</p> <ul style="list-style-type: none"> <li>▪ any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present</li> <li>➤ stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma</li> <li>• Staff must respect the dignity of individuals they are managing, however challenging they may find them</li> <li>• Reducing the risk of harm: <ul style="list-style-type: none"> <li>➤ choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective)</li> <li>➤ avoid high-risk positions including ground restraints</li> <li>➤ avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation</li> <li>➤ maintain ongoing communication between staff and between staff and the subject during and following restraint</li> <li>➤ monitor the wellbeing of the subject for adverse reactions</li> <li>➤ work as a team and designate a team leader</li> <li>➤ follow established procedures (take care not to deviate)</li> <li>➤ de-escalate at the earliest opportunity to reduce exposure to risk</li> <li>➤ immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions</li> </ul> </li> </ul>
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	3.4	State the benefits of dynamic risk assessment in situations where physical intervention is used	<ul style="list-style-type: none"> <li>• Dynamic risk assessment – used to: <ul style="list-style-type: none"> <li>➤ assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not</li> <li>➤ evaluate options available and inform decision whether to intervene, when and how</li> <li>➤ identify when assistance is needed</li> <li>➤ continuously monitor for changes in risks to all parties during and following an intervention</li> <li>➤ inform decision to de-escalate use of force and/ or withdraw</li> </ul> </li> </ul>
	3.5	State how to manage and monitor a person’s safety during physical intervention	<ul style="list-style-type: none"> <li>• Monitor and manage the subject: <ul style="list-style-type: none"> <li>➤ observe fully the risk factors (situational and individual)</li> <li>➤ ensure that nothing impedes the subject’s ability to breathe or their circulation - checking airway – breathing – circulation (ABC)</li> </ul> </li> <li>• Actions to take: <ul style="list-style-type: none"> <li>➤ if the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the recovery position</li> <li>➤ commencing CPR/ defibrillator should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths - they still need CPR at this point)</li> <li>➤ if the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to</li> </ul> </li> </ul>

			<p>breathe as people can still speak when experiencing positional asphyxia or other form of medical distress</p> <ul style="list-style-type: none"> <li>➤ act on 'red flags': <ul style="list-style-type: none"> <li>▪ effort with/ difficulty in breathing</li> <li>▪ blocked airway and/ or vomiting</li> <li>▪ passivity or reduced consciousness</li> <li>▪ non-responsiveness</li> <li>▪ signs of head or spinal injury</li> <li>▪ facial swelling</li> <li>▪ evidence of alcohol or drug overdose</li> <li>▪ blueness around lips, face or nails (signs of asphyxia)</li> <li>▪ high body temperature (profuse sweating/hot skin)</li> <li>▪ exhaustion</li> <li>▪ confusion, disorientation and incoherence</li> <li>▪ hallucinations, delusions, mania, paranoia</li> <li>▪ bizarre behaviour</li> <li>▪ extreme fear</li> <li>▪ high resistance and abnormal strength</li> </ul> </li> <li>➤ employ de-escalation (calming and/ or distraction) techniques</li> <li>➤ if a medical emergency is suspected – release immediately and call first aider/ emergency services</li> <li>➤ provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration</li> </ul>
	3.6	State the responsibilities of all involved during a physical intervention	<ul style="list-style-type: none"> <li>• All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention</li> <li>• Responsibilities include:</li> </ul>

			<ul style="list-style-type: none"> <li>➤ duty of care to the subject at all times (during and after restraint)</li> <li>➤ duty of care to colleagues</li> <li>➤ respecting the dignity of the subject</li> <li>➤ providing appropriate care for any person who appears to be injured or at risk</li> <li>➤ challenging unnecessary and excessive use of force by colleagues</li> <li>• Supporting colleagues: <ul style="list-style-type: none"> <li>➤ switch roles within the team where appropriate</li> <li>➤ monitor staff safety</li> <li>➤ monitor the subject and if you have any concerns for their wellbeing inform colleagues</li> <li>➤ contain the immediate area and manage bystanders</li> <li>➤ monitor the situation and communicate with others e.g. staff from other agencies</li> </ul> </li> </ul>
	3.7	State the responsibilities immediately following a physical intervention	<ul style="list-style-type: none"> <li>• Responsibilities include: <ul style="list-style-type: none"> <li>➤ duty of care to the subject at all times (during and after restraint)</li> <li>➤ duty of care to colleagues (support services)</li> <li>➤ providing appropriate care for any person who appears to be injured or at risk</li> <li>➤ briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event</li> <li>➤ preserving evidence and securing witnesses testimony</li> <li>➤ all staff involved must complete a full report individually accounting for their actions</li> </ul> </li> </ul>

	3.8	State why it is important to maintain physical intervention knowledge and skills	<ul style="list-style-type: none"> <li>• Maintaining knowledge and skills is important because: <ul style="list-style-type: none"> <li>➤ legislation and best practice guidance can change</li> <li>➤ proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD)</li> </ul> </li> </ul>
4. Be able to use physical skills to protect yourself and others	4.1	Demonstrate stance and positioning skills	<ul style="list-style-type: none"> <li>• Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication</li> <li>• Verbal communication in line with conflict management training to assist the exit or intervention should also be used</li> </ul>
	4.2	Demonstrate skills used to evade and protect against blows	<ul style="list-style-type: none"> <li>• With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault</li> <li>• Verbal Communication in line with conflict management training should be used</li> </ul>
	4.3	Demonstrate methods of disengagement from grabs and holds	<ul style="list-style-type: none"> <li>• A small number of skills relevant to the security role that address the most common types of assault</li> </ul>
	4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	<ul style="list-style-type: none"> <li>• At least two methods that can be adapted to different scenarios. Including an individual and a team method</li> </ul>
	4.5	Communicate professionally throughout the physical intervention	<ul style="list-style-type: none"> <li>• Helping to calm the individual, give instructions and check well-being</li> <li>• Use positive verbal and non-verbal communications to: <ul style="list-style-type: none"> <li>➤ calm and reassure the individual restrained</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>➤ calm and reassure others present</li> <li>➤ check understanding with the person restrained</li> <li>➤ check the physical and emotional well-being of the person restrained</li> <li>➤ negotiate and manage safe de-escalation with the person restrained and with the staff involved</li> </ul>
5. Be able to use non-pain compliant standing, holding and escorting techniques	5.1	Demonstrate how to physically prompt a person	<ul style="list-style-type: none"> <li>• Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective</li> <li>• Learners should continue to apply customer service skills even if the person they are escorting is not responding</li> </ul>
	5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	<ul style="list-style-type: none"> <li>• Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort</li> <li>• One- <i>and</i> two-person holds (in motion, not just static) to be assessed</li> </ul>
	5.3	Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual	<ul style="list-style-type: none"> <li>• Risks of dealing with a resistant person in different contexts</li> <li>• Show one- and multiple-person restraining and escorting techniques in the approved programme</li> <li>• Remind learners of the dangers of prolonged restraint</li> </ul>
	5.4	Demonstrate transitions between disengagement techniques and escorting techniques	<ul style="list-style-type: none"> <li>• Moving from disengagement or defence/ blocks into a restraint/ escorting move</li> </ul>
	5.5	Demonstrate how to escort an individual on stairways	<ul style="list-style-type: none"> <li>• Escorting an individual on a stairway may be required, either because they are:</li> </ul>

			<ul style="list-style-type: none"> <li>➤ intoxicated or ill and require assistance <i>or</i></li> <li>➤ non-compliant and need to be moved</li> <li>• Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are resistant or if you reasonably foresee that they might become resistant during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort</li> <li>• A dynamic risk assessment should be carried out and door supervisors should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs</li> <li>• Demonstrate escorting an individual on a stairway made up of a minimum of three stairs</li> </ul>
	5.6	Demonstrate how to disengage safely	<ul style="list-style-type: none"> <li>• Controlled physical de-escalation i.e. transition to less restrictive holds and complete release*</li> <li>• Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding</li> <li>• Safe positioning during de-escalation and disengagement</li> </ul> <p>*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken</p>
	5.7	Demonstrate how to manage risk immediately following disengagement	<ul style="list-style-type: none"> <li>• Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> <li>➤ creating space</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>➤ positive communication with colleagues and other people present</li> <li>➤ safe handover to others, e.g. the police or ambulance personnel, with a briefing including: <ul style="list-style-type: none"> <li>▪ risk behaviours presented by the person (to themselves and/ or others)</li> <li>▪ method of restraint and its duration</li> <li>▪ any concerns you have for their wellbeing</li> </ul> </li> </ul>
			<b>Additional information about the unit</b>
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. They should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These must be kept for audit purposes. Training centres must keep this information for a minimum of three years.

## 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

Self-study material must be kept for a minimum of 3 years and may be used to deliver up to **1 hour 45 minutes** of **Principles of Using Equipment as a Door Supervisor in the Private Security Industry**:

**Learning Outcomes that can be delivered via self-study**

**LO1:** Know how to use equipment relevant to a door supervisor

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

**Contact hours for SFJ Awards Level 2 Award for Door Supervisors 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 Door Supervisors in the Private Security Industry (Top Up)	17 hours	2 days	15 hours 15 minutes	2 days

**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](mailto: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 Using Equipment as a Door Supervisor in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
*LO1 Know how to use equipment relevant to a door supervisor	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*

Application of Physical Intervention Skills in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
LO1 Understand the legal and professional implications of using physical interventions	All ACs	
LO2 Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
LO3 Understand how to reduce the risk associated with physical intervention	All other ACs	3.2 Identify how to deal with physical interventions on the ground appropriately 3.5 State how to manage and monitor a person's safety during physical intervention
LO4 Be able to use physical skills to protect yourself and others		All ACs

LO5 Be able to use non-pain compliant standing, holding and escorting techniques		All ACs
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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 Door Supervisors in the Private Security Industry (Top Up) through knowledge assessments and practical assessments.

Unit title	Assessment Method	Pass mark
Principles of Terror Threat Awareness in the Private Security Industry	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 10 questions (20 minutes)	70%
	<b>Practical assessment:</b> N/A	
Principles of Using Equipment as a Door Supervisor in the Private Security Industry	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 5 questions (10 minutes)	80%
	<b>Practical assessment:</b> externally set, internally assessed observation of using communication devices with observation sheet  The practical assessment for each learner must be visually recorded and should take approximately 5 minutes per learner	100%
Application of Physical Intervention Skills in the Private Security Industry*	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 30 questions (45 minutes)	80%
	<b>Practical assessment:</b> externally set, internally assessed observation of each learner performing every technique with observation sheet  and  Question and Answer (Q&A) session to cover critical areas of Physical Intervention knowledge	100%



	The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	
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\* The trainer will only pass a learner when they have demonstrated all techniques successfully. Each learner should introduce themselves and state the date and the techniques they are demonstrating.

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

The ratio of trainers to learners should be 1 trainer to a maximum 12 learners for units where there is an assessment of practical skills.

Each learner **must** be assessed individually when undertaking the practical demonstrations.

## 5.2 Knowledge assessment

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

## 5.3 Practical assessment

### 5.3.1 Principles of Using Equipment as a Door Supervisor in the Private Security Industry

The following learning outcome and assessment criterion is assessed through practical assessment:

- LO1 / AC1.5: Demonstrate effective use of communication devices

The practical assessment must be video recorded and should take approximately 5 minutes per learner. Each learner must introduce themselves, stating their full name and the date. 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.

### 5.3.2 Application of Physical Intervention Skills in the Private Security Industry

The following learning outcomes are assessed through practical assessment:

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

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

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

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

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

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

The observation recording form is available to download from Odyssey.

# 6 Centre Requirements

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

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

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

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

This qualification handbook should be used in conjunction with the SFJ Awards Centre 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.

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

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

## 6.2 Centre insurance

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

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

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

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

## 6.3 Insurance requirements for physical intervention skills training

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

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

## 6.4 Examination venue criteria

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

This means that:

- the seating arrangement for learners must ensure there can be no cheating or collusion between them
- all learners must be facing the same way (except for some on-screen testing)
- each learner must be a minimum of 1.25 metres (centre to centre) in every direction from the next learner's workspace
- seating plans should be completed for the delivery of tests and retained for external quality assurance purposes
- if on-screen testing is being used, each workstation must be isolated by a minimum space of 1.25 metres (measured from the nearest outer edge of one screen to the next) unless the monitors are positioned back-to-back

- under certain circumstances 1.25 metres may not be far enough to prevent learners seeing the work of others, intentionally or otherwise
- privacy screens can be used. The aim is to make sure that no learner's work can be seen by others
- there must be a place for the invigilator to sit with clear view of all learners
- maximum ratio is 1 invigilator to 30 learners
- there should be no material on the walls that would provide help to learners
- all learners must have a clear view of examination signage and a clock
- SFJ Awards must be made aware of assessment venues in advance
- 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
- if a lockable safe is not available a suitable lockable cabinet/ storage unit kept in a secure location is acceptable
- this cabinet/storage unit should only be accessed by appropriate personnel and records of key holders should be kept
- all test papers must be transported securely to and from the training centre and any satellite centre where tests are administered
- the centre must have an appropriate policy to support this
- SFJ Awards, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained.

## **6.5 Venue requirements for practical skills training and assessment (physical intervention)**

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

This means:

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely
- as a guide, an unobstructed area of approximately 2 x 2 metres per person, (including the trainer) provides the necessary room for movement and activity

- for example, a maximum class size of 12, plus trainer, needs a floor area of approximately 52 square metres
- a minimum of 3 stairs must be available for the demonstration, practice, and assessment of escorting an individual up and downstairs
- the ratio of trainers to learners: 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills
- there is no ratio for the delivery and assessment of the knowledge skills
- each course needs a minimum of 3 participants to deliver the practical skills for physical interventions effectively
- a qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units
- we recommend that physical skills trainers/assessors obtain a 3-day First Aid at Work Qualification.

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

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

## 6.6 Checking identification

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

SFJ Awards will provide confirmation of which forms of ID are acceptable via the up-to-date Learner Declarations (found on Odyssey Online under **Resources - Documents**). This will reflect [the SIA's list of acceptable identity documents](#).

A learner who does not produce documents to satisfy the SIA's ID requirements cannot take any assessments 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.

## **6.7 Audit criteria**

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

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

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

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

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

## **6.8 Trainer/assessor and internal quality assurer requirements**

### **6.8.1 Trainers/assessors delivering licence-linked qualifications**

Approved trainers/assessors seeking to deliver licence-linked qualifications must successfully complete a range of formal qualifications. These are detailed below. All trainers/assessors must have achieved as a minimum:

1. Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA Accreditation/QCA/Ofqual or validated by a HEI, or equivalent such as:
  - 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 training which must be done every year. From summer 2021 there will be an additional module available called ACT Security. Following its launch, trainers will be required to complete this training before they deliver their next course, and it must also be done every year.

Assessors must hold any of the following qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence
- L&D 9D Assess workplace competence using direct methods
- L&D 9DI Assess workplace competences using direct and indirect methods

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or the following units from a teaching qualification:

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

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

## **6.8.2 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.

### **6.8.3 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 the following:

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

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

Each centre must have access to at least one qualified IQA by 30<sup>th</sup> September 2022. IQAs should have security sector competence relevant to the area they are quality assuring. They should also be familiar with the course content of the units that they are quality assuring. Centre personnel who want to check their eligibility can do so by contacting SFJ Awards.

Internal quality assurers (IQAs) must also:

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

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

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

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

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

- a suitable teaching/training qualification
- a suitable Level 3 qualification in conflict management training
- a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF); and

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

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

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

The SIA may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements as communicated by the SIA and SFJ Awards.

### **6.8.5 Rules for the use of physical intervention skills training programmes**

Only those physical intervention skills programmes that appear on the SIA's website can be used to train learners registered for a licence-linked physical intervention unit. These are listed in the [‘Teaching SIA licence-linked training courses’](#) list on the ‘Teaching SIA licence-linked training courses’ page. Training centres should check the list on a regular basis.

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

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

- they hold a current SIA licence in one of the following: door supervision (for refresher training only), security guarding, vehicle immobilising or close protection
- they have the relevant SIA licence-linked certificate/ qualification which is under three years old in one of the following: door supervision, security guarding, vehicle immobilising or close protection
- they are a current SIA licence holder who has chosen to complete this as part of their CPD (voluntary upskilling/ refresher)
- they are current SIA licence holders who have had conditions added to their licence and must re-take this training as part of the requirement to have this suspension lifted/ condition removed

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

## 6.9 Standardisation

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

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

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

## 6.10 Recognition of Prior Learning (RPL)

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

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

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.

## 6.11 Equality and diversity

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

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

The Equality Act 2010 requires SFJ Awards to make 'reasonable adjustments' to enable disabled people to complete training and gain qualifications. SFJ Awards expect each training centre to operate a reasonable adjustments policy. This should be appropriate to licence-linked programmes and their assessment. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

It is important that training centres are aware that not all learners who are put forward for training and assessment may be eligible to obtain an SIA licence. Physical abilities can be necessary for some jobs, for example, to enable an operative to patrol an area or escort someone who is violent out of a nightclub. Centres can read the SIA's guide for disabled people who wish to work in the private security industry, available from the '[Applying for an SIA licence: help and guidance](#)' page of their website. Further information is also available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

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

## 6.12 Health and safety

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

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

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

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

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

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