Level 2 Award for Security Officers in the Private Security Industry

Qualification Handbook

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

Qualification Number: 603/7333/7

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

The main objective of this qualification is to provide learners with the knowledge, skills and understanding to work as a security officer. Successful completion of this qualification enables learners to apply for an SIA licence to work as a security officer within the private security industry.

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

2.2   Pre-entry requirements

2.2.1   English language requirements

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 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

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 training for the first time will 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 centre 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.

2.3   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
D/618/6871	5732	Principles of Working in the Private Security Industry	2	17	2
A/618/6876	5738	Principles of Working as a Security Officer in the Private Security Industry	2	12	1
M/618/6874	5735	Application of Conflict Management in the Private Security Industry	2	13	1

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

Learners undertaking the SFJ Awards Level 2 Award for Security Officers in the Private Security Industry must be trained in the Application of Conflict Management in the Private Security Industry before the:

- Practical assessment of Principles of Working as a Security Officer in the Private Security Industry

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 GLH, Minimum Contact Time, Permitted Self-Study Time and Total Qualification Time for this qualification are as follows:

Unit title	SIA total learning and assessment time (GLH) if self-study <u>is not</u> used	SIA minimum contact time if self-study <u>is</u> used	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual TQT
Principles of Working in the Private Security Industry	17	9	8	17
Principles of Working as a Security Officer in the Private Security Industry	10	10	Not permitted	12
Application of Conflict Management in the Private Security Industry	11	11	Not permitted	13
TOTAL	**38 (min 5 days)**	**30 (min 4 days)**	**8**	**42**

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 this qualification and the security officer top up qualification, 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 these 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 work as a door supervisor. However, to be able to work as a door supervisor, learners must also successfully obtain an SIA licence.

Learners can progress to the following qualifications:

- SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry
- SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry
- 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 Working in the Private Security Industry
Level	2
Ofqual Reference	D/618/6871
Credit Value	2
GLH	17

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	Indicative Content
1. Know the main characteristics and purposes of the Private Security Industry	1.1	Identify the key purposes of the private security industry	- Prevent and detect crime and unauthorised activities - Prevent and reduce loss, waste and damage - Monitor and respond to safety risks - Provide personnel and appropriate protection systems for people, property and premises - Raise standards in the industry
	1.2	State the aims and functions of the Security Industry Authority (SIA)	- Protect the public and regulate the security industry through licensing - Raise standards (through the Approved Contractor Scheme) Monitor the activities and effectiveness of those working in the industry

			• Set and approve standards of conduct, training and supervision within the industry • Keep under review the private security industry and the operation of the legislative framework
	1.3	Recognise the required standards of behaviour of a security operative	• Main qualities required for security industry operatives: reliability and integrity; politeness; professional attitude and appropriate personal appearance; being prepared to take responsibility • Skills: communication skills; observational skills; problem solving; ability to handle sensitive situations; team-working skills • Adherence to SIA Standards; adherence to organisation/company values and standards
	1.4	Identify the benefits of community safety initiatives	• Examples of community safety initiatives: police liaison officers, police community links, initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards • Aim: to reduce the opportunity for crime to take place • Activities: include improving physical security of vulnerable targets, improving the environment, removing the means to commit crime; improving the visibility in an area e.g. lighting; controlling access to areas so unauthorised people cannot gain access to commit crime; initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards • Benefits: include better partnership working, cooperating with Local Authority and police, liaison with other venues, reduction of risk of crime to own employer or other employers, promotion of safer communities

	1.5	Recognise how assignment instructions support the Security Operative role	• Describes the security operative's roles and duties for specific location • Outlines actions to take in an emergency including obtaining contact numbers • Part of a contract between client/ customer and the security company

	1.6	Recognise how each security operative role may use CCTV	• Benefits of using CCTV e.g.
			  ➤ prevents crime
			  ➤ cuts down on incidents
			  ➤ reduces costs by not having to employ additional staff
			  ➤ can provide clear evidence for investigations
			  ➤ can provide evidence which can be used in a court of law
			• Understand the legal implications of using CCTV e.g.
			  ➤ must be registered
			  ➤ must have a named person who is responsible and accountable for its use
			  ➤ must display signs to inform people that CCTV is in operation
			  ➤ must not record in private spaces such as toilets
			• Must comply with current data protection legislation e.g.
			  ➤ when storing data including any recordings
			  ➤ restricting access to certain staff
			  ➤ by using recordings appropriately

	1.7	Identify the limitations of CCTV within the security operative role	• Privacy issues and concerns • Vulnerable to damage and vandalism • Misuse • Cannot prevent crime • Cost

			• Familiarity with scope of cover • Technology vulnerabilities
	1.8	State the purpose of the Approved Contractor Scheme	• Raise performance standards • Assist the SIA to develop new opportunities • Increased customer confidence
2. Understand legislation as it applies to a security operative	2.1	Identify the differences between Civil and Criminal Law	Main features of Civil Law: • Purpose to right a wrong • Individual brings the cases • Remedy by compensation for loss or damage • Standard of proof on balance of probabilities Examples of Civil Offences: • Libel • Slander • Breach of contract • Employment Law • Family and matrimonial disputes • Property disputes • Personal injury cases • Trespass Main features of Criminal Law: • Purpose to deter and punish • State brings the cases • Remedy is fines/ imprisonment • Standard of proof is beyond reasonable doubt Examples of Criminal Offences: • Driving under the influence

			• Assault • Murder • Rape • Child abuse • Theft • Domestic abuse • Arson • Kidnapping or holding someone against their will
	2.2	State the main aims of the Private Security Industry Act 2001	• Raise standards in the private security industry • Increase public confidence in the private security industry • Increase public safety • Remove criminal elements from the private security industry • Established the SIA (Security Industry Authority) • Established licensing

	2.3	Identify key legislation relating to promoting equality and diversity in the workplace	• Key Legislation: Equalities Act 2010; Human Rights Act 1998
			• Protection from discrimination in the workplace:
			  ➢ protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity
			  ➢ direct and indirect discrimination
			• Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal
			• Employer's duty to make reasonable adjustments

	2.4	Identify licensable roles under the Private Security Act	- Licensable roles - Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit (CVIT), key holding
	2.5	Identify how data protection regulation impacts on the security operative	Have an understanding of current data protection regulation Include the general principles - The use of body worn cameras and restrictions e.g. - images must be stored to comply with GDPR and can only be viewed by authorised personnel - Recording and documenting in notebooks
3. Understand arrest procedures relevant to security operatives	3.1	State the meaning of arrest	- Arrest is to take away someone's liberty - There is no legal definition for citizen's arrest - Police and non-police arrest - Arrest with a warrant - Arrest without a warrant
	3.2	Identify offences for which a security operative can make an arrest	- Security operatives have no special powers of arrest, only the same powers of arrest as every other citizen - Arrestable offences, indictable offences and Breach of the Peace - Indictable offences are usually tried at the Crown Court - Powers of arrest under the common law - Offences include: - murder/homicide - aggravated assault - assault - rape - sexual assault

			- firearms offences - robbery - burglary - theft - drugs offences - fraud - criminal damage
	3.3	Identify the limitations to a security operative's powers of arrest	- Must be within powers of citizen's arrest - Section 24a of the Police and Criminal Evidence Act 1984 - Indictable offence must be either being committed or have already been committed - Arrest can only be made to prevent the person from: a) causing injury to himself or another; b) suffering injury himself; c) causing loss of or damage to property; d) making off before a constable can assume responsibility for him
	3.4	State procedures to follow when making an arrest	- Inform person that they are under arrest, provide the reason for arrest, and that the police will be called - Detain the person and ensure their safety - Use witnesses wherever possible - Only use reasonable and necessary force to prevent: - escape of individual under arrest or assault against security operatives or others
	3.5	State why an arrest should only be made as a last resort	- Taking someone's liberty is a serious matter - Can only arrest for indictable offences

			• False arrest can lead to civil or criminal prosecution of the security operative making the arrest • Personal safety of the security operative can be at risk
	3.6	State procedures following an arrest	• The arrested person is now the security operative's responsibility • Ensure own safety • Ensure the person's safety • Ensure any evidence is preserved and not disposed of • Hand person over to police, explaining reason for arrest • Inform police of any extra evidence of offence (witnesses, CCTV, property) • Record arrest in line with local policy • Assist police with a statement if required • Attend court at a later date if required • Identify how to work with the police in relation to arrest procedures
	3.7	State what is meant by 'reasonable' and 'necessary' force	• Reasonable force is the amount of force that can be used to protect yourself or your property from attack. It can be used to prevent crime or when detaining someone through a citizen's arrest. It can also be classed as "legal force" • Necessary force is an opinion of the level of force that was carried out in any situation
4. Understand the importance of safe working practices	4.1	Identify responsibilities under the Health and Safety at Work etc. Act	Responsibilities of employees and the self-employed: • To take responsibility for own health and safety, to co-operate with employer, to take reasonable care and not put themselves or public at risk, to report injuries and accidents to employer • To follow instruction, processes and procedures put in place by their employer

			Responsibilities of employers:
			- To maintain the safety of employees and anyone who visits the premises - To provide safe access and egress - To assess and reduce risk, to provide first aid facilities, to tell staff about hazards, to provide training if required, to record injuries and accidents, to provide and maintain necessary equipment and clothing and warning signs - To comply with legislation: consequences of failure to comply e.g. prosecution, business closure
	4.2	Identify the risks of lone working within the private security industry	- Being isolated and having to rely on technology for back up - Being vulnerable: - injury/ ill-health - violence - lack of support - lack of communication - lack of welfare facilities for rest
	4.3	Identify typical workplace hazards and risks	Definition of 'hazard': - Potential source of harm or adverse health effect on a person or persons Typical workplace hazards: - Accidents due to poor lighting, uneven surfaces, steps, etc. - Risk of infection from body fluids - Risk of dealing with aggressive or violent behaviour - Injuries from poor manual handling - Misuse/ abuse of machinery - Sharp objects (needles and knives)

			• Diseases
			• Hazardous chemicals
			• Noise pollution
			• Moving vehicles
			• Obstructions
			• Poor lighting
			• Fire/ floods and other emergencies
			Definition of 'risks':
			• Likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard
			Identify risks:
			• Level of risk (High, Medium or Low Impact)
			• Assess the risk of the hazard by identifying who may be harmed and how, what controls are already in place, what additional controls are needed to control the risk, who is required to do this and when is it required to be completed by
	4.4	State how to minimise risk to personal safety at work	• Risk assessment: developing awareness of risks and how to minimise them
			• Following health and safety and organisational procedures in relation to health and safety
			• Use of protective equipment, personal alarms and mobile phones
			• Importance of following safe routines and being systematic
			• Identify methods for safe manual handling
			➢ assessment of load; know own limits; plan route; use of mechanical aid; stable base; correct positioning of head,

			feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull • Follow health and safety and organisational procedures in relation to global (or critical) incidents
	4.5	Identify safety signs and signals	• Different categories of sign: e.g. prohibition, warning, mandatory, safe condition, fire-fighting, hazard/ chemical warning plates
	4.6	State procedures to be followed for recording and reporting accidents and health and safety incidents	• Reportable incidents and accidents under RIDDOR: work-related, dangerous occurrence, resulting in injury, occupational disease or death; gas related incident • Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting – 'responsible person', online, telephone, by post • Remember to include who, what, when, how and where

	4.7	Identify ways to keep personal information safe	• When handling any personal information or data (either their own or someone else's) Security Operatives must:
			  ➤ comply with current data protection legislation
			  ➤ follow organisational procedures
			  ➤ follow assignment instructions
			  ➤ maintain confidentiality of information
			• Security Operatives should:
			Use personal social media responsibly including managing privacy settings
			  ➤ not wear anything identifiable outside the workplace
			  ➤ keep personal vigilance e.g. not completing surveys
			  ➤ not discuss work issues outside the workplace
			  ➤ not discuss work information with colleagues

5. Understand fire procedures in the workplace	5.1	Identify the elements that must be present for fire to exist	• Components of fire: the fire triangle (oxygen, fuel, heat - chemical chain reaction)
	5.2	State the actions to be taken upon discovering a fire	• Follow organisation's policies and procedures • Sound the alarm and inform emergency services • FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt to put out a fire if it puts you in danger • Identify area where fire is, isolate other areas • Control panel: important to ensure full understanding of extent of area of incident, to pass on correct message to emergency services e.g. with regard to materials, chemical stored in affected area
	5.3	Identify basic fire safety controls	• Be observant and vigilant • Control of fuel and ignition sources e.g. bins and waste disposal • Safe storage of flammables • Inspection and maintenance of electrical equipment • Avoidance of overloading electrical points • Follow staff training • Adhere to fire plan
	5.4	Identify classifications of fire	• A – Ordinary combustible: includes paper, wood, textiles, rubber • B – Flammable liquids e.g. petrol, paint, solvents • C – Flammable gas e.g. butane, propane • D – Metal fires e.g. powdered and metal shavings, alkali-based metals

			• Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel) • F – Hot cooking oils
	5.5	Identify the different types of fire-fighting equipment	Extinguishers: • Water for use with paper, wood • General Foam for use with paper, wood; specialist foam for use with industrial alcohol • CO_2 Gas for use with electrical fires (primary); flammable liquids (secondary) • Wet Chemical, for cooking oil fires • Powder for use with most fires including liquid and electrical fires Other equipment: • Fire blankets, fire hose, sprinkler system
	5.6	Identify the role of a fire marshal in the event of an emergency	• Sound the alarm • Check allocated area to ensure that everybody has left, take roll call • Take control of the evacuation and ensure that anybody with evacuation difficulties is aided • Proceed to the assembly area and report to the Fire Officer in charge
6. Understand emergencies and the importance of emergency procedures	6.1	Identify the key emergency terms	Emergency is: • a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action Emergencies can include incidents, occurrences, accidents. Examples are listed below:

			• Incident/ Occurrence – this could include a fight, power cut or drug overdose, etc. • Emergency – this could include health emergencies such as epileptic seizure, anaphylactic shock, heart attack, etc. • Accident – this could include someone falling down steps, someone slipping on a wet floor, etc.
	6.2	Identify different types of emergencies within the workplace	Types of emergency: • Power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat, fire, terror threat
	6.3	Recognise how people react when emergencies occur	Types of reactions: • Public/ human responses – fight or flight • Panic, freeze • Crowd control, danger of crushing
	6.4	Identify actions to be taken in an emergency situation	Security operative responses to emergencies: • Follow correct procedures depending on emergency • Ensure safety of self and others • Report to appropriate authorities • Act quickly, be authoritative, remain calm, encourage others to remain calm • Follow procedures for making emergency calls • Follow escalation procedures if required • Document clearly what happened and your response • Review and evaluate incident • Identify how a graduated response can be applied to incidents

	6.5	Identify the role of the security operative in relation to first aid incidents	List actions to be taken when first aid is required • If necessary, contact designated first aider or the emergency services • Know the limits of your own ability and authority to deal with personal injury • Record the injury in the accident book • Keep people safe, including onlookers • Provide privacy whenever possible
	6.6	Recognise evacuation principles	• Evacuation – this is a controlled process of emptying an area or premises of people. Evacuation can be to an adjoining area within a building or outside depending on the severity of the incident. Examples for evacuation could be flood, fire or terror threat • Invacuation – this is a controlled process of getting people into safe premises due to an incident which could cause harm to people who were outside. For example, if a person with a firearm started to shoot people in the street you would encourage everyone into the building and lock the doors for safety • Basic principles are to keep people safe and to follow the organisation's policies and procedures • Importance of knowing venue specific requirements
7. Understand how to communicate effectively as a security operative	7.1	Identify the different types of communication	• Non-verbal communication: gesture, stance, eye contact, facial expression, • Verbal communication: speaking, listening, reading, pitch, tone of voice • Written communication: pictures, signs, script, text messages

	7.2	State the importance of effective communication	• To ensure that the message being sent is received and understood by the recipient • Features of effective communication include choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding • Promotes effective teamwork • Promotes a professional establishment and service • Prevents misinterpretation which could lead to aggressive behaviour • Prevents misunderstanding which could lead to mistakes • Importance of effective communication: to ensure organisational effectiveness and effective team working, to provide effective service to customers • NATO phonetic alphabet: Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated • Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings
	7.3	Identify the benefits of teamwork in the private security industry	• Promotes safety • Provides a professional and safe service and establishment • Supports colleagues • Promotes efficiency
	7.4	State the principles of customer service	• Establishing rapport, acknowledging the customer, communicating information effectively, showing respect, listening to the customer and trying to meet their expectations • Dealing with problems: acknowledge the customer, establish the customer's needs, put yourself in the customer's position,

			accept responsibility, involve the customer in the solution, see it through
	7.5	Recognise diverse customer needs and expectations	• Types of customer: internal and external, direct and indirect • Customer needs/ expectations: e.g. information, assistance, directions • Customers with particular needs: e.g. physical difficulties, learning difficulties, sensory impairment, English as second language, under influence of drugs and/or alcohol
8. Understand record keeping relevant to the role of the security operative	8.1	State the importance of accurate record keeping	• To comply with the law • To provide a clear audit trail of the incident or accident • To prevent you from having to rely on your memory
	8.2	Identify the types of records that may need to be completed	• Incident records • Accident records • Searches and checks • Logbooks • Pocket notebooks • Search/ visitor/ key registers • Duty sheets • Accident reports • Lost/ found property registers • Message books • Handover reports • Other site-specific reports
	8.3	Identify what information to include in records	• Who – the report is for/ it was written by • What – happened/ action was taken/ was the result • When – day/ date/ time

			• How – did it happen • Where – place of incident • Details of any other witnesses/ people/ injuries or property

	8.4	Demonstrate the accurate completion of an evidential statement (Section 9 Statement)	**Statement to be completed as part of the training and internally assessed with a sign off sheet submitted to SFJ Awards to say it has been completed**
			
			• The implications of failing to complete the section 9 statement or using the required documents.
			• PACE (Police and Criminal Evidence Act 1984)
			• Incidents requiring physical intervention/ use of force, must be fully reported – including:
			  ➢ description of subject's behaviour
			  ➢ other 'impact factors'
			  ➢ staff responses including description of physical
			  ➢ interventions and level of force used
			  ➢ description of any injuries sustained
			  ➢ first aid and/ or medical support provided
			  ➢ details of admission to hospital
			  ➢ support to those involved and follow up action required

	8.5	State the process of attending court to give evidence	• Follow organisation's policies and procedures • Follow any legal advice from representative • Be punctual and prepared

9. Understand terror threats and the role of the security operative in the event of a threat	9.1	Identify the different threat levels	• The official source of UK Threat Level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have • LOW means an attack is highly unlikely • MODERATE means an attack is possible, but not likely • SUBSTANTIAL means an attack is likely • SEVERE means an attack is highly likely • CRITICAL means an attack is highly likely in the near future • Have an understanding of how UK threat level may impact the response level for the location in which you are working

	9.2	Recognise the common terror attack methods	• Awareness of attack planning phases
			• Most current terrorist attack methodologies:
			  ➤ Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc.
			  ➤ Explosive Device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED), Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED)
			  ➤ Vehicle As A Weapon (VAAW) also known as vehicle ramming
			  ➤ Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks
			  ➤ cyber attacks
			  ➤ insider threat

| | 9.3 | Recognise the actions to take in the event of a terror threat | Understand the role security operatives have to play during a terror attack. Understand what 'Run, Hide, Tell' means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options: in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities Report incidents requiring immediate response from the police on 999 Know what information emergency response require: what you have seen and what has happened who you saw, what they looked like, what they were wearing where did the situation happen and where you are when did it happen |

			• Awareness of emergency services response time
			• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline
			• Know who the public sector counter-terrorism experts are and how to access their information:
			   ➢ Centre for the Protection of National infrastructure (CPNI)
			   ➢ National Counter Terrorism Security Office (NaCTSO)
			• Awareness of current initiatives:
			   ➢ Run, Hide, Tell; keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place
			   ➢ ACT - Action Counter Terrorism
			   ➢ SCaN - See, Check and Notify

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

| | 9.5 | Identify behaviours that could indicate suspicious activity | • Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime
• Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act
• Understand examples of what this might look like, including:
  ➢ individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities
  ➢ individuals avoiding security staff
  ➢ individuals carrying out activities inconsistent with the nature of the building or area
  ➢ individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/ location; taking photos or making drawings
  ➢ parked vehicles with people inside, empty parked vehicles left unattended for long period
  ➢ multiple sightings of same suspicious person, vehicle, or activity
• Understands actions that can deter or disrupt hostile reconnaissance, including:
  ➢ ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals
  ➢ maintaining organised search procedures
  ➢ ensuring emergency exits are secured when not in use to prevent unauthorised entry |

	9.6	Identify how to respond to suspicious behaviour	• Use your customer service skills to disrupt potential hostile reconnaissance
			• Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance
			• Know where to report suspicious behaviour including:
			  ➢ internal procedure for site
			  ➢ Confidential (Anti-Terrorist) Hotline: 0800 789 321
			  ➢ British Transport Police (BTP) "See it, Say it, Sorted": text 61016 or call 0800 40 50 40
			  ➢ non-emergency: 101
			  ➢ ACT online reporting
			  ➢ life threatening emergency or requiring immediate response: 999

10. Understand how to keep vulnerable people safe	10.1	Recognise duty of care with regard to vulnerable people	• Duty of care is: "a moral or legal obligation to ensure the safety or well-being of others" • People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone
	10.2	Identify factors that could make someone vulnerable	• Vulnerable: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill • Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person's movements, senses or activities that is invisible to the onlooker) • Indicators of child sexual exploitation: children and young people in the company of older people or antisocial groups,

			acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars

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

	10.4	Identify behaviours that may be exhibited by sexual predators	• Close monitoring of vulnerable people • Buying drinks or gifts for vulnerable people • Suspicious behaviour around certain times and venues • Inappropriate use of technology e.g. upskirting with phones
	10.5	Identify indicators of abuse	• Restricting freedom of individuals • Unexplained bruising • Lack of confidence and insecurity • Change in circumstances e.g. cleanliness, appearance
	10.6	State how to deal with allegations of sexual assault	• Follow organisation's policies and procedures • Notify police • Safeguard victim • Separate victim from assailant

			• Record and document all information
	10.7	State how to deal with anti-social behaviour	• Follow your organisation's policies and procedures • Speak to the person • Explain the situation and the risks of the anti-social behaviour • Explain the consequences if the anti-social behaviour continues • Remain calm • Ensure that your colleagues know about the situation and that you have back-up if needed • Vigilance • High-profile patrols • Early intervention • Positive non-aggressive communication • Prompt reporting of incidents • Accurate recording of incidents • Liaison with police and other appropriate agencies
11. Understand good practice for post incident management	11.1	Identify sources of post incident support available	• Sources of support through colleagues, management and counsellors • Publications, internet • Help lines (e.g. Samaritans) • Other support e.g. Citizen's Advice/ Trade Unions
	11.2	State why accessing support following an incident is important	• Reducing the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress • Helps you to reflect on the incident and evaluate your actions

	11.3	State the benefits of reflecting on incident	- Areas for improvement can be identified - Preventing reoccurrence of the same problem - Organisations can use data for licensing hearings - Recognising trends - Recognising poor practice - Recognising good practice - Sharing good practice - Making improvements - Improving procedures for incident management - Identifying common response to situations
	11.4	Identify why it is important for security operatives to contribute to improving practice	- Promotes professional service - Increases safety for staff - Promotes teamwork - Increases safety for customers - Identifies procedures or methods to deal with situations effectively
Additional information about the unit			
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers		

Title	Principles of Working as a Security Officer in the Private Security Industry
Level	2
Ofqual Reference	A/618/6876
Credit Value	1
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*		Indicative Content
1. Understand the roles and responsibilities of security officers	1.1	Identify different security officer roles within the private security industry		• Retail • Corporate • Asset Protection • Educational establishments • Health and Care Sector (NHS)
	1.2	Identify the main responsibilities of a security officer		• Protect life • Prevent and deter crime • Prevent loss • Protect property and assets • Respond to incidents and emergencies • Control site access/ egress • Provide assistance to employees and customers • Provide a safe and secure environment • Maintain confidentiality of site and personal data/ information • Ensure compliance with current Data Protection legislation • Customer liaison • Process deliveries

	1.3	Recognise how the control room supports the security officer	• Monitors activity on a site using systems such as CCTV/ clocking devices and radios • Provides assistance and emergency back up support for security officers • Around the clock/ out of hours support • Central point of contact • Management of frontline staff • Storage and issue point for equipment (e.g. personal protective equipment (PPE), body worn cameras (BWC) etc.)
2. Understand the control of access and egress	2.1	State the purpose of access and egress control	• Controls the entry and exit of all staff/ visitors and customers • Records who is on site at any given time • Provides information in the event of evacuation/ emergencies • Protects safety of staff and visitors • Safeguards site and assets • Allows entry to authorised persons only

	2.2	Identify the security officer's duties and responsibilities when controlling access and egress	• Relating to:
			   ➢ people including statutory agencies
			   ➢ vehicles
			   ➢ property
			• Operating queuing systems
			• Checking authority to enter premises
			• Operating access/ egress control equipment
			• First point of contact, so creates visitor/ customer impression
			• Providing directions and guidelines for site access to third parties
			• Controlling the entry and exit of all staff/ visitors and customers
			• Searching people, their belongings and vehicles

				• Staffing access points/ checkpoints
			• Controlling issues/ return of visitors passes
			• Recording visitor information
			• Refusing entry and removing unauthorised persons
			• Recording who is on site at any given time
			• Provide information in the event of evacuation, emergencies
			• Protects safety of staff and visitors
	2.3	State the powers of statutory agencies relating to access and egress control	• Statutory agencies include HM Revenue and Customs; police officers; health and safety inspectors; fire officers; local authority trading standards officers; local authority food safety inspectors • Do not have to give advance notice of visit • Must provide valid proof of identity • Statutory agencies must not be prevented from carrying out their duties
	2.4	Identify ways of attempting to gain unauthorised access	• Unauthorised use of keys, cards, codes etc. • Using false/ outdated credentials/ ID • Unsecured access points • Tailgating • Door propping • Physical breach
	2.5	State the responsibilities of a security officer in relation to crowd management and queue control at access and egress points	• Decreasing the potential for conflict outside the site • Demonstrating good customer service • Allowing assessment of attitude and behaviour of different customers while queuing • Enforcement of admissions policy • Improving the safety of self, customers and others • Reducing likelihood of crushing

			• Working with traffic management to keep pedestrians safe and avoid traffic collisions
			• Enhance customer satisfaction and enjoyment
			• Understand current government guidance as applied to sites

3. Know the different types of electronic and physical protection systems in the security environment	3.1	Identify how the different types of electronic and physical protection systems can support the security officer role	• Provide information of incidents on site requiring action
			• Detecting change of state and/ or fault
			• Access/ egress control systems:
			  ➢ to control entry/ exit of site/ premises
			• CCTV systems:
			  ➢ to show images an officer may not otherwise easily be able to see
			• Electronic Article Surveillance (EAS):
			  ➢ to alert officer if tag hasn't been removed before exiting retail premises
			• Intruder alarms:
			  ➢ display location/ type of breach
			• Enable large area to be covered
			• Give enhanced vision in low light
			• Identify objects not visible to the naked eye
			• Enable faster response times
			• Reduce manning numbers
			• Safer searching

	3.2	Identify different types of protection measures	• Access/ egress control; these control access to/ entry from premises:
			  ➢ visitor logs and passes
			  ➢ signing in/ signing out
			  ➢ swipe cards/ fob entry
			  ➢ biometric readers

			➢ hostile vehicle mitigation ➢ video intercoms ➢ keypads ➢ facial recognition ➢ mail/ baggage scanners ➢ mail and delivery logs • Physical controls: ➢ fences/ walls including those with climb deterrent ➢ gates ➢ raised kerbs • Intruder detection and alarms e.g. infrared sensors; break resulting in ink/ smoke deployment • Mechanical devices e.g. cat's claws; turnstiles; locks; control barriers • Automatic Number Plate Recognition (ANPR) • Metal detectors (walk-through/ handheld etc.) • Fire: ➢ heat/smoke detectors ➢ audible alarms ➢ flashing lights Detect a change of 'state' • CCTV: ➢ PTZ cameras ➢ fixed cameras Monitor and record activity on site • Maintenance systems: ➢ alert staff to faults with systems • Electronic Article Surveillance (EAS) tagging • Key management systems

	3.3	Identify potential risks to protection systems	• Sabotage from either external parties or insider threat • Malfunction • Absence of or poor maintenance • User error • Systems failure e.g. electrical outage • Force majeure/accidental damage (e.g. natural disaster)

	3.4	Identify types of alarm activations and the actions to take in response to them	• Follow assignment instructions
			• Intruder alarm:
			  ➢ check panel
			  ➢ contact control
			  ➢ use CCTV to investigate/ in person if safe to do so
			  ➢ call emergency services if appropriate
			• Fire (heat/smoke):
			  ➢ check panel
			  ➢ contact control
			  ➢ if genuine, start official fire evacuation process including calling emergency services
			• Gas leak:
			  ➢ raise the alarm
			  ➢ evacuate
			  ➢ contact supplier
			• False alarms:
			  ➢ activations resulting in emergency services attending unnecessarily
			  ➢ include alarms activated in error or maliciously activated
			• Building Maintenance System (BMS) activations:
			  ➢ check panel
			  ➢ contact control

				• Awareness of the implication of excessive 'false alarms' on the emergency service response

4. Know how to minimise risk to personal safety at work	4.1	Identify responsibilities for personal safety at work	• Employer responsibilities:
			  ➢ 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:
			  ➢ 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 human resources (HR) policies and procedures

	4.2	Identify situations that might compromise personal safety	• Lone working • Interrupting a crime in progress • Dealing with intoxicated individuals • High risk locations (e.g. construction sites; remote and higher value site)
	4.3	Identify the risks of ignoring personal safety in conflict situations	• 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

	4.4	State the personal safety benefits of undertaking dynamic risk assessments	• 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
	4.5	List ways to minimise risk to personal safety at work	• 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

	4.6	Recognise the different types of personal protective equipment (PPE) relevant to the role of a security officer	• Wearables
			  ➢ 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
			  ➢ face coverings
			• Equipment
			  ➢ metal detectors
			  ➢ body-worn cameras (BWC)
			  ➢ radios, mobile phones
			  ➢ personal alarms
			  ➢ torches

			➤ equipment to help control infections
	4.7	State the purpose of using body-worn cameras (BWC)	• Securing evidence against an offender • Deterring crimes • Self-protection • Curbing behaviour (security officer or customer) • Identifying offenders
	4.8	Identify strategies that can assist personal safety in conflict situations	• 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
	4.9	Describe limits of own responsibility in physical intervention situations	• Work within own training, skillset and physical capabilities • Request assistance when appropriate • Legal responsibility for actions and omissions • Current legal framework and responsibilities

	4.10	Identify types of harm that can occur during physical interventions	Types of harm:
			• Serious injury or death can result from:
			  ➤ strikes and kicks
			  ➤ an individual falling or being forced to ground
			  ➤ interventions involving the neck, spine or vital organs
			  ➤ restraint on the ground (face up and face down) or other position that impairs breathing and/ or circulation and increases risk of death through positional asphyxia

			➤ any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present ➤ 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
	4.11	Identify the personal safety advantages of mental alertness at work	• 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

	4.12	State the benefits of reflecting on personal safety experiences	• Improving safety of:
			   ➤ self
			   ➤ staff
			   ➤ visitor/ customer
			• Learning from what went well and what could have been handled better
			• 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
5. Understand drug-misuse legislation, issues and procedures relevant to the role of a security officer	5.1	Recognise the signs and symptoms of drug use	• Awareness of Misuse of Drugs Act 1971 including: ➢ possession of drugs ➢ possession of controlled drugs with intent to supply ➢ supplying controlled drugs ➢ manufacturing controlled drugs ➢ allowing the premises to be used to take controlled drugs ➢ Class A, B and C drugs • Uncoordinated/ unusual behaviour • Repetitive movement (especially mouth and hands) • Dilated or constricted (pinpoint) pupils • Excessive sweating • Anxiety • Feeling drowsy • Unconsciousness
	5.2	Identify the signs that may indicate drug dealing	• Suspicious behaviour • Frequent trips to toilets • Meetings with lots of strangers • Lots of people approaching one individual • Covert exchanges of items/ cash • Hiding in areas out of view of staff and CCTV • Information from other customers or members of staff/ neighbouring property • Unusual activity in car park/ vicinity of site (especially out of hours) • Drug litter found around the perimeter and/ or on site

	5.3	State how to dispose of drug related litter and contaminated waste	• Use PPE (i.e. safety gloves) • Use sharps boxes or bottles for needles • Dispose of blood-stained tissues down the toilet or place in contaminated waste bags

6. Know how to conduct effective search procedures	6.1	Identify the different types of searches carried out by a security officer	• General:
			  ➢ when everyone is searched
			• Random:
			  ➢ when a random selection of people is searched (e.g. search every fourth person)
			• Specific:
			  ➢ when specific individuals or vehicles are searched for specific reasons (suspicious people, vehicles/ packages etc)
			• Vehicle
			• Premises

	6.2	Identify a security officer's right to search	• As a part of the site admissions policy • As a condition of entry • In accordance with employees' contracts (for entry/ exit) • As a loss prevention technique to ensure staff/ visitors are not stealing; where sensitive data/ industrial espionage is a risk; to ensure data/ intellectual property is not taken off site • Follow same sex searching policy (searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance' https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf) • Only with permission from the person prior to the search • As stated in assignment instructions

	6.3	Identify different types of searching equipment	• Handheld metal detector (search wand), ensure sensitivity of equipment is known • Archway metal detectors (know calibration settings) • Baggage/ packages x-ray scanning, trays for smaller belongings • Search mirrors with lights • Gloves • Torch • Search dogs (trained to detect specific threats of concern)
	6.4	Recognise possible hazards when conducting a search	• Drugs coming into contact with skin • Needles/ sharp objects • Infectious diseases • Weapons • Violence • Malicious allegations • Un co-operative visitor/ client/ customer
	6.5	State precautions to take when carrying out a search	• Use of PPE, e.g. safety gloves • Use of a dedicated search area with good lighting • Carry out searching in pairs if possible • Carry out searching in view of CCTV if possible • Use self-search techniques Infectious diseases: • Use of PPE, e.g. safety gloves • Use self-search techniques For vehicles: • Ensure own health and safety:

			➢ use appropriate PPE including high-visibility clothing and safety footwear etc.
			➢ avoid inhaling vehicle fumes
			➢ be aware of other moving vehicles
			➢ be visible to other motorists
			➢ constantly monitor for hazards and risk in the search area
			• Ensure engine is off and keys are controlled
			• Vehicle is parked in a safe designated location with parking brake applied
			• Ensure driver and any passengers are visible and in a safe location
			• Search location to have good lighting, CCTV and witness where possible
	6.6	State actions to take if an incident or an accident occurs during searching	• Contact emergency services • Follow assignment instructions • Summon assistance from first aider (if necessary) • Cordon area off • Complete notebook/ report / search log
	6.7	Demonstrate how to search people, and their property	• Explain the search policy • Obtain permission of person being searched prior to the search • Use effective communication throughout the search • Follow site policy/ assignment instructions • Follow same sex searching policy (searches of transgender individuals. These searches should be performed according to the SIA guidance document 'Trans customers: A guide for door supervisors' https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf)

			• Use appropriate PPE (e.g. protective gloves) • Search with a witness or in view of CCTV • Designated search area/ table with good lighting • Consider dignity in front of others • Never ask to remove clothing, other than outer garments e.g. coats, gloves, jumpers • Use self-searching techniques (where appropriate) • Consideration must be given to protected characteristics ➢ age ➢ disability ➢ gender reassignment ➢ marriage and civil partnership ➢ pregnancy and maternity ➢ race ➢ religion or belief ➢ sex/ gender • When searching children and young people: ➢ two staff should be present during search ➢ never ask to remove clothing, other than outer garments like coats, gloves, jumpers ➢ avoid touching ➢ encourage parents/ guardians to assist
	6.8	State typical areas of vehicles to be searched	• Types of vehicles: ➢ cars ➢ vans ➢ motorcycles/ bicycles ➢ heavy goods vehicles (HGVs) • Carry out level/ type of search according to assignment instructions

			• Areas to be searched:
			  ➢ interior (include under seats; door pockets; under carpet)
			  ➢ boot or cargo area
			  ➢ engine compartment (include behind battery)
			  ➢ outside
			  ➢ underneath
			  ➢ toolbox
			  ➢ voids (in manufacturer-made storage areas and/ or voids that may have been altered/ customised)

	6.9	Identify reasons for carrying out a premises search	• Pre-entry check to ensure safety on opening • Identifying potential hazards • Search for drugs, weapons, suspicious packages, missing persons • Find potential lost property • Closing check to ensure no personnel remain in toilets, or areas where it is easy to hide/ stow away • Lock down to ensure all windows and doors are secure etc.
	6.10	Recognise actions to take in the event of a search refusal	• Politely explain reasons for search: ➢ condition of entry/ employment contract • If visitors/ customers do not give consent for a search, then they should be denied entry, inform person they are due to visit • Follow site policy/ assignment instructions • Record details in search register/ other report
	6.11	Identify reasons for completing search documentation	• Protection against allegations of misconduct • Protect person who is being searched • Proof of lawful search for evidential reasons • To capture time, date, people present, reason for search

			• Search book/ register • Search report • Incident book/ report
	6.12	Identify actions to take if a prohibited or restricted item is found during a search	• Follow site policy/ assignment instructions • If item is against entrance policy but is not illegal, follow the site's policy/ assignment instructions • Consider holding/ looking after non-illegal but restricted item(s) before granting entry and returning item on exit • Consider seizing/ securing the illegal item, refusing entry, recording the find and informing the police Or; • Consider seizing the illegal item, arresting the individual, calling the police and handing over both the person and the item to the police • Record details of the find in line with the site policy/ assignment instructions and record details of the find • Inform control room / senior management • If the individual is an employee contact line manager/ HR as detailed in assignment instructions
7. Understand how to patrol designated areas safely	7.1	State the purposes of patrolling	• To ensure all is in order • Visual deterrent • Identifies weaknesses in site security and actions needing to be taken
	7.2	Identify types of patrol undertaken by a security officer	• First or initial: ➢ those patrols carried out at the beginning of a shift, (or takeover/ handover) to identify problems/ incidents that need to be dealt with

			• Final:
			   ➢ the last patrol carried out before the security officer goes off duty, to ensure that any areas requiring attention have been identified/ dealt with
			• Snap, or "one-off" patrol:
			   ➢ an additional patrol carried out to respond to a specific incident or situation
			• Lock up/ unlock patrols, when required to ensure:
			   ➢ all entry points are secure
			   ➢ alarms set
			   ➢ fire precaution measures in place
			• Unlock patrols ensure safe access/ to staff/ public; emergency exits accessible

	7.3	State patrolling procedures	• Follow assignment instructions • Ensure radio equipment is tested, fully charged and programmed to correct channel prior to use • Check assignment instructions for frequency/ requirements/ route • If clocking devices are to be used, in what order/ timings • Inform relevant people at beginning (and end) of patrol frequency patterns of patrols and their safety implications • Vary routes and times • Use relevant (mechanical or electronic) clocking devices to record patrol information • Be vigilant, e.g. for opportunities for intruders/ fire; checking fire exits; checking doors and windows are secure etc. • Maintain contact with colleagues/ control room • Identify site security breaches • Challenge the unusual/ unexpected

			• Identify the reasons for of using local and site knowledge when patrolling • Awareness of any local crime issues that may affect security of site • Identify suspicious persons, vehicles, packages

	7.4	Identify how to communicate effectively using relevant equipment	• Equipment:
			  ➢ radios and earpieces
			  ➢ mobile phones
			  ➢ internal telephone systems
			
			• Communication occurring between:
			  ➢ internal and external colleagues
			  ➢ professionals i.e. within the site or police/ external agencies
			
			• Methods used to communicate clearly and accurately over a radio network:
			  ➢ use of radio protocols to signal start/ end of transmissions
			  ➢ use of clear and concise language
			  ➢ ensure clear and effective communication
			  ➢ ensure urgent incidents are dealt with quickly

	7.5	Demonstrate effective use of communication devices	• Accurate, brief and clear
			• Use of call-signs, pro-words, local code words
			• Use of the NATO phonetic alphabet
			• Correct pronunciation of numbers
			• Professional local radio etiquette
			• Equipment used:
			  ➢ radios
			  ➢ mobile phone

			➤ internal telephone systems ➤ internal tannoy systems/ public address systems - Ensure radio equipment is tested, fully charged and programmed to correct channel prior to use
	7.6	Recognise the importance of check calls	- Maintains contact with colleagues/ control room - Contributes to safety of security officer - Checks that all radio systems are functioning - Provides opportunity to identify any areas of poor radio transmission
	7.7	State how to respond to an incident	- Follow assignment instructions - Report to control room - Carry out dynamic risk assessment - Cordon off area - Protect evidence - Call the emergency services (if appropriate) - Direct CCTV coverage to area (if possible) - If an indictable offence has been committed, consider arrest - For suspected theft, follow assignment instructions and apply an appropriate method of control e.g. ASCONE ➤ Approach, Select, Conceal, Observe, Non-payment Exit - For cases of trespass follow assignment instructions and apply an appropriate method of control e.g. 5 step appeal to ask them to leave ➤ ask them to leave ➤ explain why request has been made ➤ inform person of potential consequences ➤ final request and confirmation that they refuse to leave under their own steam

			➢ action, use reasonable force to remove the trespasser from site • For medical incidents, consider using privacy screening • Obtain witness details • Record details in notebook as soon as possible • Write an incident report and other reporting methods set out in assignment instructions as soon as possible following the incident • Provide statement to police if required • Take part in debrief • Support colleagues post incident
	7.8	State reasons for recording and preserving crime scenes	• Permanent written record of the event • For evidential purposes • To assist in identifying offenders • To assist outside agencies or court cases • To justify actions taken To prevent malicious allegations or civil actions
	7.9	State actions to take to preserve evidence after an incident	• Contact the emergency services • Cordon off the area • Contain potential evidence • Control the area • Call for support and inform management • Restrict access • Show police any potential evidence • Record actions
	7.10	Identify circumstances when a security officer should call the police	• Following an arrest • To report: ➢ a serious crime

		➢ a serious public order offence ➢ other serious incidents inside or outside of the site • Concern for the welfare of self and others • Suspicious activity with terrorism concerns

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

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

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*		Indicative Content
1. Understand the principles of conflict management appropriate to the role	1.1		Identify situations that can lead to conflict	- Common situations leading to conflict - misunderstandings - poor communication - lack of planning - unrealistic/ unfair expectations - attitudes - frustration and stress - substance and alcohol use
	1.2		State how positive and constructive communication can be used to manage conflict	- Importance of positive and constructive communication - Being positive, professional, calm, clear and polite - Using effective communication skills (vital to defuse and avoid conflict)
	1.3		Recognise why it is important to be familiar with policies and procedures relating to workplace violence	- Employer policies, guidance and procedures relating to workplace violence - Meeting Health and Safety at Work legislation - Setting an expectation for both staff and customers as to what behaviour is and is not acceptable

			• Making staff aware of their responsibilities in regard to workplace violence • Ensuring staff are aware of the procedures to follow in the event of a violent situation • Detailed reporting procedures • Helps reduce risk of litigation and harm to self and others

	1.4	Identify the stages of escalation in conflict situations	• Stages of conflict escalation
			  ➢ frustration leads to
			  ➢ anger leads to
			  ➢ aggression leads to
			  ➢ violence

	1.5	Recognise the stages of the attitude and behaviour cycle	• Attitude and behaviour cycle
			  ➢ importance of adopting an appropriate initial response to conflict situations
			  ➢ link between attitude and behaviour
			  ➢ positive attitude constructs positive behaviour
			  ➢ negative attitude constructs negative behaviour
			  ➢ effective behaviour and communication influencing attitude and behaviour of others

2. Understand how to recognise, assess and reduce risk in conflict situations	2.1	Recognise the potential risk posed in a conflict situation	• Risks in potential conflict situations
			  ➢ identifying potential risk to self and others (staff, customers, bystanders)
			  ➢ dynamic risk assessment (definition; identifying and assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, recognise escalation in risk and reacting appropriately)
			  ➢ possible measures to reduce risk (ensuring staff are trained, effective communication, identifying and

				• assessing potential threats, adapting conflict response to situation) ➤ minimising risk of violence and aggression towards self and others by using communication skills and de-escalation techniques

	2.2	Identify factors that can trigger or inhibit a range of responses in self and others		• Factors
				  ➤ actions
				  ➤ behaviours (self and others)
				  ➤ situations
				  ➤ emotions
				• Triggers
				  ➤ perceptions
				  ➤ conflicting goals
				  ➤ different personal values
				  ➤ misunderstandings
				  ➤ poor communication
				• Inhibitors
				  ➤ self-control
				  ➤ personal values
				  ➤ fear of retaliation
				  ➤ social or legal consequences
				  ➤ body worn cameras and any other technology

	2.3	Identify a range of responses to conflict situations		• Feeling insulted • Feeling threatened • Anger • Loss of face • Being ignored • Peer pressure • Feeling patronised

			• The feeling of not being taken seriously
			• Alcohol, drugs and medical conditions
			• Angry response
			• Fight or flight response
			   ➢ fear
			   ➢ adrenaline
			   ➢ shock
			• Fear of being "blocked in"

	2.4	Recognise the stages in de-escalating conflict	• Stages in de-escalating conflict
			   ➢ assess emotional state
			   ➢ identify trigger factors
			   ➢ reassure to reduce anxiety
			   ➢ speak calmly and actively listen
			   ➢ empathise and check understanding
			   ➢ problem solving - resolve the issue
			   ➢ explain what, when, how
			   ➢ keep informed

	2.5	State the importance of positioning and exit routes	• Positioning and exit routes
			   ➢ maintaining personal space
			   ➢ demonstrating non-aggressive stance
			   ➢ ensuring an escape route is visible for all parties
			   ➢ awareness of exit routes

3. Understand the use of problem-solving techniques when resolving conflict	3.1	Recognise how to use empathy to resolve conflict	• Empathy
			   ➢ ability to share someone else's feelings or experiences
			   ➢ imagining being in that person's situation
			• Customer perspective/ resolving conflict
			   ➢ what the customer thinks and feels; sees; says; does
			   ➢ customer pain (fears, frustrations, obstacles)

				➢ potential gain (goals, wants, needs)
				➢ understanding the customer's point of view
	3.2	Identify the benefits of using problem solving techniques	• Problem solving techniques	
			➢ identify issues	
			➢ understand everyone's interests	
			➢ identify possible solutions/ options	
			➢ evaluate options	
			➢ select option or options	
			➢ document agreement(s)	
			➢ agree on contingencies, monitoring, and evaluation	
			• Benefits	
			➢ managing customer expectations	
			➢ building rapport	
			➢ building trust	
			➢ finding mutual understanding	
			➢ demonstrating empathy	
			➢ explaining reasons	
	3.3	Recognise how win-win approaches work to resolve conflict situations	• Win-win situation	
			➢ outcome where everyone is satisfied	
			• Win-win approaches	
			➢ active listening	
			➢ empathy	
			➢ problem solving	
			➢ negotiation	
4. Be able to communicate to de-escalate conflict	4.1	Recognise verbal and non-verbal communication techniques	Range of communication techniques	
			• Verbal communication	
			➢ speaking – pitch, tone, clarity, language	
			➢ listening	

			• Non-verbal communication
			  ➢ stance
			  ➢ body language
			  ➢ eye contact
			  ➢ gestures
			  ➢ signalling non-aggression through non-verbal communication
			  ➢ personal space awareness

	4.2	Explain how to deal with communication barriers in conflict situations	• Barriers
			  ➢ heat
			  ➢ pain
			  ➢ fear
			  ➢ noise
			  ➢ shock
			  ➢ language
			  ➢ mental illness
			  ➢ culture
			  ➢ fear of authority
			  ➢ attitude/ belief
			  ➢ substance and/ or alcohol use
			• Overcoming communication barriers
			  ➢ speak clearly
			  ➢ adopt non-aggressive stance
			  ➢ maintain space
			  ➢ move to quieter/ lighter space
			  ➢ make sure you are non-threatening
			  ➢ explain what you are doing

	4.3	Identify different behaviour types	• Aggressive behaviour ➢ threatening tone

			➤ threatening positioning
			➤ angry gestures
			➤ angry words
			➤ concerns of violence
			➤ staring/ uncomfortable eye contact
			• Assertive behaviour
			  ➤ firm but fair
			  ➤ calm
			  ➤ normal positioning
			  ➤ relaxed body language
			  ➤ polite/ rational speech
			  ➤ listening
			  ➤ acknowledging
			• Passive behaviour
			  ➤ hesitant, apologetic speech patterns
			  ➤ overly seeking approval
			  ➤ always agreeing with others
			  ➤ broken speech pattern
			  ➤ self-deprecation or self-criticism
			  ➤ overly quiet speech
			  ➤ discomfort in groups
			  ➤ lack of eye contact

	4.4	Demonstrate approaches to take when addressing unacceptable behaviour	• Approaches
			  ➤ non-aggressive body language
			  ➤ empathy
			  ➤ be positive and assertive
			  ➤ actively listen
			  ➤ problem solving
			  ➤ follow appropriate organisational policies and procedures

	4.5	Demonstrate ways to de-escalate conflict situations	• Conflict de-escalation
			  ➢ manging communication barriers
			  ➢ using positive communication
			  ➢ active listening
			  ➢ non-verbal communication
			  ➢ verbal communication
			  ➢ non-aggressive
			  ➢ empathy
			  ➢ building rapport/ trust
			  ➢ problem solving
			  ➢ providing assistance e.g. calling a taxi
			  ➢ including management in discussions

	4.6	Demonstrate working with colleagues to de-escalate conflict situations	• Positioning • Switching to or from a colleague
	Additional information about the unit		
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers		

4   Delivery Requirements

4.1   International delivery of licence-linked qualifications

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

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

4.2   Conflict management delivery

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

Training must include at least one practical scenario from each of the four headings:

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

4.3   Standard delivery times for units in licence-linked qualifications

'Contact time' is defined as time when the learner is in the same room as the trainer or invigilator and is receiving training or undertaking assessment. This time does not include:

- any breaks in the delivery of the course.
- assessing English language skills.
- an induction / course registration / checking ID / other course administration

Each day should not involve more than 8 hours of contact time.

Training centres must keep detailed registers that include start/end/break times of training for each day. Learners must sign these daily. 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.

4.4   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 **8 hours** of **Unit 1: Principles of Working in the Private Security Industry (PWPSI):**

Learning Outcomes that can be delivered via self-study
LO1: Know the main characteristics and purposes of the private security industry (**2 hours)**
LO2: Understand legislation as it applies to a security operative **(2 hours)**
LO4: Understand the importance of safe working practices **(2 hours)**
LO5: Understand fire procedures in the workplace **(1 hour)**
LO11: Understand good practice for post incident management **(1 hour)**

Contact hours for SFJ Awards Level 2 Award for Security Officers in the Private Security Industry

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	38 hours	5 days	30 hours	4 days

4.5 Virtual learning and assessment guidance

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

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

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

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

Principles of Working in the Private Security Industry		
Learning Outcome	**Virtual delivery acceptable**	
	Yes	**No**
*LO1 Know the main characteristics and purposes of the Private Security Industry	All ACs	
*LO2 Understand legislation as it applies to a security operative	All ACs	
LO3 Understand arrest procedures relevant to security operatives	All ACs	
*LO4 Understand the importance of safe working practices	All ACs	
*LO5 Understand fire procedures in the workplace	All ACs	
LO6 Understand emergencies and the importance of emergency procedures	All ACs	
LO7 Understand how to communicate effectively as a security operative	All ACs	
LO8 Understand record keeping relevant to the role of the security operative	All other ACs	8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement)
LO9 Understand terror threats and the role of the security operative in the event of a threat	All ACs	

LO10 Understand how to keep vulnerable people safe	All ACs	
*LO11 Understand good practice for post incident management	All ACs	

Denotes content that can alternatively be taught through self-study

Principles of Working as a Security Officer in the Private Security Industry		
Learning Outcome	**Virtual delivery acceptable**	
	Yes	**No**
LO1 Understand the roles and responsibilities of security officers	All ACs	
LO2 Understand the control of access and egress	All ACs	
LO3 Know the different types of electronic and physical protection systems in the security environment	All ACs	
LO4 Know how to minimise risk to personal safety at work	All ACs	
LO5 Understand drug-misuse legislation, issues and procedures relevant to the role of a security officer	All ACs	
LO6 Know how to conduct effective search procedures	All other ACs	6.7 Demonstrate how to search people, and their property
LO7 Understand how to patrol designated areas safely	All other ACs	7.5 Demonstrate effective use of communication devices

Application of Conflict Management in the Private Security Industry		
Learning Outcome	**Virtual delivery acceptable**	
	Yes	**No**
LO1 Understand the principles of conflict management appropriate to the role	All ACs	
LO2 Understand how to recognise, assess and reduce risk in conflict situations	All ACs	
LO3 Understand the use of problem-solving techniques when resolving conflict	All ACs	

LO4 Be able to communicate to de-escalate conflict	All other ACs	4.4 Demonstrate approaches to take when addressing unacceptable behaviour
		4.5 Demonstrate ways to de-escalate conflict situations
		4.6 Demonstrate working with colleagues to de-escalate conflict situations

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 through knowledge assessments and practical assessments.

Unit title	Assessment Method	Pass mark
Principles of Working in the Private Security Industry	**Knowledge assessment:** externally set and marked MCQ exam made up of 72 questions (110 minutes)	70%
	Practical assessment: externally set, internally assessed activity based on the completion of an evidential statement	*No pass mark awarded (see SIA Get Training document)*
Principles of Working as a Security Officer in the Private Security Industry	**Knowledge assessment:** externally set and marked MCQ exam made up of 60 questions (90 minutes)	70%
	Practical assessment: externally set and internally assessed observation of searching with observation sheet and Externally set and internally assessed observation of using communications devices The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	100%
Application of Conflict Management in the Private Security Industry	**Knowledge assessment:** externally set and marked MCQ exam made up of 20 questions (30 minutes)	70%

	Practical assessment: Externally set, internally assessed of **one** practical scenario with observation sheet per learner The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	100%

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

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

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

Learners **must** be trained in the Application of Conflict Management in the Private Security Industry before the:

- Practical assessment of Principles of Working as a Security Officer in the Private Security Industry

5.2   Knowledge assessment

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

5.3   Practical assessment

5.3.1   Principles of Working in the Private Security Industry

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

- LO8 / AC8.4: Demonstrate the accurate completion of an evidential statement (Section 9 Statement)

Learners are required to produce an **evidential statement** (SFJ Awards preference is that the statement is handwritten, however the statement can be completed electronically), based on a given scenario using the template provided (available to download from Odyssey).

In order to achieve this assessment criterion, the evidential statement must include these key areas:

- The author of the report (I am)
- The date of the report (On)
- Where the incident happened (At)
- The time of the incident (About)

- What they saw/ did (I was/ I saw/ I did)
- Signature of the report author

The evidential statement is to be completed as part of the training and internally assessed with a sign off sheet submitted to SFJ Awards to say it has been completed.

As a guide, the assessment task is expected to take 15 minutes.

Exemplar scenarios and witness statements are available to download from Odyssey.

5.3.2 Principles of Working as a Security Officer in the Private Security Industry

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

- LO6 / AC6.7: Demonstrate how to search people, and their property
- LO7 / AC7.5: Demonstrate effective use of communication devices

The scenario must allow the security officer to:

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

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

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

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

5.3.3 Application of Conflict Management in the Private Security Industry

The following learning outcome is assessed through practical assessment:

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

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

Assessors must fully complete the:

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

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

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

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

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   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.

6.4 Venue requirements for practical skills training and assessment (conflict management)

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

This means:

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely
- 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

6.5 Checking identification

The training centre must check the learner's identity before assessing them. Centres must keep a record of the identity documents they review and 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.

6.6 Audit criteria

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

SFJ Awards, as part of the process of gaining SIA endorsement, will have made commitments with regard to our quality assurance processes. 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.

6.7 Trainer/assessor and internal quality assurer requirements

6.7.1 Trainers/assessors delivering licence-linked qualifications

Approved trainers/assessors seeking to deliver licence-linked qualifications must successfully complete a range of formal qualifications. 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 30th September 2022 to achieve them.

6.7.2 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.

6.7.3 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 30th September 2022 to achieve one.

Each centre must have access to at least one qualified IQA by 30th 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.

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

All trainers and assessors involved in the delivery of the Application of Conflict Management in the Private Security Industry unit must have done relevant training. Trainers must hold a qualification at NQF/QCF/RQF Level 3 Deliverers of Conflict Management Training.

The IQA does not need to hold a formal conflict management qualification but should have appropriate competence in conflict management. This could come from employment in the:

- armed services
- police
- security industry
- prison service

6.8   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.

6.9   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.

Where a unit is contained within other SFJ Awards qualifications, learners can transfer the achievement of this unit:

The Principles of Working in the Private Security Industry unit (D/618/6871) is contained in the following qualifications:

- SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry
- SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry
- SFJ Awards Level 2 Award for Security Officers in the Private Security Industry

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.

6.10   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.

6.11   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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