



**SECURITY**

# **Level 2 Award for Close Protection Operatives in the Private Security Industry (Refresher)**

**Qualification Handbook**

Ofqual Qualification Number: 610/6361/7

Qualification Wales Number: C00/5264/2

Operational Start Date: 01 October 2025

# Contents

1. Introduction .....	5
1.1. About SFJ Awards.....	5
1.2. Customer Service Statement.....	5
1.3. Centre Support .....	6
2. The Qualification .....	6
2.1. Qualification Objective .....	6
2.2. Pre-entry Requirements .....	6
2.3. First Aid .....	7
2.4. Learner Requirements for Practical Skills Training (PI Skills).....	8
2.5. Qualification Structure .....	9
2.6. Total Qualification Time (TQT) .....	9
2.7. Grading.....	11
2.8. Age Range and Geographical Coverage.....	11
2.9. Opportunities for Progression.....	11
2.10. Use of Languages.....	11
3. Qualification Units .....	13
4. Delivery Requirements.....	48
4.1. International Delivery of Licence-Linked Qualifications .....	48
4.2. Standard Delivery Times for Units in Licence-Linked Qualifications.....	48
4.3. Use of Self-Study .....	48
5. Assessment .....	50
5.1. Qualification Assessment Methods .....	50
5.2. Knowledge Assessment .....	52
5.3. Practical assessment.....	52
6. Centre Requirements .....	54
6.1. Centre Responsibilities.....	54
6.2. Facilities .....	55
6.3. Centre Insurance .....	56
6.4. Insurance Requirements for Physical Intervention Skills .....	56
6.5. Examination Venue Criteria.....	56
6.6. Venue Requirements for Practical Skills Training and Assessment (PI) .....	58

6.7. Checking Identification .....	59
6.8. Audit Criteria.....	59
7. Assessor Requirements .....	60
7.1. Trainers/Assessors Delivering Licence-Linked Qualifications .....	60
7.2. Qualification Knowledge .....	61
7.3. Occupational Competence for Approved Trainers and Assessors .....	61
7.4. Additional criteria for Application of Physical Intervention Skills in the Private Security Industry (Refresher) unit.....	62
8. Internal Quality Assurer Requirements .....	63
8.1. Qualification Requirements for Internal Quality Assurers (IQA).....	63
8.2. Additional Criteria for Application of Physical Intervention Skills in the Private Security Industry (Refresher) Unit .....	64
8.3. Rules for the use of Physical Intervention Skills Training Programmes.....	64
8.4. Continuing Professional Development.....	65
9. External Quality Assurers.....	65
9.1. External Quality Assurer Competence.....	66
9.2. Continuing Professional Development.....	66
10. Standardisation .....	66
10.1. Internal Standardisation .....	66
10.2. External Standardisation .....	66
11. Recognition of Prior Learning (RPL).....	67
12. Equality and Diversity .....	67
13. Health and Safety .....	68

## Document Control

### Revisions and Amendment Register

Date of Issue	Page No	Revision	Version
September 2025			1
October 2025	7-8	2.3 First Aid – amendments to first aid requirements	2

# 1. Introduction

## 1.1. About SFJ Awards

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health and People 1<sup>st</sup> International. The Workforce Development Trust is a not-for-profit organisation helping employers to continually improve their workforce through increasing productivity, improving learning solutions and helping to boost the skills for staff across a wide range of industries throughout the UK and internationally.

SFJ Awards is an independent Awarding Organisation, regulated by the UK qualifications regulators, including Ofqual, CCEA and Qualifications Wales, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. Our values are 'For Skills, For Flexibility and For Jobs' and our work embodies the core charitable aims of the wider Workforce Development Trust group that ultimately supports better jobs. We add value to employers and training providers by delivering a wide range of sector-specific regulated qualifications, bespoke learner certification and quality assurance; SFJ Awards is also an End-Point Assessment Organisation for Apprenticeships in England.

Whilst predominantly delivering qualifications and assessments to meet the needs of Policing, Fire and Rescue, Community Justice, Custodial Care, Armed Forces, Security and Emergency Services, we continue to grow into markets that require a robust, and quality assured certification solution.

## 1.2. Customer Service Statement

Our Customer Service Statement is published on the 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

Email: [info@sfjawards.com](mailto:info@sfjawards.com)

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

## 2. The Qualification

### 2.1. Qualification Objective

This handbook relates to the following qualification:

#### **SFJ Awards Level 2 Award for Close Protection Operatives in the Private Security Industry (Refresher)**

The main objective of this qualification is to provide learners with the opportunity to update their knowledge, skills and understanding required to work as a close protection operative in the private security industry.

Note, from 1<sup>st</sup> April 2026 individuals **must** have a 'refresher' qualification before they can renew their close protection operative licence.

### 2.2. Pre-entry Requirements

The safety of the public is key to the role of a security operative; therefore, it is essential that close protection operatives can communicate effectively in English. They are likely in the course of their work to have to make calls to the emergency services, or to need to resolve conflict. Good communication skills are essential to reducing conflict management and minimising the need to use physical interventions.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must take place in English and/or Welsh.

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

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

If a learner does not already hold a formal qualification confirming their language skills as outlined above, the centre must:

- conduct an assessment in English and/or Welsh with the learner. The learner must be able to demonstrate their ability to read, write, speak, listen in English and/or Welsh
- be able to confirm that the learner registered to take the course, is the same learner taking the language assessment
- ensure that the language assessment is marked, and the learner passes the assessment, before the learner is accepted onto the course
- ensure that they have effective measures in place to ensure that the English and/or Welsh language requirement has been met

Training centres must ensure that all learners have sufficient language skills as described above before putting them forward for training and assessment.

Training centres must agree all English/Welsh language assessments that they use with SFJ Awards as part of their approval process.

Training centres must retain records of learners' language skills against all four competencies for a minimum of 3 years for quality assurance purposes.

## 2.3. First Aid

Training centres must confirm that each learner has a valid Level 3 (RQF/QCF) / Level 6 (SCQF) 3-day full First Aid qualification before they can begin any close protection training.

Training centres are permitted to deliver suitable First Aid qualifications together with the close protection (refresher) qualification as part of a training package. Learners



must complete and pass all First Aid training before starting the close protection training.

Acceptable First Aid qualifications include:

- Level 3 (RQF/QCF) / Level 6 (SCQF) First Aid at Work
- Level 3 (RQF/QCF) / Level 6 (SCQF) First Person on Scene
- Level 3 (RQF/QCF) / Level 6 (SCQF) First Response Emergency Care
- Level 3 (RQF) / Level 6 (SCQF) First Aid Response

The First Aid training must cover the full range of knowledge and skills required for these qualifications, including the management of life-threatening bleeding.

Training centres must confirm that each learner holds a valid First Aid certificate. It must comply with the following requirements, which have been taken directly from the Health and Safety Executive's guidance document:

<b>Certificates</b>
<p>Do the certificates issued to students assessed as competent contain the name of the training organisation, the title of the qualification (eg FAW or EFAW), reference to the Health and Safety (First-Aid) Regulations 1981, the date of issue and confirmation the certificate is valid for three years?</p> <p>(If training is neither FAW nor EFAW the certificate should also list the learning outcomes of the syllabus on which candidates have been assessed.)</p>

Learners should present their valid First Aid certificate to their training provider before they start training. This certificate must be valid for at least 12 months from the course start date. If the learner does not have a recognised First Aid qualification but can demonstrate an appropriate job role at or above the required level (e.g. paramedic) they need to provide evidence of this to the centre before being allowed on the course.

First Aid training is in addition to the minimum contact time stipulated by the SIA for the knowledge and practical skills training and assessment.

Training centres are responsible for checking the learner's First Aid certificate, and for keeping records of how a learner meets this requirement. Training centres must retain this information for a minimum of 3 years.

## 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. It is good practice to video the learners making a 'fit to partake' statement both before and after the session has been concluded.

## 2.5. Qualification Structure

To be awarded this qualification the learner must achieve **3** mandatory units as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	TQT
1	6584	Principles of Working as a Door Supervisor in the Private Security Industry (Refresher)	2	9
2	6585	Application of Physical Intervention Skills in the Private Security Industry (Refresher)	2	17
3	6786	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (Refresher)	2	13

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

## 2.6. Total Qualification Time (TQT)

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

### 2.6.1 SIA total learning time

This is the minimum time that learners must be engaged in learning and assessment, and which must be evidenced. In some units this includes permitted

self-study as well as time spent under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). The difference between these hours and SIA minimum contact time may be addressed by self-study.

### 2.6.2 SIA minimum contact time

This is the minimum time that a learner must spend under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). It does not include time spent checking ID or assessing English language skills, or breaks. This time is monitored and enforced by SFJ Awards.

### 2.6.3 SIA permitted self-study

For some units we allow self-study. This could be, for example, pre-course workbooks that learners must work through and complete, or suitable e-learning programmes. Training centres that use self-study must ensure that there is auditable evidence confirming that learning has taken place. SFJ Awards will monitor this.

### 2.6.4 Ofqual Total Qualification Time (TQT)

This value is based on consultation with deliverers of the qualifications and represents the total time a learner may take to achieve the qualification, including both guided learning and all other learning. Other learning includes self-study e.g. examination revision, re-reading course notes, independent research e.g. internet searches for support materials and preparation e.g. practicing physical intervention techniques or searching. TQT is also provided as a recommendation as to the time an average learner may take to achieve a qualification under the supervision of a trainer and through completion of any other independent learning.

The Guided Learning Hours (GLH), Minimum Contact Time, Permitted E-Learning/Self-Study Time and Total Qualification Time for this qualification are as follows.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Unit title	SIA total learning and assessment time (GLH)	SIA permitted self-study from the SIA total learning time – up to a max of	SIA minimum contact time (including assessment)
Principles of Working as a Door Supervisor in the Private Security Industry (Refresher)	8 hours	4 hours 45 mins	3 hours 15 mins

Application of Physical Intervention Skills in the Private Security Industry (Refresher)	13 hours	5 hours	8 hours
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (Refresher)	13 hours	5 hours	8 hours
<b>TOTAL</b>	<b>34 hours (4.5 days)</b>	<b>14 hours 45 mins</b>	<b>19 hours 15 mins (2.5 days)</b>

## 2.7. Grading

This qualification is graded pass / fail.

## 2.8. Age Range and Geographical Coverage

Only those aged 18 or over may hold an SIA licence. Due to the nature of the work and training, only those aged 18 or over may enrol on close protection operative (including close protection operative refresher) qualifications.

This qualification is regulated in England and Wales.

## 2.9. Opportunities for Progression

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

## 2.10. 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 [sfjawards.com](https://sfjawards.com) or on request from SFJ Awards.

### 3. Qualification Units

Title	Principles of Working as a Door Supervisor in the Private Security Industry (Refresher)		
Level	2		
Unit Number	1		
GLH	8		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance and/or Indicative Content	
1. Know how to conduct effective search procedures	1.1	State the different type of searches carried out by a door supervisor	<ul style="list-style-type: none"> <li>• <b>General</b> - when everyone is searched</li> <li>• <b>Random</b> - when a random selection of people is searched (i.e. search every fourth person)</li> <li>• <b>Specific</b> - when specific individuals are searched for specific reasons</li> <li>• <b>Premises</b> – when land, building, structure, vehicle or place is searched</li> </ul>
	1.2	Identify a door supervisor's right to search	<ul style="list-style-type: none"> <li>• Only with the permission from the person prior to the search</li> <li>• As a part of the admissions policy</li> <li>• As a condition of entry</li> <li>• Conducting searches on single-sex and transgender individuals <ul style="list-style-type: none"> <li>○ Guidance on conducting a search is available on paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at <a href="https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf">https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf</a></li> </ul> </li> </ul>

	1.3	Identify the different types of searching equipment	<ul style="list-style-type: none"> <li>• Search wand</li> <li>• Metal detector</li> <li>• AMD Archway Metal Detectors</li> </ul>
	1.4	Recognise possible hazards when conducting a search	<ul style="list-style-type: none"> <li>• Drugs</li> <li>• Needles / sharp objects</li> <li>• Weapons</li> <li>• Violence</li> <li>• Infectious Diseases</li> <li>• Uncooperative clients</li> </ul>
	1.5	State the precautions to take when carrying out a search	<ul style="list-style-type: none"> <li>• Use of a dedicated search area</li> <li>• Carry out searching in pairs if possible</li> <li>• Carry out searching in view of CCTV if possible</li> <li>• Use of personal protective equipment (PPE), e.g. safety gloves</li> <li>• Use self-search techniques</li> <li>• Conducting searches on single-sex and transgender individuals <ul style="list-style-type: none"> <li>◦ Guidance on conducting a search is available on paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at <a href="https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf">https://www.equalityhumanrights.com/sites/default/files/servicescode_0.pdf</a></li> </ul> </li> <li>• Infectious diseases</li> <li>• Use of personal protective equipment (PPE)</li> <li>• Use self-search techniques</li> </ul>
	1.6	State the actions to take if an incident or an accident occurs	<ul style="list-style-type: none"> <li>• Contact emergency services</li> <li>• Follow venue policy / assignment instructions</li> </ul>
	1.7	Demonstrate how to search people and	<ul style="list-style-type: none"> <li>• Use of signage to indicate that searching could take place.</li> <li>• Search with a witness or in view of CCTV</li> <li>• Explain the search policy to the individual.</li> </ul>



		<p>their personal possessions</p> <ul style="list-style-type: none"> <li>• Obtain permission of the individual before starting the search</li> <li>• Conduct same-sex searching where-ever possible.</li> <li>• Where a person does not want to be touched by the Security Operative, use self-search techniques.</li> <li>• Follow venue policy / assignment instructions.</li> </ul> <p><b>Conduct a search of an individual, their person and belongings to locate a concealed prohibited item/s.</b></p> <ul style="list-style-type: none"> <li>• Be able to use a handheld metal detector.</li> <li>• Be able to search a bag.</li> <li>• Be able to search a coat and/or outer garment (hoodies/hats/scarf/gloves).</li> <li>• Be able to conduct a pat-down search of an individual.</li> <li>• Observe an individual conducting a self-search.</li> <li>• Be able to locate a prohibited item/s during the search.</li> <li>• Be able to take appropriate action on finding a prohibited item/s.</li> <li>• Be able to use radio communications to obtain support.</li> <li>• Be able to hand the found item/s over to a colleague/supervisor.</li> </ul> <p><b>Consideration must be given to protected characteristics:</b></p> <ul style="list-style-type: none"> <li>○ age</li> <li>○ disability</li> <li>○ gender reassignment</li> <li>○ marriage and civil partnership</li> <li>○ pregnancy and maternity</li> <li>○ race</li> <li>○ religion or belief</li> <li>○ sex/gender</li> </ul> <p>*Conducting searches on single-sex and transgender individuals</p>
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			<ul style="list-style-type: none"> <li>○ Guidance on conducting a search is available on paragraphs 13.57-13.60 on pages 197 to 198 of the Equality and Human Rights Commission guidance at <a href="https://www.equalityhumanrights.com/equalitycode_0.pdf">servicescode_0.pdf (equalityhumanrights.com)</a></li> </ul> <p>Considerations for searching children and young people:</p> <ul style="list-style-type: none"> <li>• never ask to remove clothing, other than outer garments like coats, gloves, scarf.</li> <li>• should be conducted in the presence of another individual, ideally parent, guardian, or other responsible adult.</li> <li>• should be spoken to in an appropriate manner, whilst informing them of what's happening and why.</li> <li>• consent should be obtained from the child and understanding confirmed.</li> <li>• Searches should be conducted by a person of the same sex as the child or young person.</li> </ul> <p><b>(NB: The search must meet the requirements of the assessment form provided)</b></p>
	1.8	Identify the reasons for carrying out a premises search	<ul style="list-style-type: none"> <li>• Pre-entry check to ensure the safety of the premises on opening</li> <li>• Identifying potential hazards</li> <li>• Search for drugs, weapons, suspicious packages</li> <li>• Closing check to ensure no patrons are left in toilets, VIP area or areas where it is easy to stow away</li> <li>• Lock down with duty manager to ensure all doors are secure etc.</li> </ul>
	1.9	Recognise actions to take in the event of a search refusal	<ul style="list-style-type: none"> <li>• Politely explain reasons for search               <ul style="list-style-type: none"> <li>○ condition of entry</li> <li>○ admissions policy</li> </ul> </li> <li>• If customers do not give consent for a search, then they should be denied entry</li> <li>• Follow venue policy / assignment instructions</li> <li>• Record details in search register / other report</li> </ul>

	1.10	Identify reasons for completing search documentation	<ul style="list-style-type: none"> <li>• Protection against allegations of misconduct</li> <li>• Protect person who is being searched</li> <li>• To capture time, date, people present and reason for search</li> <li>• For evidential purposes</li> </ul>
	1.11	Identify actions to take if a prohibited or restricted item is found during a search	<ul style="list-style-type: none"> <li>• Follow venue policy / assignment instructions</li> <li>• If the item is against entrance policy but is not illegal - follow venue policy / assignment instructions. This could be to consider holding / looking after the item before entry is granted and then returning on exit</li> <li>• Consider seizing / securing item (where appropriate), refusing entry, recording find and informing police</li> <li>• Consider seizing the item, arresting the customer, calling the police (where appropriate), handing-over both person and item to the police</li> <li>• Record the find in line with venue policy / assignment instructions and record details of the find</li> <li>• Inform control room / senior management</li> <li>• Use drugs amnesty boxes if available</li> </ul>
2. Understand how to keep vulnerable people safe	2.1	Recognise duty of care with regard to vulnerable people	<ul style="list-style-type: none"> <li>• Duty of care is: “a moral or legal obligation to ensure the safety or well-being of others”</li> <li>• People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone</li> </ul>
	2.2	Identify factors that could make someone vulnerable	<ul style="list-style-type: none"> <li>• Vulnerable: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill, Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person’s movements, senses or activities that is invisible to the onlooker)</li> <li>• Indicators of child sexual exploitation: children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated;</li> </ul>

			arriving and departing a location with different adults; getting into and out of a number of different cars
	2.3	Identify actions that the security operative should take towards vulnerable individuals	<ul style="list-style-type: none"> <li>• Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people</li> <li>• Offer to call a relative or friend to give assistance</li> <li>• Offer to call a licensed taxi to take the vulnerable person home</li> <li>• Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance</li> <li>• Be aware of current safety initiatives e.g. Ask Angela campaign</li> <li>• Reporting indicators of child sexual exploitation: <ul style="list-style-type: none"> <li>○ Contact the police or call Crimestoppers</li> <li>○ Report as soon as possible</li> </ul> </li> </ul>
	2.4	Identify behaviours that may be exhibited by sexual predators	<ul style="list-style-type: none"> <li>• Close monitoring of vulnerable people</li> <li>• Buying drinks or gifts for vulnerable people</li> <li>• Suspicious behaviour around certain times and venues</li> <li>• Inappropriate use of technology e.g. upskirting with phones</li> </ul>
	2.5	Identify indicators of abuse	<ul style="list-style-type: none"> <li>• Restricting freedom of individuals</li> <li>• Unexplained bruising</li> <li>• Lack of confidence and insecurity</li> <li>• Change in circumstances e.g. cleanliness, appearance</li> </ul>
	2.6	State how to deal with allegations of sexual assault	<ul style="list-style-type: none"> <li>• Follow organisation's policies and procedures</li> <li>• Notify police</li> <li>• Safeguard victim</li> <li>• Separate victim from assailant</li> <li>• Record and document all information</li> </ul>

	2.7	State how to deal with anti-social behaviour	<ul style="list-style-type: none"> <li>• Follow your organisation's policies and procedures</li> <li>• Speak to the person</li> <li>• Explain the situation and the risks of the anti-social behaviour</li> <li>• Explain the consequences if the anti-social behaviour continues</li> <li>• Remain calm</li> <li>• Ensure that your colleagues know about the situation and that you have back-up if needed</li> <li>• Vigilance</li> <li>• High-profile patrols</li> <li>• Early intervention</li> <li>• Positive non-aggressive communication</li> <li>• Prompt reporting of incidents</li> <li>• Accurate recording of incidents</li> <li>• Liaison with police and other appropriate agencies</li> </ul>
3. Understand terror threats and the role of the security operative in the event of a threat	3.1	Identify the different threat levels	<ul style="list-style-type: none"> <li>• The official source of UK Threat Level is (MI5) and their website is <a href="https://www.mi5.gov.uk/threat-levels">https://www.mi5.gov.uk/threat-levels</a>. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have</li> <li>• <b>LOW</b> means an attack is highly unlikely</li> <li>• <b>MODERATE</b> means an attack is possible, but not likely</li> <li>• <b>SUBSTANTIAL</b> means an attack is likely</li> <li>• <b>SEVERE</b> means an attack is highly likely</li> <li>• <b>CRITICAL</b> means an attack is highly likely in the near future</li> <li>• Have an understanding of how UK threat level may impact the response level for the location in which you are working.</li> </ul>
	3.2	Recognise the common terror attack methods	<ul style="list-style-type: none"> <li>• Awareness of attack planning phases.</li> <li>• Most current terrorist attack methodologies:</li> <li>• Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc.</li> </ul>

			<ul style="list-style-type: none"> <li>• Explosive device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED), Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED)</li> <li>• VAAW (Vehicle As A Weapon) also known as vehicle ramming</li> <li>• Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks.</li> <li>• Cyber attacks</li> <li>• Insider threat</li> </ul>
	3.3	Recognise the actions to take in the event of a terror threat	<ul style="list-style-type: none"> <li>• Understand the role security operatives have to play during a terror attack</li> <li>• Understand what Run, Hide, Tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place</li> <li>• Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority</li> <li>• Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe</li> <li>• Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options <ul style="list-style-type: none"> <li>○ In both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities</li> </ul> </li> <li>• Report incidents requiring immediate response from the police on 999</li> <li>• Know what information emergency response require: <ul style="list-style-type: none"> <li>○ What you have seen and what has happened</li> <li>○ Who you saw, what they looked like, what they were wearing</li> <li>○ Where did the situation happen and where you are</li> <li>○ When did it happen</li> </ul> </li> <li>• Awareness of emergency services response time</li> </ul>



			<ul style="list-style-type: none"> <li>• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline</li> <li>• Know who the public sector counter-terrorism experts are and how to access their information; <ul style="list-style-type: none"> <li>○ Centre for the protection of national infrastructure (CPNI)</li> <li>○ National Counter Terrorism Security Office (NaCTSO)</li> </ul> </li> <li>• Awareness of current initiatives: <ul style="list-style-type: none"> <li>○ Run, hide, tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place</li> <li>○ ACT - Action Counter Terrorism</li> <li>○ SCaN - See, Check and notify</li> <li>○ The pros and cons of evacuation/invacuation:</li> </ul> </li> <li>• In both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities</li> </ul>
	3.4	Identify the procedures for dealing with suspicious items	<p>Hot Principles:</p> <ul style="list-style-type: none"> <li>• Hidden</li> <li>• Obviously suspicious</li> <li>• Typical</li> </ul> <p>Four Cs: Confirm, Clear, Communicate and Control</p> <p>Safety distance, including:</p> <ul style="list-style-type: none"> <li>• distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m)</li> <li>• how to visually represent safety distance (e.g. football field)</li> </ul>

			<ul style="list-style-type: none"> <li>• difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 m</li> </ul>
	3.5	Identify behaviours that could indicate suspicious activity	<ul style="list-style-type: none"> <li>• Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime</li> <li>• Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act</li> <li>• Understand examples of what this might look like, including:               <ul style="list-style-type: none"> <li>○ Individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities</li> <li>○ Individuals avoiding security staff</li> <li>○ Individuals carrying out activities inconsistent with the nature of the building or area</li> <li>○ Individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings</li> <li>○ Parked vehicles with people inside, empty parked vehicles left unattended for long period</li> <li>○ Multiple sightings of same suspicious person, vehicle, or activity</li> </ul> </li> <li>• Understands actions that can deter or disrupt hostile reconnaissance, including:               <ul style="list-style-type: none"> <li>○ Ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals</li> <li>○ Maintaining organised search procedures</li> </ul> </li> <li>• Ensuring emergency exits are secured when not in use to prevent unauthorised entry</li> </ul>
	3.6	Identify how to respond to suspicious behaviour	<ul style="list-style-type: none"> <li>• Use your customer service skills to disrupt potential hostile reconnaissance.</li> <li>• Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance.</li> <li>• Know where to report suspicious behaviour including:               <ul style="list-style-type: none"> <li>○ Internal procedure for site</li> <li>○ Confidential (Anti-Terrorist) Hotline: 0800 789 321</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>British Transport police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40</li> <li>Non-emergency: 101</li> <li>ACT online reporting</li> <li>Life threatening emergency or requiring immediate response: 999</li> </ul>
4. Know how to safeguard the public from incidents of spiking	4.1	State methods of spiking	<ul style="list-style-type: none"> <li>Adding alcohol or drugs to a person’s drink or food without their knowledge or consent</li> <li>Adding more alcohol or drugs to a person’s drink or food than they consented to. For example, giving someone double shots instead of single ones</li> <li>Spiking cigarettes / vapes</li> <li>Spiking by needle into: <ul style="list-style-type: none"> <li>Food</li> <li>Drink</li> <li>Direct injection into a person</li> </ul> </li> </ul>
	4.2	State the law in relation to spiking	<p>Awareness of current legislation, such as;</p> <ul style="list-style-type: none"> <li>Current provisions for England, Wales, and Northern Ireland (EWNI): under the Sexual Offences Act 2003, it is illegal to administer a substance to someone without consent with the intention of “stupefying or overpowering” them so as to enable the other person to engage in sexual activity</li> <li>Under the Offences Against the Person Act 1861, it is illegal to maliciously administer poison so as to endanger life or inflict GBH</li> </ul> <p>Current provisions for Scotland: under the Sexual Offences (Scotland) Act 2009, a person can also be prosecuted under the common law offence of “drugging”, where the intent to stupefy the victim is required</p>
	4.3	State indicators that drinks have been spiked	<p>Visually it is difficult to tell if a drink has been spiked. Substances used for spiking usually have no taste, odour or colour. However,</p> <p>Indicators <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Drinks becoming discoloured, cloudier or fizzing</li> </ul>

		<ul style="list-style-type: none"> <li>○ A separation line in drinks</li> </ul> <p>Non-visual / other indicators:</p> <ul style="list-style-type: none"> <li>○ Unusual odour</li> <li>○ Unusual taste</li> </ul>
4.4	Identify behavioural signs of an individual attempting to spike drinks	<ul style="list-style-type: none"> <li>• Receiving an unsolicited drink from a possible stranger</li> <li>• Hand hovering near victim's drink</li> <li>• Hand drawing away quickly from victim's drink</li> <li>• Swapping drinks with victim either secretly or purposefully, offering victim a "taste" of their drink</li> <li>• Surveying their surroundings</li> <li>• Adding a shot/additional liquid to the victim's drink</li> </ul>
4.5	Identify situations when an individual might be at high risk of spiking	<p>High risk individuals:</p> <ul style="list-style-type: none"> <li>○ vulnerable to potential sexual offences, practical jokes;</li> <li>○ being under the influence of alcohol or drugs;</li> <li>○ alone or receiving unwanted attention;</li> <li>○ alone or separated from friends; appearing lost or isolated;</li> <li>○ being followed or threatened; mental ill-health, learning disabilities, physical disabilities</li> </ul>
4.6	State actions door supervisors and/or venues may take to prevent incidents of spiking	<ul style="list-style-type: none"> <li>• Implement/follow venue spiking policy</li> <li>• Provide staff with specialist spiking training</li> <li>• Reduce opportunities for spiking to occur: <ul style="list-style-type: none"> <li>○ Provide an attended table near to toilets or smoking areas for customers to leave their drinks in safety</li> <li>○ Implement a policy of refusing to add alcohol to another person's drink</li> <li>○ Make available anti-spiking bottle stoppers and protective drink covers for those who want them</li> </ul> </li> <li>• Monitor for abnormal looking fluids in glasses/bottles</li> <li>• Respond to signs that a customer's drink does not taste as it should: <ul style="list-style-type: none"> <li>○ Visual cues from face</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Body language</li> <li>○ Inspecting the glass/bottle</li> <li>● Remove unattended glasses/bottles</li> <li>● Provide advice and awareness to customers: <ul style="list-style-type: none"> <li>○ Keep thumb on top of bottle</li> <li>○ Hold glass in fingers with palm near to top</li> <li>○ Do not accept any drugs or cigarettes from strangers</li> <li>○ Accompany individuals offering to purchase drinks</li> <li>○ Make clear that spiking is an offence, which includes adding extra shots of alcohol</li> <li>○ Avoid sharing or swapping drinks</li> </ul> </li> <li>● Focus on individuals showing unusual behaviour</li> <li>● Speak to suspected victims, do not wait to be approached</li> <li>● Increase the opportunities to identify offenders with regular overt patrolling</li> <li>● Effective use of CCTV systems</li> <li>● Encourage bar staff to allow customers to keep caps on bottled drinks</li> </ul>
	4.7	Recognise indicators that suggest an individual may have been spiked	<p>Behaviour indicators:</p> <ul style="list-style-type: none"> <li>○ Mental confusion/slurred speech</li> <li>○ Very tired</li> <li>○ Unresponsive</li> <li>○ Nauseous/vomiting</li> <li>○ Loss of bladder control</li> <li>○ Dizzy</li> <li>○ Poor coordination/loss of balance</li> <li>○ Blurred vision</li> <li>○ Hallucinations or paranoia</li> <li>○ Seizures</li> <li>○ Behaving out of character</li> </ul> <p>Other indicators:</p>

			<ul style="list-style-type: none"> <li>○ Spiking via injection e.g. <ul style="list-style-type: none"> <li>○ Localised pain</li> <li>○ Small puncture wound</li> </ul> </li> </ul>
	4.8	State how to manage a spiking incident	<ul style="list-style-type: none"> <li>• Prioritise the welfare of the potential victim</li> <li>• Provide/offer First Aid, call an ambulance (if required)</li> <li>• Conduct risk assessment / ensure safeguarding by analysing the situation e.g. is the potential victim in immediate or potential danger if they leave the venue</li> <li>• Seek verification from those accompanying the potential victim of: <ul style="list-style-type: none"> <li>○ How well does the victim know them? Are they friends, or people the potential victim met at the venue?</li> <li>○ How concerned do those accompanying the potential victim seem to be about the state of their 'friend'?</li> <li>○ Consider detaining them if they attempt to leave when informed that the police are attending.</li> <li>○ If unsafe to detain them ensure full description and direction of travel is provided to the police.</li> </ul> </li> <li>• Implement the venue safeguarding plan for spiking incidents.</li> <li>• Use test kits where available</li> <li>• Secure the evidence, e.g., glass/bottle/drugs or anything the individual may have consumed</li> <li>• Secure any relevant CCTV /bodycam footage.</li> <li>• Seek witnesses/witness footage if available.</li> <li>• Record in incident book</li> </ul>
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers		



Title	Application of Physical Intervention Skills in the Private Security Industry (Refresher)				
Level	2				
Unit Number	2				
GLH	13				
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content		SIA Specification Session /Objective reference
1. Know the implications of physical interventions and their use	1.1	State the legal implications of using physical intervention	<i>Legal authority to use force</i> under Statute and Common Law (as it applies to England and Wales, Scotland and Northern Ireland) Relevant legislation relating to licensing and criminal law. <i>Duty of care</i> – considerations concerning use of physical intervention. Principle of non-pain compliance and application. Last resort		1 Risks associated with the use of physical skills/Understand the legal and professional implications of using physical interventions
	1.2	State the professional implications of using physical intervention	<i>Sector-specific legislation</i> <i>Professional guidance and standards</i> 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	<p><i>Deterrence:</i></p> <ul style="list-style-type: none"> <li>• Zero tolerance signage</li> <li>• Strategically positioned and visible staff</li> <li>• Professional appearance</li> <li>• CCTV cameras</li> <li>• Confidence and positive engaging attitude</li> <li>• Managing expectations</li> </ul> <p><i>Conflict Management</i></p> <ul style="list-style-type: none"> <li>• positive and effective interpersonal communication</li> <li>• knowledge and skills of conflict management in reducing the need for physical intervention.</li> </ul>	
	1.4	Identify the differences between defensive physical skills and physical interventions	<p><i>Defensive physical skills</i> – skills used to protect oneself from assault.</p> <p><i>Physical interventions</i> – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement.</p>	
2. Know the risks associated with using physical intervention	2.1	Identify the risk factors involved with the use of physical intervention	<ul style="list-style-type: none"> <li>• Nature of the restraint: <ul style="list-style-type: none"> <li>- method of restraint (risk of falls with restrictive holds)</li> <li>- position held</li> <li>- duration of restraint</li> </ul> </li> <li>• Situational factors:</li> </ul>	1 Risks associated with the use of physical skills/Understand the risks associated with

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

		(ABD) and psychosis	<ul style="list-style-type: none"> <li>paranoia</li> <li>extreme fear as part of delusional beliefs.</li> </ul> <p>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.</p> <p><b>For example, this may present as;</b></p> <p><i>Massive adrenaline surge, if the stimulus or cause is not removed from the situation, may result in a heart attack or other complications from a rapid pulse, high blood pressure and lack of oxygen</i></p>	
	2.3	State the specific risks associated with positional asphyxia	<p><i>Positional (or restraint) asphyxia</i> 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.</p> <p>Restraints that carry heightened risk of positional asphyxia should be avoided – including restraints where an individual is held forcefully:</p> <ul style="list-style-type: none"> <li>on the ground or any other surface (e.g. on a bed) face up or face down, using methods that compromise breathing and circulation</li> <li>in a seated position (e.g. being bent forward when seated) using methods that compromise breathing and circulation</li> <li>in a standing position using methods that compromise breathing and circulation – for example, bent over or forced against a wall/object.</li> </ul> <p><b>Key risk factors include:</b></p> <ul style="list-style-type: none"> <li><i>method of restraint:</i> positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso –</li> </ul>	

			<p>whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia</p> <ul style="list-style-type: none"> <li>• <i>position</i>: forceful holds in certain positions increase risks of positional asphyxia – these include: <ul style="list-style-type: none"> <li>- face up or face down restraint on the ground or other surface such as a bed</li> <li>- seated or standing positions where breathing and/or circulation are compromised e.g. by being bent forward.</li> </ul> </li> <li>• <i>duration</i>: the longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm, including death.</li> </ul> <p><b>In summary</b></p> <p><i>Any pressure on the body which restricts the chest from being able to expand as part of the breathing process has the potential to cause death. Likewise bending the head over or pressure on the neck area can also cause death.</i></p>	
	2.4	State the specific risks associated with prolonged physical interventions	The longer the duration of forceful restraint, the greater the exposure to risk and to complications.	
3. Know how to reduce the risks associated with	3.1	State the specific risks of dealing with	<p><i>Specific risks:</i></p> <ul style="list-style-type: none"> <li>• restraint-related deaths – most common during ground restraints, specifically where an individual is held forcefully face down on the</li> </ul>	

physical intervention		physical intervention incidents on the ground	<p>ground (but have also occurred when an individual has been held forcefully face up on the ground or bent forwards in hyperflexed, seated restraints)</p> <ul style="list-style-type: none"> <li>• impact with floor and/or objects (during forceful takedowns or falls to the ground)</li> <li>• injury from glass or debris on the ground</li> <li>• vulnerable to assault from others.</li> </ul>	
	3.2	Identify how to deal with physical interventions on the ground appropriately	<p>Although no physical intervention is risk free, taking a person to the ground carries additional risks and should be avoided wherever possible.</p> <p>Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground.</p> <p>If a situation goes to the ground:</p> <ul style="list-style-type: none"> <li>• try to get the individual up, or to a comfortable seated or recovery position as quickly as possible</li> <li>• in the meantime: <ul style="list-style-type: none"> <li>- monitor the individual to ensure they can breathe without difficulty</li> <li>- where there is more than one member of the security team involved, designate a 'team leader' to take charge of the team and take responsibility for the safety of the individual</li> <li>- the team leader should make every effort to maintain dialogue with the individual and try to de-escalate the situation and bring it to an end at the earliest opportunity</li> <li>- if not in a position to communicate and monitor the subject, the team leader should position a colleague close to the subject's head to fulfil this function</li> <li>- de-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency</li> </ul> </li> </ul>	

			<p>If the potential for ground restraint is high, employers/security contractors and venue/event operators must assess the risks, implement control measures and provide guidance to staff and/or approved additional training.</p> <p><b>In summary</b></p> <p><i>Try to get to seated or standing position as soon as able to do so. If on the floor, ensure the subject is able to talk without difficulty continually throughout the intervention by using conflict management and communications skills. Assure the subject that you wish to disengage as soon as they are ready to get to their feet without hostilities.</i></p>	
	3.3	Identify ways of reducing the risk of harm during physical interventions	<p>Risk of harm to all parties.</p> <p><i>Types of harm:</i></p> <ul style="list-style-type: none"> <li>• serious injury or death can result from: <ul style="list-style-type: none"> <li>- strikes and kicks</li> <li>- an individual falling or being forced to ground</li> <li>- interventions involving the neck, spine or vital organs</li> <li>- restraint on the ground (face up and face down) or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia</li> <li>- any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present</li> </ul> </li> <li>• stress and emotional trauma – physical methods and restraints can be particularly difficult for individuals who have prior experience of abuse and trauma.</li> </ul> <p>Staff must respect the dignity of individuals they are managing, however challenging they may find them.</p>	

			<p><i>Reducing the risk of harm:</i></p> <ul style="list-style-type: none"> <li>• choose the least forceful intervention practicable (the physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective)</li> <li>• avoid high-risk positions including ground restraints</li> <li>• avoid high-risk methods of restraint, such as neck holds, that can adversely affect breathing or circulation</li> <li>• maintain ongoing communication between staff and between staff and the subject during and following restraint</li> <li>• monitor the wellbeing of the subject for adverse reactions</li> <li>• work as a team and designate a team leader</li> <li>• follow established procedures (take care not to deviate)</li> <li>• de-escalate at the earliest opportunity to reduce exposure to risk</li> <li>• immediately release and provide assistance if subject complains of, or shows signs of, breathlessness or other adverse reactions.</li> <li>• Be aware of the ongoing risks e.g., what are you going to do when you reach the exit point? (release, detain, will the subject be reunited with another person they were in conflict with?)</li> </ul>	
	3.4	Identify the benefits of dynamic risk assessment in situations where physical intervention is used	<p><i>Dynamic risk assessment</i> – used to:</p> <ul style="list-style-type: none"> <li>• assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not</li> <li>• evaluate options available and inform decision whether to intervene, when and how</li> <li>• identify when assistance is needed</li> <li>• continuously monitor for changes in risks to all parties during and following an intervention</li> <li>• escalate and de-escalate the level of force/ withdraw proportionately to the responses of the subject throughout the intervention</li> </ul>	



			<ul style="list-style-type: none"> <li>monitor for 3<sup>rd</sup> parties escalating the situation or assaulting the subject, yourself or triggering a separate higher risk altercation whilst dealing with the initial subject</li> </ul>	
	3.5	State how to manage and monitor a person's safety during physical intervention	<p><i>Monitor and manage the subject:</i></p> <ul style="list-style-type: none"> <li>observe fully the risk factors (situational and individual)</li> <li>ensure that nothing impedes the subject's ability to breathe or their circulation - Checking airway – breathing – circulation (ABC)</li> </ul> <p><i>Actions to Take:</i></p> <ul style="list-style-type: none"> <li>If the person is unconscious but is breathing and has no other life-threatening conditions, place subject in the <i>recovery position</i></li> <li><i>Commencing CPR/defibrillator</i> should only be performed when a person shows no signs of life or when they are unconscious, unresponsive and not breathing or not breathing normally (in cardiac arrest, some people will take occasional gasping breaths – they still need CPR at this point)</li> <li>If the person is breathing and conscious, talk to the subject and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia or other form of medical distress</li> <li>act on 'red flags':</li> <li>effort with/difficulty in breathing</li> <li>blocked airway and/or vomiting</li> <li>passivity or reduced consciousness</li> <li>non-responsiveness</li> <li>signs of head or spinal injury</li> <li>facial swelling</li> <li>evidence of alcohol or drug overdose</li> </ul>	

			<ul style="list-style-type: none"> <li>- blueness around lips, face or nails (signs of asphyxia)</li> <li>- high body temperature (profuse sweating/hot skin)</li> <li>- exhaustion</li> <li>- confusion, disorientation and incoherence</li> <li>- hallucinations, delusions, mania, paranoia</li> <li>- bizarre behaviour</li> <li>- extreme fear</li> <li>- high resistance and abnormal strength</li> <li>- employ de-escalation (calming and/or distraction) techniques</li> <li>- if a medical emergency is suspected – release immediately and call first aider/emergency services</li> <li>- provide emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration</li> </ul>	
	3.6	State the responsibilities of all involved during a physical intervention	<p>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.</p> <p><i>Responsibilities include:</i></p> <ul style="list-style-type: none"> <li>• duty of care to the subject at all times (during and after restraint)</li> <li>• duty of care to colleagues</li> <li>• respecting the dignity of the subject</li> <li>• providing appropriate care for any person who appears to be injured or at risk</li> <li>• challenging unnecessary and excessive use of force by colleagues.</li> </ul> <p><i>Supporting colleagues:</i></p> <ul style="list-style-type: none"> <li>• switch roles within the team where appropriate</li> <li>• monitor staff safety</li> </ul>	

			<ul style="list-style-type: none"> <li>• monitor the subject and if you have any concerns for their wellbeing inform colleagues</li> <li>• contain the immediate area and manage bystanders</li> <li>• monitor the situation and communicate with others e.g. staff from other agencies.</li> <li>• ensure the safety and security functions of the team are not compromised by too many staff focusing on a single event</li> </ul>	
	3.7	State the responsibilities immediately following a physical intervention	<p><i>Responsibilities include:</i></p> <ul style="list-style-type: none"> <li>• duty of care to the subject at all times (during and after restraint)</li> <li>• duty of care to colleagues (support services)</li> <li>• providing appropriate care for any person who appears to be injured or at risk</li> <li>• briefing emergency services about the circumstances, position, duration and any difficulties experienced in a restraint event</li> <li>• preserving evidence and securing witnesses testimony</li> <li>• the person who initiated the intervention must complete a full incident report including all staff involved actions, they must read and agree the detail before it is submitted</li> </ul>	
	3.8	State why it is important to maintain physical intervention knowledge and skills	<p>Maintaining knowledge and skills is important because:</p> <ul style="list-style-type: none"> <li>• legislation and best practice guidance can change</li> <li>• proficiency in physical skills will decrease over time, potentially reducing effectiveness of interventions and increasing risks (signposting to CPD)</li> </ul>	

4. Be able to proficiently and safely use physical skills to protect yourself and others	4.1	Demonstrate stance and positioning skills	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.	2 Personal safety awareness and techniques
	4.2	Demonstrate skills used to evade and protect against blows	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	A small number of skills relevant to the security role that address the most common types of assault.	
	4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	At least two methods that can be adapted to different scenarios.  Including an individual and a team method.	
	4.5	Communicate professionally throughout the	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"> <li>• calm and reassure the individual restrained</li> </ul>	

		physical intervention	<ul style="list-style-type: none"> <li>• calm and reassure others present</li> <li>• check understanding with the person restrained</li> <li>• check the physical and emotional well-being of the person restrained</li> <li>• negotiate and manage safe de-escalation with the person restrained and with the staff involved.</li> </ul>	
5. Be able to use non-pain compliant standing, holding and escorting techniques safely.	5.1	Demonstrate how to physically prompt a person	Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. Candidates should continue to apply customer service skills even if the person they are escorting is not responding.	3 Escorting techniques
	5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	<p>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.</p> <p>One- <i>and</i> two-person holds (in motion, not just static) to be assessed.</p>	
	5.3	Demonstrate low-level restrictive standing one and two person holds that can be used to escort an individual	<p>Risks of dealing with a resistant person in different contexts</p> <p>Show one- and multiple-person restraining and escorting techniques in the approved programme.</p> <p>Remind learners of the dangers of prolonged restraint.</p>	

	5.4	Demonstrate transitions between disengagement techniques and escorting techniques	Moving from disengagement or defence/blocks into a restraint/escorting move.
	5.5	Demonstrate how to escort an individual on stairways	<p><b>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.</b></p> <p>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.</p> <p>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.</p> <p>Escorting an individual on a stairway may be required, either because they are:</p> <ul style="list-style-type: none"> <li>• intoxicated or ill and require assistance <i>or</i></li> <li>• non-compliant and need to be moved</li> </ul> <p>Demonstrate escorting an individual on a stairway made up of a minimum of three stairs.</p>
	5.6	Demonstrate how to	<ul style="list-style-type: none"> <li>• controlled physical de-escalation i.e. transition to less restrictive holds and complete release*</li> </ul>

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

<b>Title</b>	Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (Refresher)		
<b>Level</b>	2		
<b>Unit Number</b>	3		
<b>GLH</b>	13		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Know how to analyse an incident to identify and mitigate risks to safety	1.1	Identify situations where the principal's 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	Explain the considerations when responding to heightened	<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> </ul>



			<ul style="list-style-type: none"> <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>
	1.3	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> <li>• SAP – Reconnaissance and readiness of extraction location or transport, advance or abort commands, potential support to PES and PPO</li> </ul>
2. Understand alternative considerations to the use of force and extended	2.1	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> </ul>

risks from the initial event			<ul style="list-style-type: none"> <li>• Effective screening of individuals allowed into proximity of principal where possible</li> <li>• Threat avoidance</li> <li>• Effective eye contact with threat</li> <li>• Assertive communication</li> <li>• Ask the threat to desist (low level threat e.g., prolonged handshake or clinging to principal)</li> </ul>
	2.2	Identify secondary potential threats to the principal	<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>
3. Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal	3.1	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>
	3.2	Explain the considerations of the Personal Escort Section (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> </ul>

			<ul style="list-style-type: none"> <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>
	3.3	Explain the considerations of Personal Protective Officer (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> <li>• Assessing the situation, neutralising threats who have entered personal space of the principal</li> </ul>
4. Know how to apply physical intervention skills in a justifiable, ethical, and professional manner	4.1	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>
5. Be able to use non-pain compliant skills to protect self from assault	5.1	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>
	5.2	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>
6. Be able to use non-pain compliant methods of	6.1	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> <li>Arm link</li> </ul>

protecting the inner cordon			
7. Be able to protect the principal from assault	7.1	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>
	7.2	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>
<b>Additional information about the unit</b>			
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/ Bodies and Training Providers		

## 4. Delivery Requirements

### 4.1. International Delivery of Licence-Linked Qualifications

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

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

### 4.2. Standard Delivery Times for Units in Licence-Linked Qualifications

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

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

Each day should not involve more than 11 hours of contact time.

Training centres must keep detailed registers that include start/end/break times of training for each day. Learners must sign these daily. If digital registers are used, learners must sign these daily, it is not acceptable for centres to reuse a stored digital learner signature. The register should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These must be kept for audit purposes. Training centres must keep this information for a minimum of three years.

### 4.3. Use of Self-Study

SFJ Awards and the SIA recognise that some content can be completed through self-study. If a centre wants to use self-study, they must gain prior approval with SFJ Awards. The centre must detail each of the following within their quality management processes:

- the areas of learning delivered by self-study
- the method of self-study to be used
- the number of hours to be covered by the self-study material
- a robust and auditable method for determining that learners have undertaken the self-study

The materials used must clearly show learners how many hours of learning they are expected to undertake. They must be given sufficient time to allow its completion before their course begins. The centre must check during training to ensure that appropriate learning has taken place. This will be checked through SFJ Awards' external quality assurance processes.

ACT Awareness and ACT Security are the only permitted e-learning training packages that can be used as self-study for Learning Outcome 3 of the Principles of Working as a Door Supervisor in the Private Security Industry (Refresher). Where the ACT Awareness and ACT Security are completed online, the centre must retain copies of the candidate's certificate in order to confirm mandatory hours have been completed.

Suitable methods of self-study include prepared, high quality:

- on-line learning materials or courses that the learner must navigate
- workbooks that the learner must work through and complete
- learning materials that the learner can use to cover specified areas of content

Self-study material must be kept for a minimum of 3 years and may be used to deliver up to **14 hours 45 minutes**, as shown via the breakdown below:

Unit	Learning Outcome that can be delivered via self-study
Principles of Working as a Door Supervisor in the Private Security Industry (Refresher)	<b>LO1</b> Know how to conduct effective search procedures <b>(30 mins)</b> <b>LO2</b> Understand how to keep vulnerable people safe <b>(1 hour 50 mins)</b> <b>LO3</b> Understand terror threats and the role of the security operative in the event of a threat <b>(1 hour 40 mins)</b> <b>LO4</b> Know how to safeguard the public from incidents of spiking <b>(45 mins)</b>
Application of Physical Intervention Skills in the Private Security Industry (Refresher)	Theory only <b>(5 hours)</b>
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (Refresher)	<b>LO1</b> Know how to analyse an incident to identify and mitigate risks to safety <b>(2 hours)</b> <b>LO2</b> Understand alternative considerations to the use of force and extended risks from the initial event <b>(2 hours)</b> <b>LO3</b> Understand the necessity for narrowing the concentric layers of protection when managing an immediate threat to the principal <b>(30 mins)</b> <b>LO4</b> Know how to apply physical intervention skills in a justifiable, ethical, and professional manner <b>(30 mins)</b>

Contact hours for SFJ Awards Level 2 Award for Close Protection Operatives in the Private Security Industry (Refresher).

### Delivery hours for refresher qualifications

Qualification Title	Minimum delivery hours if self-study <u>is not</u> used	Minimum number of days	Minimum delivery hours if self-study <u>is</u> used	Minimum number of days
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (Refresher)	34 hours	4.5 days*	19 hours 15 minutes	2.5 days*

\*11 hour working day

Licence holders will be required to have a valid first aid certificate and valid ACT e-learning certificate issued within the last 12 months.

## 5. Assessment

### 5.1. Qualification Assessment Methods

Learners are assessed for the SFJ Awards Level 2 Award for Close Protection Operatives in the Private Security Industry (Refresher) through knowledge assessments and practical assessments.

Unit title	Assessment Method	Pass mark
Principles of Working as a Door Supervisor in the Private Security Industry (Refresher)	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 35 questions (55 minutes)	71%
	<b>Practical assessment:</b> externally set and internally assessed observation of searching with observation sheet  The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	100%



Application of Physical Intervention Skills in the Private Security Industry (Refresher)	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 30 questions (45 minutes)	80%
	<b>Practical assessment:</b> externally set, internally assessed observation of each learner performing every technique with observation sheet  and  Question and Answer (Q&A) session to cover critical areas of Physical Intervention knowledge  The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	100%
Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (Refresher)	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 20 questions (30 minutes)	80%
	<b>Practical assessment:</b> externally set, internally assessed observation of each learner performing every technique with observation sheet  The practical assessment for each learner must be visually recorded and should take approximately 15 minutes per learner	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 knowledge and practical assessment evidence (including visual recordings) must be retained for a minimum of 3 years for audit purposes.

Centres must have in place and implement a risk-based internal quality assurance sampling strategy. All 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. Practical assessments must be visually (video) and orally recorded.

This must include the question-and-answer sessions for Physical Intervention.

## 5.2. Knowledge Assessment

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

## 5.3. Practical assessment

### 5.3.1 Principles of Working as a Door Supervisor in the Private Security Industry (Refresher)

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

- LO1 / AC1.7: Demonstrate how to search people and their personal possessions

The scenario must allow the door supervisor to:

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

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

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

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

Practical assessments must be visually (video) and orally recorded.

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

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

- Learning Outcome 4: Be able to proficiently and safely use physical skills to protect yourself and others; and

- Learning Outcome 5: Be able to use non-pain compliant standing, holding and escorting techniques safely.

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

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

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

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

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

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

### 5.3.3 Application of Physical Intervention Skills for Close Protection Operatives in the Private Security Industry (Refresher)

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

- Learning Outcome 5: Be able to use non-pain compliant skills to protect self from assault; and
- Learning Outcome 6: Be able to use non-pain compliant methods of protecting the inner cordon; and
- Learning Outcome 7: Be able to protect the principal from assault.

The observation recording form is available to download from Odyssey.

Practical assessments must be visually (video) and orally recorded.

The assessment of **ALL** techniques must be visually (video) and orally 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. 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.

## 6. Centre Requirements

### 6.1. Centre Responsibilities

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 processes and procedures.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of assessor and IQA competence
- sample assessment materials and mark schemes
- scheme of work
- details of available resources.

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
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards.

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 handbook should be used in conjunction with the following SFJ Awards documents:

- Assessment Guidance
- Centre Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Conflict of Interest Policy
- Whistleblowing Policy
- Malpractice and Maladministration Policies
- Equality and Diversity Policy
- Appeals Policy
- Complaints Policy
- Sanctions Policy
- Examinations and Invigilation Policy
- Risk and Centre Monitoring Policy
- Fair Access and Equality of Opportunity Policy
- Reasonable Adjustment and Special Considerations Policy
- Standardisation Policy
- Direct Claims Policy
- Centre Approval Process

All documents referenced in the strategy are available to centres on Odyssey, SFJ Awards learner management system, or on request from SFJ Awards.

## 6.2. Facilities

Training and assessment for approved licence-linked qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose i.e. have radios, handheld metal detectors (HHMD), CCTV monitors, cameras, recording facilities etc.

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

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

### 6.3. 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.

### 6.4. Insurance Requirements for Physical Intervention Skills

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.

### 6.5. Examination Venue Criteria

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

This means that:

- the seating arrangement for learners must ensure there can be no cheating or collusion between them

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

- SFJ Awards, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained.

## 6.6. Venue Requirements for Practical Skills Training and Assessment (Physical Intervention)

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

- checking the size and suitability of training rooms; ensuring that learners have space to demonstrate techniques safely
- an unobstructed area of a minimum of 2 metres x 2 metres per person when practising or being assessed (including 2 x 2m for the trainer) provides the necessary room for movement and activity
- for example, an area of 20 square metres can only accommodate 4 learners practising and the trainer at anytime
- for clarity, the floor area calculation is (number of learners + number of trainers) x4
- a minimum of 3 stairs must be available for the demonstration, practice, and assessment of escorting an individual up and downstairs
- all stairs used for the assessment must be fully risk assessed and fit for purpose
- 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. The assessor should not act as a participant whilst assessing learners. This is to ensure that they can assess all learners effectively and monitor safety
- a qualified first aider must always be available during the delivery and assessment of the physical skills and conflict management units
- physical intervention skills trainers/assessors must have a 3-day First Aid at Work qualification or there must be a qualified first aider within the venue/building during the delivery and assessment of the physical intervention skills unit

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

## 6.7. Checking Identification

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

SFJ Awards will provide confirmation of which forms of ID are acceptable via the up-to-date Learner Declarations (found on Odyssey Online under **Resources - Documents**). This will reflect [the SIA's list of acceptable identity documents](#). The learner must have one document from Group A and two from Group B. The learner must show these documents to be able to register on the course.

Centres must check the learner's identity before assessing them. This means that learners must provide one Group A document from our list of acceptable ID documents before they can sit the knowledge assessments. Centres must keep a record of the identity document they review and accept for each learner. If the Group A document provided does not include a photograph of the learner, then an additional identity document which does include a photograph of the learner must also be provided so the centre can confirm the identity of the person sitting the assessment.

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

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

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

## 6.8. Audit Criteria

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

SFJ Awards, as part of the process of gaining SIA endorsement, will have made commitments with regard to our quality assurance processes. This includes the commitment that every centre has a physical visit at least once per year to confirm that the venue is still fit for purpose.

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

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

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

## 7. Assessor Requirements

### 7.1. Trainers/Assessors Delivering Licence-Linked Qualifications

Approved trainers/assessors seeking to deliver licence-linked qualifications must successfully complete a range of formal qualifications. A sample of qualifications are detailed below however this list is not exhaustive. If the qualification does not appear below, please contact SFJ Awards.

All trainers/assessors must have achieved one of the qualifications below (or equivalent) as a minimum:

1. Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA Accreditation/QCA/Ofqual or validated by a HEI, or equivalent such as:
  - Level 4 Certificate 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 and ACT Security training, which must be completed every year.

Assessors must hold any of the following (or equivalent) qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)

- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence
- Level 5 Diploma in Education\*
- Certificate of Education\*
- Post Graduate Certificate in Education\*

\*Must include a unit/module covering assessment.

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or one of the following units from a teaching qualification:

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

Trainers/assessors new to licence-linked delivery/assessment have six months from approval to achieve an assessor unit/qualification. After that time, training delivery may continue, however all assessment decisions must be counter-signed by an approved (qualified) assessor until such time an assessor qualification is achieved.

## 7.2. Qualification Knowledge

Assessors must be familiar with the qualification unit(s) they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

## 7.3. Occupational Competence for Approved Trainers and Assessors

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

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

Other relevant experience could come from employment in the:

- armed services
- police
- security industry
- prison service

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

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

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

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

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

## **7.4. Additional criteria for Application of Physical Intervention Skills in the Private Security Industry (Refresher) unit**

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

- a suitable teaching/training qualification

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

The 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.

## 8. Internal Quality Assurer Requirements

### 8.1. Qualification Requirements for Internal Quality Assurers (IQA)

All those seeking to undertake internal quality assurance activities for licence-linked qualifications must have achieved as a minimum one the following (or equivalent). A sample of qualifications are listed below; however, this list is not exhaustive. If the qualification does not appear below, please contact SFJ Awards.

Internal quality assurers (IQA) must hold any of the following qualifications:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practices (RQF)
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Or the following unit from an IQA qualification:

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

All centres must have a qualified IQA.

Internal quality assurers (IQAs) must also:

- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry

out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units

- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring\*.

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

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

## 8.2. Additional Criteria for Application of Physical Intervention Skills in the Private Security Industry (Refresher) Unit

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 years 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.

## 8.3. Rules for the use of Physical Intervention Skills Training Programmes

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

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

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

- they hold a current SIA licence in one of the following: door supervision (for refresher training only), security guarding, vehicle immobilising or close protection
- they have the relevant SIA licence-linked certificate/ qualification which is under three years old in one of the following: door supervision, security guarding, vehicle immobilising or close protection
- they are a current SIA licence holder who has chosen to complete this as part of their CPD (voluntary upskilling/ refresher)
- they are current SIA licence holders who have had conditions added to their licence and must re-take this training as part of the requirement to have this suspension lifted/ condition removed
- they complete the associated Conflict Management unit beforehand, where they do not have to hold a current SIA licence or have a valid SIA licence linked qualification and should be for in-house training purposes only.

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

## 8.4. Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

Centres must check the qualification handbook for IQA requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

## 9. External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres.

SFJ Awards are responsible for ensuring that their external quality assurance team have:



- sufficient and appropriate occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

## 9.1. External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification

Relevant qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Trainee EQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and aim to achieve it within 18 months. Whilst working towards a qualification, trainee EQAs will be supported by qualified EQA and receive training, for example by shadowing the EQA on compliance visits. EQA competence will be checked and monitored by SFJ Awards.

## 9.2. Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

# 10. Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

## 10.1. Internal Standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

## 10.2. External Standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.



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

## 11. 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 support 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](#).

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

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

## 12. 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

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.

Further information is available in the SFJ Awards [Reasonable Adjustments and Special Considerations Policy](#) and the SFJ Awards [Equality of Opportunity Policy](#).

## 13. Health and Safety

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

SFJ Awards foster 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 some sectors 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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**SFJ Awards**  
Consult House  
4 Hayland Street  
Sheffield S9 1BY  
Tel: 0114 284 1970  
[sfjawards.com](http://sfjawards.com)

