



Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry



Qualification Handbook

SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry

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1 Introduction

1.1 About us

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

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

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

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

1.2 Customer Service Statement

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

1.3 Centre support

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

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

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Qualification objective

This handbook relates to the following qualification:

SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry

This qualification is for trainers who wish to deliver physical intervention training for the private security industry and is a mandatory requirement by the SIA for those wishing to deliver physical intervention training as part of the SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry and the SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry (Top Up).

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

Before enrolling on the SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training within the Private Security Industry, learners should be trained in the Level 3 Award in Education and Training 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
- SVQs 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

Learners are also required to hold a suitable level 3 qualification in the delivery of conflict management training:

- SFJ Awards Level 3 Award in the Delivery of Conflict Management Training

It is the centre's responsibility to evidence these pre-entry requirements for audit purposes.

2.2.1 English language requirements

It is essential that learners are able to communicate effectively to be able to deliver physical intervention training in the private security industry. It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English language. All assessment must take place in English.

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

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

2.2.3 First Aid

It is recommended that learners have a current and valid First Aid at Work certificate:

- SFJ Awards Level 3 Award in First Aid at Work (RQF)

Learners should present their First Aid certificate to their training centre before they start training.

2.2.4 Learner requirements for practical skills training (physical intervention skills)

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

- that physical activity will be involved, and that this carries risks
- the expected standards of behaviour

- what they should wear
- what they should do if they have any concerns about their health or fitness with regard to this training.

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

2.3 Qualification structure

This qualification is made up of 2 mandatory units. To be awarded this qualification the learner must achieve a total of 5 credits as shown in the table below.

Mandatory Units					
Ofqual Reference	Odyssey Reference	Unit Title	Level	TQT	Credit Value
T/618/6875	5736	Application of Physical Intervention Skills in the Private Security Industry	2	17	2
H/618/7018	5765	Delivering Physical Intervention Training	3	31	3

Note, the delivery and assessment of the units must be completed in the following order:

1. **Application of Physical Intervention Skills in the Private Security Industry**
2. **Delivering Physical Intervention Training**

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 and assessment time (GLH)

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 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.

2.4.3 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, 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 is <u>not</u> used	Permitted self-study	Ofqual TQT
Application of Physical Intervention Skills in the Private Security Industry	13	Not permitted	17
Delivering Physical Intervention Training	27	4	31
TOTAL	40 (5 days)	4	48 (6 days)

Note, each day of training should not exceed 8 hours.

2.5 Age range and geographical coverage

Due to the nature of the work and training, only those aged 18 or over may enrol on the SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry qualification.

This qualification is regulated in England and Wales.

2.6 Opportunities for progression

Achievement of this qualification confirms the learner has gained the knowledge and skills needed to deliver physical intervention training to individuals who wish to work within the private security industry.

Learners may wish to further their development by enrolling on to the following qualification:

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

2.7 Use of languages

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

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

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

3 Qualification Units

Title	Application of Physical Intervention Skills in the Private Security Industry		
Level	2		
Ofqual Reference	T/618/6875		
Credit Value	2		
GLH	13		
Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand physical interventions and the implications of their use	1.1	State the legal implications of using physical intervention	<ul style="list-style-type: none"> • Legal authority to use force <ul style="list-style-type: none"> ➤ under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland) • Relevant legislation relating to licensing and criminal law • Duty of care <ul style="list-style-type: none"> ➤ considerations concerning use of physical intervention • Principle of non-pain compliance and application • Last resort
	1.2	State the professional implications of using physical intervention	<ul style="list-style-type: none"> • Sector-specific legislation • Professional guidance and standards

			<ul style="list-style-type: none"> ➤ relevant to area of employment (and how standards may vary according to context – e.g. in health and social care, prisons, etc. – but also be based on common principles) • Ethical implications • Financial implications • Last resort
	1.3	Identify positive alternatives to physical intervention	<ul style="list-style-type: none"> • Primary controls: <ul style="list-style-type: none"> ➤ following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control) ➤ positive and proactive service delivery • Secondary controls <ul style="list-style-type: none"> ➤ positive and effective interpersonal communication ➤ knowledge and skills of conflict management in reducing the need for physical intervention
	1.4	Identify the differences between defensive physical skills and physical interventions	<ul style="list-style-type: none"> • Defensive physical skills <ul style="list-style-type: none"> ➤ skills used to protect oneself from assault • Physical interventions <ul style="list-style-type: none"> ➤ the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement
2. Understand the risks associated with using physical intervention	2.1	Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> • Nature of the restraint: <ul style="list-style-type: none"> ➤ method of restraint (risk of falls with restrictive holds) ➤ position held ➤ duration of restraint • Situational factors: <ul style="list-style-type: none"> ➤ setting and location constraints and risks (open and confined spaces)

		<ul style="list-style-type: none"> ➤ environmental hazards ➤ staff numbers ➤ availability of help ➤ access to medical attention ➤ threats presented by others ➤ options available <ul style="list-style-type: none"> • Individual factors: <ul style="list-style-type: none"> ➤ age ➤ size ➤ weight ➤ physical state (medical conditions, exhaustion, recent ingestion of food, alcohol, drugs) ➤ mental health (history of violence, prior experience of abuse and trauma) • Vulnerable groups <ul style="list-style-type: none"> ➤ children and young people ➤ older adults ➤ individuals with mental health issues <p>(Staff routinely working with vulnerable individuals should receive additional training in the use of physical intervention)</p>
2.2	Recognise the signs and symptoms associated with acute behavioural disturbance (ABD) and psychosis	<ul style="list-style-type: none"> • Acute behavioural disturbance is a term used to cover a combination of physical and psychological factors including: <ul style="list-style-type: none"> ➤ high temperature ➤ bizarre behaviour ➤ sustained mental and physical exhaustion and metabolic acidosis • Psychosis can result from underlying mental illness and/ or be drug induced. Signs include: <ul style="list-style-type: none"> ➤ hallucinations

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

			<ul style="list-style-type: none"> ➤ position: forceful holds in certain positions increase risks of positional asphyxia – these include: <ul style="list-style-type: none"> ▪ face up or face down restraint on the ground or other surface such as a bed ▪ seated or standing positions where breathing and/ or circulation are compromised e.g. by being bent forward ➤ duration: the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death.
	2.4	State the specific risks associated with prolonged physical interventions	<ul style="list-style-type: none"> • The longer the duration of forceful restraint, the greater the exposure to risk and to complications
3. Understand how to reduce the risks associated with physical intervention	3.1	State the specific risks of dealing with physical intervention incidents on the ground	<ul style="list-style-type: none"> • Specific risks: <ul style="list-style-type: none"> ➤ restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints) ➤ impact with floor and/ or objects (during forceful takedowns or falls to the ground) ➤ injury from glass or debris on the ground ➤ vulnerable to assault from others
	3.2	Identify how to deal with physical interventions on the ground appropriately	Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible

			<p>Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground</p> <p>If a situation goes to the ground:</p> <ul style="list-style-type: none"> • Try to get the individual up, or to a comfortable seated or recovery position as quickly as possible • In the meantime: <ul style="list-style-type: none"> ➤ monitor the individual to ensure they can breathe without difficulty ➤ where there is more than one member of the security team involved, designate a 'team leader' to take charge of the team and take responsibility for the safety of the individual ➤ the team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity ➤ if not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject's head to fulfil this function ➤ de-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency <p>If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training.</p>
	3.3	Identify ways of reducing the risk of harm during physical interventions	<p>Risk of harm to all parties</p> <ul style="list-style-type: none"> • Types of harm: <ul style="list-style-type: none"> ➤ serious injury or death can result from: <ul style="list-style-type: none"> ▪ strikes and kicks

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

			<p>take occasional gasping breaths - they still need CPR at this point)</p> <ul style="list-style-type: none"> ➤ if the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress ➤ act on 'red flags': <ul style="list-style-type: none"> ▪ effort with/ difficulty in breathing ▪ blocked airway and/ or vomiting ▪ passivity or reduced consciousness ▪ non-responsiveness ▪ signs of head or spinal injury ▪ facial swelling ▪ evidence of alcohol or drug overdose ▪ blueness around lips, face or nails (signs of asphyxia) ▪ high body temperature (profuse sweating/hot skin) ▪ exhaustion ▪ confusion, disorientation and incoherence ▪ hallucinations, delusions, mania, paranoia ▪ bizarre behaviour ▪ extreme fear ▪ high resistance and abnormal strength ➤ employ de-escalation (calming and/ or distraction) techniques ➤ if a medical emergency is suspected – release immediately and call first aider/ emergency services ➤ provide emergency services with a briefing that includes anything known about the person affected that may help
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			their assessment and treatment. Include details of any restraint including the method and duration
	3.6	State the responsibilities of all involved during a physical intervention	<ul style="list-style-type: none"> • All staff (as an individual or a team member or team leader) involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention • Responsibilities include: <ul style="list-style-type: none"> ➤ duty of care to the subject at all times (during and after restraint) ➤ duty of care to colleagues ➤ respecting the dignity of the subject ➤ providing appropriate care for any person who appears to be injured or at risk ➤ challenging unnecessary and excessive use of force by colleagues • Supporting colleagues: <ul style="list-style-type: none"> ➤ switch roles within the team where appropriate ➤ monitor staff safety ➤ monitor the subject and if you have any concerns for their wellbeing inform colleagues ➤ contain the immediate area and manage bystanders ➤ monitor the situation and communicate with others e.g. staff from other agencies
	3.7	State the responsibilities immediately following a physical intervention	<ul style="list-style-type: none"> • Responsibilities include: <ul style="list-style-type: none"> ➤ duty of care to the subject at all times (during and after restraint) ➤ duty of care to colleagues (support services) ➤ providing appropriate care for any person who appears to be injured or at risk

			<ul style="list-style-type: none"> ➤ briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event ➤ preserving evidence and securing witnesses testimony ➤ all staff involved must complete a full report individually accounting for their actions
	3.8	State why it is important to maintain physical intervention knowledge and skills	<ul style="list-style-type: none"> • Maintaining knowledge and skills is important because: <ul style="list-style-type: none"> ➤ legislation and best practice guidance can change ➤ proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD)
4. Be able to use physical skills to protect yourself and others	4.1	Demonstrate stance and positioning skills	<ul style="list-style-type: none"> • Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication • Verbal communication in line with conflict management training to assist the exit or intervention should also be used
	4.2	Demonstrate skills used to evade and protect against blows	<ul style="list-style-type: none"> • With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault • Verbal communication in line with conflict management training should be used
	4.3	Demonstrate methods of disengagement from grabs and holds	<ul style="list-style-type: none"> • A small number of skills relevant to the security role that address the most common types of assault
	4.4	Demonstrate non-aggressive intervention	<ul style="list-style-type: none"> • At least two methods that can be adapted to different scenarios. Including an individual and a team method

		methods to stop assaults or fights	
	4.5	Communicate professionally throughout the physical intervention	<ul style="list-style-type: none"> • Helping to calm the individual, give instructions and check well-being • Use positive verbal and non-verbal communications to: <ul style="list-style-type: none"> ➤ calm and reassure the individual restrained ➤ calm and reassure others present ➤ check understanding with the person restrained ➤ check the physical and emotional well-being of the person restrained ➤ negotiate and manage safe de-escalation with the person restrained and with the staff involved
5. Be able to use non-pain compliant standing, holding and escorting techniques	5.1	Demonstrate how to physically prompt a person	<ul style="list-style-type: none"> • Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective • Learners should continue to apply customer service skills even if the person they are escorting is not responding
	5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	<ul style="list-style-type: none"> • Remind learners of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort • One- <i>and</i> two-person holds (in motion, not just static) to be assessed
	5.3	Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual	<ul style="list-style-type: none"> • Risks of dealing with a resistant person in different contexts • Show one- and multiple-person restraining and escorting techniques in the approved programme • Remind learners of the dangers of prolonged restraint

	5.4	Demonstrate transitions between disengagement techniques and escorting techniques	<ul style="list-style-type: none"> • Moving from disengagement or defence/ blocks into a restraint/ escorting move
	5.5	Demonstrate how to escort an individual on stairways	<ul style="list-style-type: none"> • Escorting an individual on a stairway may be required, either because they are: <ul style="list-style-type: none"> ➤ intoxicated or ill and require assistance <i>or</i> ➤ non-compliant and need to be moved • Moving a person up or down the stairs is a risky procedure. Ideally, no one should be moved up or down stairs if they are resistant or if you reasonably foresee that they might become resistant during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort • A dynamic risk assessment should be carried out and door supervisors should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs • Demonstrate escorting an individual on a stairway made up of a minimum of three stairs
	5.6	Demonstrate how to disengage safely	<ul style="list-style-type: none"> • Controlled physical de-escalation i.e. transition to less restrictive holds and complete release* • Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding • Safe positioning during de-escalation and disengagement

			*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken
	5.7	Demonstrate how to manage risk immediately following disengagement	<ul style="list-style-type: none"> • Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> ➤ creating space ➤ positive communication with colleagues and other people present ➤ safe handover to others, e.g. the police or ambulance personnel, with a briefing including: <ul style="list-style-type: none"> ▪ risk behaviours presented by the person (to themselves and/ or others) ▪ method of restraint and its duration ▪ any concerns you have for their wellbeing
Additional information about the unit			
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers		

Title	Delivering Physical Intervention Training		
Level	3		
Ofqual Reference	H/618/7018		
Credit Value	3		
GLH	27		
Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Be able to assess the training environment to reduce risks in preparation for physical intervention training	1.1	Risk assess a training environment where application of physical intervention skills will be taught	Risk assess a training environment: <ul style="list-style-type: none"> Carrying out a successful risk assessment for an environment where physical skills will be taught, taking into account all factors that make the environment suitable or unsuitable
	1.2	Identify and record ways of reducing risk in the training environment	Ways of reducing risk in the training environment: <ul style="list-style-type: none"> Sources of risks e.g. floor surfaces, obstacles etc Ways of reducing risks e.g. removal of obstacles, positioning, safety briefing, mats
	1.3	Identify personal factors that may increase risk for learners	Personal factors that may increase risk for the participants: <ul style="list-style-type: none"> Medical preconditions Temperament Risks linked to age, size and weight Physical health

	1.4	Conduct a safety briefing	<p>Conduct a safety briefing:</p> <ul style="list-style-type: none"> • What to include in a safety briefing: <ul style="list-style-type: none"> ➤ evacuation procedures ➤ first aid ➤ training rules ➤ risk factors involved with the use of physical interventions ➤ potential medical consequences ➤ situational factors that increase risk ➤ individual factors that can increase risk
	1.5	Ensure learners are physically prepared to take part in physical intervention skills training	<p>Learners are physically prepared to take part in physical intervention skills training:</p> <ul style="list-style-type: none"> • Suitable clothing • Shoes • Warm up • Confirmation of fitness to participate and appropriate documentation; <i>why these are important</i>
2. Be able to safely and effectively manage the learning environment for physical intervention skills	2.1	Explain factors critical to the effectiveness and safety of delivering physical intervention skills	<p>Factors critical to the effectiveness and safety of delivering physical intervention skills:</p> <ul style="list-style-type: none"> • Rotation of learner groups to enhance learning • Managing group dynamics • Managing dangerous behaviour • Adequate supervision during practice activities • Not deviating from approved programme • Ensuring learners are and remain physically prepared to participate
	2.2	Explain the potential consequences of deviating	<p>Potential consequences of deviating from an approved physical intervention programme:</p>

		from an approved physical intervention programme	<ul style="list-style-type: none"> • Injuries or fatalities (in the classroom and to the public when learners use them as door supervisors) • Not being covered by insurance • Losing job • Losing approval to deliver • Being sued
	2.3	Manage learner behaviour to ensure a safe and effective learning environment	<p>Manage learner behaviour to ensure a safe and effective learning environment:</p> <ul style="list-style-type: none"> • Managing learner positioning and division into groups • Effective monitoring • Managing group dynamics • Challenging dangerous behaviour
	2.4	Identify and manage barriers to learning	<p>Barriers to learning:</p> <ul style="list-style-type: none"> • Identify barriers: <ul style="list-style-type: none"> ➤ shyness ➤ showing off ➤ physical barriers, etc. • Manage barriers: <ul style="list-style-type: none"> ➤ ensuring that the identified barriers do not exist anymore
3. Be able to deliver instruction in physical intervention skills	3.1	Organise and position learners so that they can learn effectively from instruction	<p>Organise and position learners:</p> <ul style="list-style-type: none"> • Ensuring all learners can see trainer and trainer can see learners • Dividing learners into suitable groups/ pairs • Changing groups/ pairs

	3.2	Explain the purpose and potential use of the skill about to be taught	<p>Purpose and potential use of the skill about to be taught:</p> <ul style="list-style-type: none"> • Name, purposes and uses of skill • Use of examples/ scenarios
	3.3	Provide an accurate and safe demonstration of the skill being taught	<p>An accurate and safe demonstration of the skill being taught:</p> <ul style="list-style-type: none"> • Demonstrating skill safely and accurately, ensuring all can see and understand
	3.4	Break down a skill into component parts for learners	<p>Break down a skill into component parts for learners:</p> <ul style="list-style-type: none"> • Breaking down skill into bite sized parts, whilst ensuring all learners can see and understand
	3.5	Supervise safe practice of skills	<p>Supervise safe practice of skills:</p> <ul style="list-style-type: none"> • Managing and changing groups/ pairs • Ensuring all learners are supervised • Encouragement and correction • Challenging dangerous behaviour • Dynamic risk assessment
	3.6	Provide learners with coaching points and feedback	<p>Coaching points and feedback:</p> <ul style="list-style-type: none"> • Individual and group feedback • Positive and encouraging feedback whilst correcting • Monitoring progression
	3.7	Adapt teaching to facilitate problem solving and application of skill to the workplace	<p>Adapt teaching to facilitate problem solving and application of skill to the workplace:</p> <ul style="list-style-type: none"> • Use of practical scenarios • Drawing on learners' experiences

4. Be able to assess physical intervention skills	4.1	Demonstrate knowledge of the agreed standards in the assessment of physical intervention skills	Demonstrate knowledge of the agreed standards in the assessment of physical intervention skills: <ul style="list-style-type: none"> • knowledge of agreed standards/ criteria
	4.2	Assess learners against agreed standards	Assess learners against agreed standards: <ul style="list-style-type: none"> • knowledge of agreed standards, criteria to be assessed against, assessment decisions
	4.3	Complete accurately required assessment documentation	Complete accurately required assessment documentation: <ul style="list-style-type: none"> • Identify relevant documentation • Importance of accuracy and authenticity • How to complete
Additional information about the unit			
Assessment guidance	This unit is assessed by portfolio of evidence. Please refer to section 5.4.1 Unit 2: Delivering Physical Intervention Training for more information		

4 Delivery Requirements

4.1 Standard delivery times for units

'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.

For more information on unit 1: Application of Physical Intervention Skills in the Private Security Industry, please refer to the **SFJ Awards Centre Security Guide for Licence Linked Qualifications**.

4.2 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

Training centres must keep self-study materials for a minimum of 3 years.

4.3 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 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:

Unit 1: Application of Physical Intervention Skills in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
LO1 Understand the legal and professional implications of using physical interventions	All ACs	
LO2 Understand the risks associated with using physical intervention	All other ACs	2.3 State the specific risks associated with positional asphyxia
LO3 Understand how to reduce the risk associated with physical intervention	All other ACs	3.2 Identify how to deal with physical interventions on the ground appropriately 3.5 State how to manage and monitor a person’s safety during physical intervention

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

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

Assessment methods for the SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry are as follows:

Unit title	Assessment Method	Pass mark
Unit 1: Application of Physical Intervention Skills in the Private Security Industry*	Knowledge assessment: externally set and marked MCQ exam made up of 30 questions (45 minutes)	80%
	Practical assessment: externally set, internally assessed observation of each learner performing every technique with observation sheet and Question and Answer (Q&A) session to cover critical areas of Physical Intervention knowledge The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	100%
Unit 2: Delivering Physical Intervention Training	Portfolio of evidence: internally set and marked, and subject to external quality assurance by SFJ Awards	100%

* The trainer will only pass a learner when they have demonstrated all techniques successfully. Each learner should introduce themselves and state the date and the techniques they are demonstrating.

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

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

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

5.2 Knowledge assessment

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

5.3 Practical assessment

5.3.1 Unit 1: Application of Physical Intervention Skills in the Private Security Industry

The following learning outcomes are assessed through practical assessment:

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

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

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

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

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

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

The observation recording form is available to download from Odyssey.

5.4 Portfolio of evidence

5.4.1 Unit 2: Delivering Physical Intervention Training

The portfolio of evidence must include the following:

Evidence	Assessment Criteria
Training venue risk assessment	1.1, 1.2, 1.3
Safety briefing	1.4
Fitness to participate in physical intervention training declaration	1.5
Written responses to questions	2.1, 2.2, 3.2
Peer review forms which provide feedback to the learner following delivery of their training session (Micro Teach)	3.6
Copies of completed assessment documentation	4.2, 4.3
Submission of a video recording of the learner conducting a training session (Micro Teach) for physical intervention skills	1.4, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 3.7, 4.1

The Unit Achievement Record 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 of the SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry 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. Centres must provide an environment with a minimum of 3 stairs for the demonstration, practice, and assessment of escorting an individual up and downstairs.

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

6.2 Centre insurance

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

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

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

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

6.3 Insurance requirements for physical intervention skills training

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

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

6.4 Examination venue criteria

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

This means that:

- the seating arrangement for learners must ensure there can be no cheating or collusion between them
- all learners must be facing the same way (except for some on-screen testing)
- each learner must be a minimum of 1.25 metres (centre to centre) in every direction from the next learner's workspace

- seating plans should be completed for the delivery of tests and retained for external quality assurance purposes
- if on-screen testing is being used, each workstation must be isolated by a minimum space of 1.25 metres (measured from the nearest outer edge of one screen to the next) unless the monitors are positioned back-to-back
- under certain circumstances 1.25 metres may not be far enough to prevent learners seeing the work of others, intentionally or otherwise
- privacy screens can be used. The aim is to make sure that no learner's work can be seen by others
- there must be a place for the invigilator to sit with clear view of all learners
- maximum ratio is 1 invigilator to 30 learners
- there should be no material on the walls that would provide help to learners
- all learners must have a clear view of examination signage and a clock
- SFJ Awards must be made aware of assessment venues in advance
- substitutes cannot be used, unless there has been an emergency, such as fire
- centres must record any such emergency and notify SFJ Awards at the first possible opportunity
- trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam
- training centres need to think about all potential conflicts of interest and have an appropriate policy in place
- all invigilators must receive an induction explaining the role of invigilation and its policies and procedures
- training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction.
- all test papers must be stored securely in a lockable safe
- if a lockable safe is not available a suitable lockable cabinet/ storage unit kept in a secure location is acceptable
- this cabinet/storage unit should only be accessed by appropriate personnel and records of key holders should be kept
- all test papers must be transported securely to and from the training centre and any satellite centre where tests are administered
- the centre must have an appropriate policy to support this
- SFJ Awards, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained.

6.5 Venue requirements for practical skills training and assessment

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

This means:

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely
- as a guide, an unobstructed area of approximately 2 x 2 metres per person, (including the trainer) provides the necessary room for movement and activity
- for example, a maximum class size of 12, plus trainer, needs a floor area of approximately 52 square metres
- a minimum of 3 stairs must be available for the demonstration, practice, and assessment of escorting an individual up and downstairs
- the ratio of trainers to learners: 1 trainer to a maximum of 12 learners for the delivery and assessment of the practical skills
- there is no ratio for the delivery and assessment of the knowledge skills
- each course needs a minimum of 3 participants to deliver the practical skills for physical interventions effectively
- a qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units
- we recommend that physical skills trainers/assessors obtain a 3-day First Aid at Work Qualification.

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

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

6.6 Checking identification

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

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

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

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

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

6.7 Audit criteria

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

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

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

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

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

6.8 Trainer/assessor and internal quality assurer requirements

6.8.1 Trainer/assessor requirements

Approved trainers/assessors delivering training leading to 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.

6.8.2 Occupational competence for approved trainers and assessors

Trainers and assessors must show that they have the necessary experience, knowledge, and understanding of the sector in which they are providing training.

SFJ Awards require sufficient information about a trainer and assessor's occupational competence for consideration in the approval process. Occupational competence will normally come from working in the private security industry. SFJ Awards may accept other relevant experience, which will be considered on a case-by-case basis. Trainers or assessors do not need to have a current SIA licence.

Other relevant experience could come from employment in:

- the armed services
- the police
- the security industry
- the prison service

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

This operational experience can be achieved from full/part-time/weekend employment and achieved in blocks of employment if it meets the threshold above. 'New to the sector' is defined as this being their first role as a trainer or assessor in the security sector, as identified from their CV.

This experience should have been gained in the UK, although we recognise that some overseas experience in close protection may also be relevant. SFJ Awards will judge this on individual merit.

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

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

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

6.8.3 Qualification requirements for internal quality assurers (IQA)

All those seeking to undertake internal quality assurance activities 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.

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

All trainers delivering and assessing physical intervention skills training must hold all the following:

- a suitable teaching/training qualification
- a suitable Level 3 qualification in conflict management training
- a Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF); and
- a current certificate (updated annually) from an approved Level 3 programme provider which details that the trainer is authorised to deliver the skills in the approved Level 2 physical intervention programme. The trainer is responsible for submitting this to the training centre every year for SFJ Awards to check

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

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

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

6.9 Standardisation

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

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

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

6.10 Recognition of Prior Learning (RPL)

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

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

Credit transfer is only permitted from the below unit if achieved through the SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry qualification (603/7334/9):

- Application of Physical Intervention Skills in the Private Security Industry (T/618/6875)

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

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

6.11 Equality and diversity

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

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

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

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

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

6.12 Health and safety

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

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

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

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

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

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