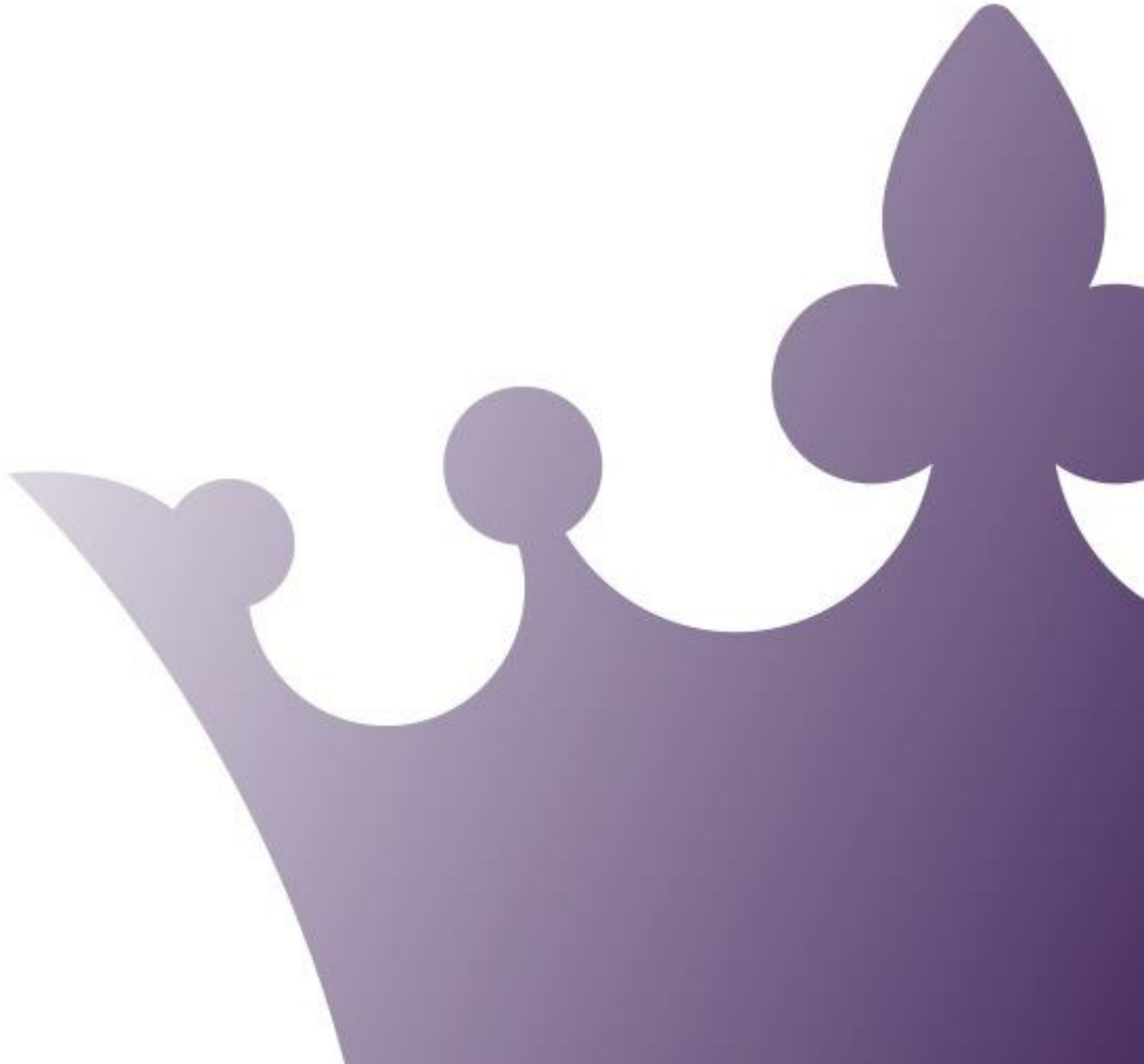




# **Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives**



# Qualification Handbook

## SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives

Qualification Number: 610/0399/2

Operational Start Date: 1<sup>st</sup> February 2022

Version	Date of issue	Amendment(s)	Page
V1	01.02.22	N/A	-

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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 and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

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

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

## 1.2 Customer Service Statement

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

## 1.3 Centre support

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

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

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

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

# 2 The Qualification

## 2.1 Qualification objective

This handbook relates to the following qualification:

### **SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives**

This qualification is for trainers who wish to deliver the unit 'Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry' which is included in the revised SFJ Awards Level 3 Certificate for Close Protection Operatives in the Private Security Industry.

## 2.2 Pre-entry requirements

Before enrolling on the SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives, learners must hold the Level 3 Award in Education and Training or a teaching or training qualification at Level 3 (QCF/RQF) or 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 Certificate 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, for example:

- 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, for example requesting an appropriate certificate from learners.

### **2.2.1 English language requirements**

It is essential that learners are able to communicate effectively to be able to deliver physical intervention training to close protection operatives. 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, for example:

- SFJ Awards Level 3 Award in First Aid at Work

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					
Unit Number	Odyssey Reference	Unit Title	Level	TQT	Credit Value
K/650/1270	6088	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry	2	20	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 for Close Protection Operatives in the Private Security Industry**
2. **Delivering Physical Intervention Training**

## 2.4 Total Qualification Time (TQT)

Values for Total Qualification Time<sup>1</sup>, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience

<sup>1</sup> Total Qualification Time, Ofqual  
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>



- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

The Guided Learning Hours (GLH), Permitted Self-Study Time and Total Qualification Time (TQT) for this qualification are as follows:

Unit title	GLH	Permitted self-study	Ofqual TQT
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry*	20	Not permitted	20
Delivering Physical Intervention Training	27	4	31
<b>TOTAL</b>	<b>47</b>	<b>4</b>	<b>51</b>

\*The Minimum Contact Time (MCT) for the Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry unit is 20 hours, as stipulated by the SIA.

**GLH/TQT/MCT does NOT include:**

- Breaks in the delivery of the course
- Course administration, such as checking learners' identity documents

**Each day of training must not exceed 8 hours of learning as stipulated by the SIA.**

**2.4.1 Self-Study**

Centres must request approval from SFJ Awards to offer learners self-study (distance learning) instead of face-to-face or online delivery for the unit 'Delivering Physical

Intervention Training'. This will be quality assured through SFJ Awards' external quality assurance processes.

Centres must retain any self-study material used for a minimum of 3 years in line with retention of assessment evidence requirements.

## **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 for Close Protection Operatives 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 close protection operatives.

## **2.7 Use of languages**

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

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

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

### 3 Qualification Units

<b>Title</b>	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry		
<b>Level</b>	2		
<b>Ofqual Reference</b>	K/650/1270		
<b>Credit Value</b>	2		
<b>GLH</b>	20		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Indicative Content</b>
1. Understand the requirements of providing clear and concise instructions to the principal and team members in emergency situations	1.1	Identify situations where the principal's personal safety is likely to be compromised	<ul style="list-style-type: none"> <li>• Obsessive behaviour from a person they are interacting with (professional or public).</li> <li>• Anomalous behaviour identified with individuals within close proximity to principal.</li> <li>• Potential hostile surveillance and communication identified to be focused on principal.</li> <li>• Chaos events (baseline behaviours rapidly changing into fast paced and erratic movements/behaviours).</li> <li>• Identification of a weapon (made, adapted, or intended perceptions).</li> <li>• Identification of a suspicious package.</li> <li>• A known/identified threat becoming activated.</li> </ul>

	1.2	Recognise situations that do not compromise safety but are likely to cause embarrassment or delays to the principal's schedule	<ul style="list-style-type: none"> <li>• Offensive or inappropriate behaviour or conversation from an individual engaging with the principal.</li> <li>• Non-responsive to principal's attempts to close a conversation.</li> <li>• Non-reciprocal holds or embraces from individuals engaging with the principal.</li> <li>• Unplanned high-pressure media (paparazzi) questioning/photographs (situation and context dependent).</li> <li>• Blocking/disruption of planned routes (foot or vehicle).</li> </ul>
	1.3	Explain the importance of using agreed 'intervention words' and 'non-verbal cues' between the principal and team	<p>Intervention words – a word or phrase used by either the principal or CPO to trigger a pre-planned action or response to a situation.</p> <p>Importance:</p> <ul style="list-style-type: none"> <li>• Enables a covert method of communicating without alerting others that an action has been triggered.</li> <li>• Supports the ability to perform a successful task.</li> <li>• Empowers the principal to control their environment with a close protection resource.</li> <li>• Provides the ability to communicate in situations which typically deny communications with others (mid conversation with a third party, covert tasks).</li> </ul>
	1.4	Explain the implications of ineffective communication in high-risk situations	<ul style="list-style-type: none"> <li>• Embarrassment for principal or team.</li> <li>• Task failure.</li> <li>• Serious harm to principal or team members though non-responsive teamwork.</li> <li>• Confusion of requirements.</li> <li>• Delay in response.</li> </ul>

2. Know how to respond to a change in operational conditions from Standard Operating Procedures (SOP) to Emergency Operating Procedures (EOP)	2.1	Describe how to trigger a change of operational conditions	<ul style="list-style-type: none"> <li>• Intervention words.</li> <li>• Overtly.</li> <li>• Covertly.</li> <li>• Radio.</li> <li>• Team Leader (TL) activation.</li> </ul>
	2.2	Explain the considerations when responding to heightened threat, risk, or incidents	<ul style="list-style-type: none"> <li>• Second in Command (2IC) change of responsibilities.</li> <li>• Personal Escort Section (PES) and Security Advance Party (SAP) change of responsibilities.</li> <li>• Increased readiness of driver(s) and vehicles.</li> <li>• Increased readiness of medics.</li> <li>• Preparation of support resources.</li> <li>• Change of environment (safe rooms).</li> <li>• Extraction of principal.</li> <li>• Contraction of protective layers/circles.</li> <li>• Diversion of SAP.</li> <li>• Calling in SAP to support (if required).</li> <li>• Removal of others (except principal) from within protective layers.</li> <li>• Possible contact with 3<sup>rd</sup> parties (emergency services, other Close Protection (CP) teams).</li> <li>• Communication with wider CP team (control room, RST).</li> </ul>
3. Know the responsibilities of the close protection team when there is an immediate physical threat to the principal	3.1	Identify the priorities for each role in the immediate close protection team when a physical threat is realised	<ul style="list-style-type: none"> <li>• PES – Contraction of protective layers/circle, removal of persons from within the layers, neutralising immediate threat, separating threat from principal, clearing extraction route, creating time for Personal Protection Officer (PPO) to operate.</li> </ul>

			<ul style="list-style-type: none"> <li>• SAP – Reconnaissance and readiness of extraction location or transport, advance or abort commands, potential support to PES and PPO.</li> </ul>
4. Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal	4.1	Identify the purpose of narrowing the concentric layers of protection for a principal	<ul style="list-style-type: none"> <li>• To increase the overall body protection of the principal.</li> <li>• To reduce response times to the source of the threat.</li> <li>• Create a safe area around the principal.</li> <li>• To shield the principal and PPO from attacks.</li> <li>• Create a psychological barrier for the potential assailant which may cause them to abort.</li> </ul>
	4.2	Explain the considerations of the PES team members within a protective formation	<ul style="list-style-type: none"> <li>• To divert or proportionately remove or reduce hostile parties and prevent them achieving close proximity to the principal and PPO.</li> <li>• To proportionately and legally remove/restrain hostile parties away from principal and PPO to buy the PPO time to shield, evacuate (or both) the principal. To dynamically assess the situation for additional threats.</li> <li>• To assist with the evacuation of the principal or restore normality (whichever is appropriate).</li> <li>• To assist with the possible detention of an individual so long as the CP team resilience is not compromised.</li> </ul>
	4.3	Explain the considerations of the PPO within a protective formation	<ul style="list-style-type: none"> <li>• To assess the threat and capability of PES to defend the outer layer of protection.</li> <li>• To shield the principal and remove the principal from the threat as part of the evacuation process.</li> <li>• To make informed decisions based on information received from PES, own or other team members.</li> <li>• Restoration of normality.</li> </ul>

			<ul style="list-style-type: none"> <li>Assessing the situation, neutralising threats who have entered personal space of the principal.</li> </ul>
5. Understand the implications of common and criminal law when using force on another person	5.1	Describe the requirements of common law to justify the use of force towards another person	<ul style="list-style-type: none"> <li>Honestly held belief.</li> <li>Imminent danger.</li> <li>Force reasonable in the circumstances.</li> <li>To avert the danger (no more than is required).</li> </ul>
	5.2	Explain the requirements of criminal law to justify the use of force towards another person	<ul style="list-style-type: none"> <li>Reasonable.</li> <li>Proportionate.</li> <li>Necessary.</li> <li>Plan.</li> <li>Accountable.</li> </ul>
	5.3	State the importance of only using physical intervention skills as a last resort	<ul style="list-style-type: none"> <li>Negative media (professional and social).</li> <li>Damage to reputation (principal and CP team).</li> <li>Risk of harm to all parties.</li> <li>Accountable to a court of law.</li> <li>Excessive force may result in criminal conviction, loss of licence and fines.</li> </ul>
6. Know the positive alternatives to using physical intervention skills in a close protection environment	6.1	Identify alternative methods of protecting a principal from assault which do not involve physical contact with others	<ul style="list-style-type: none"> <li>Narrowing the concentric layers of protection to create a psychological deterrent.</li> <li>Effective conflict management communication.</li> <li>Distraction techniques.</li> <li>Early recognition of escalating risk and removal of principal.</li> <li>Effective screening of individuals allowed into proximity of principal where possible.</li> <li>Threat avoidance.</li> <li>Effective eye contact with threat.</li> </ul>

			<ul style="list-style-type: none"> <li>• Assertive communication.</li> <li>• Ask the threat to desist (low level threat e.g., prolonged handshake or clinging to principal).</li> </ul>
7. Understand associated threats as a result of an attempted assault or unwarranted attention towards a principal	7.1	Identify secondary potential threats to the principal and team	<ul style="list-style-type: none"> <li>• Additional hostile individuals.</li> <li>• Dry run (to analyse CP team responses).</li> <li>• Chaos trigger to separate and weaken CP team.</li> <li>• Distraction technique.</li> <li>• Extraction location may be compromised.</li> <li>• Negative publicity stunt.</li> <li>• Loss of CP team members (injury or incapacitation).</li> </ul>
8. Know how to apply physical intervention skills in a justifiable, ethical, and professional manner	8.1	Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation	<p>Context:</p> <ul style="list-style-type: none"> <li>• Reasonable, proportionate, necessary, imminent.</li> </ul> <p>Boundaries:</p> <ul style="list-style-type: none"> <li>• Minimum duration required.</li> <li>• Minimum force required.</li> <li>• Avert the danger.</li> <li>• Escalate and de-escalate in proportion to threat.</li> </ul> <p>Medical:</p> <ul style="list-style-type: none"> <li>• Potential injuries to operative and individual.</li> </ul> <p>Ethical:</p> <ul style="list-style-type: none"> <li>• Consideration if the individual may be in mental crisis and require post incident support.</li> <li>• Consideration if the intervention can be delayed or deferred to another person to apply.</li> <li>• Third party (public) view of the intervention - visually aggressive (client and professional reputation).</li> </ul>



9. Be able to use non-pain compliant soft skills to prevent harm to a principal	9.1	Demonstrate soft skills to redirect others	<ul style="list-style-type: none"> <li>• Prompts.</li> <li>• Passive redirection – allowing the subject to approach and use their own momentum (shoulder turn, elbow turn).</li> <li>• Body positioning (own) to restrict direction of travel.</li> <li>• Body positioning (own) to gently displace subjects centre of gravity from a static position.</li> <li>• Body positioning (own) to gently displace subjects centre of gravity to adjust direction of travel at slow pace.</li> </ul>
	9.2	Demonstrate soft skills to restrict a subject's movements	<ul style="list-style-type: none"> <li>• Assessment touch.</li> <li>• Subtle limb range restrictions.</li> <li>• Limit the movement of arms in a particular direction.</li> <li>• Strategic positioning.</li> <li>• Lowering of cameras or similar devices.</li> </ul>
	9.3	Demonstrate non pain compliant skills to redirect others	<p>Active redirection</p> <ul style="list-style-type: none"> <li>• Applied force to redirect the subject.</li> <li>• Hip or shoulder turns to actively redirect or move the subject.</li> <li>• Displacement of centre of gravity to encourage movement from the subject.</li> </ul>
	9.4	Demonstrate non pain compliant skills to restrict a subject's movements	<ul style="list-style-type: none"> <li>• Active limb range restrictions.</li> <li>• Close down a potential fighting arc.</li> <li>• Restrict subject's ability to reach or withdraw from pockets, holders, bags, or holsters.</li> <li>• Active movement of limbs away from self or principal.</li> <li>• Leg positioning to restrict subject's ability to transition body weight.</li> <li>• Leg positioning to restrict subject's ability to rotate hips.</li> </ul>

10. Be able to use defensive non-pain compliant skills to protect self from assault	10.1	Demonstrate skills to evade and protect self from blows	<ul style="list-style-type: none"> <li>• Proactive or pre-emptive hand positioning to protect disabling strike areas (head, jawline, throat).</li> <li>• Proactive or pre-emptive stance and manoeuvrability.</li> <li>• Repositioning of self to transition from proactive or pre-emptive to positive positioning.</li> <li>• Blocks to kicks and blows.</li> <li>• Closing of fighting arc (body position and subject limb restriction).</li> <li>• Protection against head butts and eye strikes.</li> </ul>
	10.2	Demonstrate skills to protect self from choke holds and strangulation	<ul style="list-style-type: none"> <li>• Protection of windpipe from rear naked choke.</li> <li>• Escape or reduction of impact when encountering chokeholds (front and rear).</li> <li>• Escape from strangulation (open space and against immovable object e.g., wall or vehicle).</li> </ul>
	10.3	Demonstrate skills to make space and withdraw self from perceived or actual weapon intended to cause harm	<ul style="list-style-type: none"> <li>• Priority of alerting team and direct (non-contact) escape.</li> <li>• Body positioning outside of fighting arc (lateral and tight).</li> <li>• Limitation of subject's limb movement to create temporary arc restriction as means of escape.</li> <li>• Weapon = Made, Adapted, or Intended item.</li> </ul>
	10.4	Demonstrate methods of disengagement of yourself from grabs and holds	<ul style="list-style-type: none"> <li>• Handshake.</li> <li>• Lower arm grab (including wrist) front and rear.</li> <li>• Clothing grab belt and jacket/coat(rear).</li> <li>• Clothing grab front.</li> </ul>
11. Be able to use non-pain compliant methods of protecting the inner cordon	11.1	Demonstrate methods of preventing subject from penetrating inner cordon	<ul style="list-style-type: none"> <li>• Team block and redirection.</li> <li>• 3rd party take off.</li> <li>• Assertive commands (fluster).</li> </ul>

			<ul style="list-style-type: none"> <li>• Arm link.</li> </ul>
	11.2	Demonstrate methods of applying a restrictive hold	<ul style="list-style-type: none"> <li>• Standing non-turbulent.</li> <li>• Standing turbulent.</li> </ul>
	11.3	Demonstrate method of removing a person	<ul style="list-style-type: none"> <li>• Restrictive intervention with transition to movement.</li> </ul>
	11.4	Demonstrate a two-person method of removing a person	<ul style="list-style-type: none"> <li>• Restrictive intervention with transition to movement – standing start.</li> <li>• Restrictive intervention with transition to movement – from seated start (subject is seated).</li> </ul>
12. Be able to protect the principal from assault	12.1	Demonstrate a method of disengaging the principal from unwelcome embraces and holds	<ul style="list-style-type: none"> <li>• Handshake.</li> <li>• Embrace.</li> <li>• Holds: <ul style="list-style-type: none"> <li>➤ lower arm</li> <li>➤ upper arm</li> <li>➤ head lock (front/rear)</li> <li>➤ choke (front/rear)</li> <li>➤ clothing single hand (front/rear)</li> <li>➤ clothing double hand (front/rear).</li> </ul> </li> </ul>
	12.2	Demonstrate a method of protecting the principal from blows	<ul style="list-style-type: none"> <li>• Principal immediate positional displacement.</li> <li>• Body shield positions.</li> <li>• Arm wrap, belt hold or of principal.</li> <li>• Swift extraction.</li> </ul>
13. Be able to communicate effectively to encourage de-escalation	13.1	Demonstrate effective communication with the subject throughout a physical intervention	<ul style="list-style-type: none"> <li>• Assertive.</li> <li>• Professional.</li> <li>• Confident.</li> <li>• Calm.</li> </ul>

			De-escalation.
<b>Additional information about the unit</b>			
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers		

<b>Title</b>	Delivering Physical Intervention Training		
<b>Level</b>	3		
<b>Ofqual Reference</b>	H/618/7018		
<b>Credit Value</b>	3		
<b>GLH</b>	27		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Indicative Content</b>
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"> <li>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.</li> </ul>
	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"> <li>Sources of risks e.g. floor surfaces, obstacles etc.</li> <li>Ways of reducing risks e.g. removal of obstacles, positioning, safety briefing, mats.</li> </ul>
	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"> <li>Medical preconditions.</li> <li>Temperament.</li> <li>Risks linked to age, size and weight.</li> <li>Physical health.</li> </ul>
	1.4	Conduct a safety briefing	Conduct a safety briefing: <ul style="list-style-type: none"> <li>What to include in a safety briefing:</li> </ul>

			<ul style="list-style-type: none"> <li>➤ evacuation procedures</li> <li>➤ first aid</li> <li>➤ training rules</li> <li>➤ risk factors involved with the use of physical interventions</li> <li>➤ potential medical consequences</li> <li>➤ situational factors that increase risk</li> <li>➤ individual factors that can increase risk.</li> </ul>
	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"> <li>• Suitable clothing.</li> <li>• Shoes.</li> <li>• Warm up.</li> <li>• Confirmation of fitness to participate and appropriate documentation; <i>why these are important.</i></li> </ul>
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"> <li>• Rotation of learner groups to enhance learning.</li> <li>• Managing group dynamics.</li> <li>• Managing dangerous behaviour.</li> <li>• Adequate supervision during practice activities.</li> <li>• Not deviating from approved programme.</li> <li>• Ensuring learners are and remain physically prepared to participate.</li> </ul>
	2.2	Explain the potential consequences of deviating	Potential consequences of deviating from an approved physical intervention programme:

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

	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"> <li>• Name, purposes and uses of skill.</li> <li>• Use of examples/ scenarios.</li> </ul>
	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"> <li>• Demonstrating skill safely and accurately, ensuring all can see and understand.</li> </ul>
	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"> <li>• Breaking down skill into bite sized parts, whilst ensuring all learners can see and understand.</li> </ul>
	3.5	Supervise safe practice of skills	<p>Supervise safe practice of skills:</p> <ul style="list-style-type: none"> <li>• Managing and changing groups/ pairs.</li> <li>• Ensuring all learners are supervised.</li> <li>• Encouragement and correction.</li> <li>• Challenging dangerous behaviour.</li> <li>• Dynamic risk assessment.</li> </ul>
	3.6	Provide learners with coaching points and feedback	<p>Coaching points and feedback:</p> <ul style="list-style-type: none"> <li>• Individual and group feedback.</li> <li>• Positive and encouraging feedback whilst correcting.</li> <li>• Monitoring progression.</li> </ul>
	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"> <li>• Use of practical scenarios.</li> <li>• Drawing on learners' experiences.</li> </ul>



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"> <li>• Knowledge of agreed standards/ criteria.</li> </ul>
	4.2	Assess learners against agreed standards	Assess learners against agreed standards: <ul style="list-style-type: none"> <li>• Knowledge of agreed standards, criteria to be assessed against, assessment decisions.</li> </ul>
	4.3	Complete accurately required assessment documentation	Complete accurately required assessment documentation: <ul style="list-style-type: none"> <li>• Identify relevant documentation.</li> <li>• Importance of accuracy and authenticity.</li> <li>• How to complete.</li> </ul>
<b>Additional information about the unit</b>			
Assessment guidance	This unit is assessed by portfolio of evidence. Please refer to section <b>5.4.1 Unit 2: Delivering Physical Intervention Training</b> 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.

The Minimum Contact Time (MCT) for the Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry unit is 20 hours, as stipulated by the SIA.

Each day of training should not exceed 8 hours of contact time as stipulated by the SIA.

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 for Close Protection Operatives in the Private Security Industry, please refer to the **SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers.**

## 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](mailto:QATeam@sfjawards.com).

For more information on virtual learning and assessments, please refer to the **SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers**.

# 5 Assessment

## 5.1 Qualification assessment methods

Assessment methods for the SFJ Awards Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives are as follows:

Unit title	Assessment Method	Pass mark
Unit 1: Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry *	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 30 questions (45 minutes)	80% (24/30)
	<p><b>Practical assessment:</b> externally set, internally assessed observation of each learner for <b>all techniques</b> with a completed observation sheet. Each of the techniques must be successfully demonstrated to pass the practical element of the assessment.</p> <p>And</p> <p>Question/answer session to cover critical areas of knowledge for AC8.1.</p> <p>The practical assessment for each learner must be visually recorded and should take a minimum of 15 minutes per learner.</p>	100%
Unit 2: Delivering Physical Intervention Training	<b>Portfolio of evidence:</b> 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 for Close Protection Operatives in the Private Security Industry

The following learning outcomes are assessed through practical assessment and involves observations of the learner performing practical skills required to meet:

- \*LO8: Know how to apply physical intervention skills in a justifiable, ethical, and professional manner
- LO9: Be able to use non-pain compliant soft skills to prevent harm to a principal
- LO10: Be able to use defensive non-pain compliant skills to protect self from assault
- LO11: Be able to use non-pain compliant methods of protecting the inner cordon
- LO12: Be able to protect the principal from assault
- LO13: Be able to communicate effectively to encourage de-escalation

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

\*Learning outcome 8 'Know how to apply physical intervention skills in a justifiable, ethical, and professional manner' and its assessment criteria 8.1 'Explain the legal, medical, and ethical implications of physical interventions within the context and boundaries of UK legislation' is assessed by verbal question and answer (Q&A) with the assessor immediately following demonstrating a technique. Each learner must be asked the identified questions on **no less than two occasions** from randomly chosen techniques by the assessor. The Q&A does not need to be in a formal setting and may be conducted at naturally occurring points of convenience during the practical assessments.

The assessment of all techniques accompanied by the randomly applied Q&A must be video recorded and should take a minimum of 15 minutes per learner. 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 must be asked by the assessor and verbally answered by the learner. 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.

It is recommended that candidates are provided with adequate learning and practice time and the assessments are run as a final session once the assessor is confident that the candidates are operating at a level of conscious competency.

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 SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers, 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 for Close Protection Operatives 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 as a minimum:

- A Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives (RQF) **or**
- A Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry and unit certification for 'Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry'.
- A Level 3 Award in Education and Training (QCF/RQF) (Level 6 SQA), or recognised equivalent qualification such as a:
  - Level 4 Certificate 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
  - Masters in Education

- A qualification at or above Level 3 in The Delivery of Conflict Management training (NQF/QCF/RQF)
- A current certificate from an approved Level 3 programme provider that details that the trainer is authorised to deliver the skills in the unit 'Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry'

For more information regarding trainer/assessor requirements, please contact [QATeam@sfjawards.com](mailto:QATeam@sfjawards.com).

Assessors must have had two years front-line operational experience in the last five years and must hold any of the following qualifications:

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

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or the following units from a teaching qualification:

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

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

## 6.8.2 Occupational competence for approved trainers and assessors

Trainers and assessors 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 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. 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 CPD activity each year. 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 and the ACT for Security training have been completed on an annual basis. Other suitable CPD activities include:

- attendance at relevant training events, conferences and seminars
- continuing work experience in the sector
- increasing professional knowledge through self-study or other means

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 **30<sup>th</sup> September 2022** to achieve one.

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

Internal quality assurers (IQAs) must also:

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

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

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

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.

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.

For additional guidance, please refer to Appendix 1.

## 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.

# Appendix 1

## **Additional Criteria for Delivery and Assessment of the ‘Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry’ Unit**

All trainers delivering and assessing physical intervention skills training for the Level 3 Certificate for Close Protection Operatives in the Private Security Industry must hold:

- a suitable Level 3 qualification in conflict management training such as the NQF/QCF/RQF Level 3 Deliverers of Conflict Management Training.
- a Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives (RQF) and
- a current certificate (updated annually) from an approved Level 3 programme provider that 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 certificate to the training provider/centre every year for the Awarding Organisation to check.

Alternatively, trainers who have achieved the Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry may also deliver and assess the ‘Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry’ unit if they hold:

- the level 2 close protection unit ‘Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry’ as a stand-alone unit.
- a current certificate (updated annually) from an approved Level 3 programme provider that 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 certificate to the training provider/centre every year for the Awarding Organisation to check.

Trainers who have completed the Level 3 Award for Deliverers of Physical Intervention Skills for Close Protection Operatives may also deliver and assess the physical intervention unit in the Level 2 Award for Door Supervisors in the Private Security Industry, if they hold:

- the level 2 door supervision unit ‘Application of Physical Intervention Skills in the Private Security Industry’ as a stand-alone unit.
- a current certificate (updated annually) from an approved Level 3 programme provider that 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 certificate to the training provider/centre every year for the Awarding Organisation to check.

**Trainer/Assessor Requirements for Deliverers of Physical Intervention Training:**

<b>PI for Close Protection Operatives – Mandatory</b>
Suitable teaching/training qualification
Level 3 Deliverers of Conflict Management Training
Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives
Certificate – authorised to deliver skills

**And**

**Optional:**  
Achievement of ‘Application of Physical Intervention Skills in the Private Security Industry’ unit



Able to achieve the Level 3 Award for Deliverers of Physical Intervention Training in the Private Security

<b>PI for Door Supervisors – Mandatory</b>
Suitable teaching/training qualification
Level 3 Deliverers of Conflict Management Training
Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry
Application of Physical Intervention Skills in the Private Security Industry’
Certificate – authorised to deliver skills

**And**

**Optional:**  
Achievement of the ‘Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry’ unit



Able to achieve the Level 3 Award for Deliverers of Physical Intervention Training for Close Protection Operatives

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