

Assessment guidance for centres during Coronavirus (COVID-19)



Illustration by Lucy Vigross

BTEC SIA Security

Final arrangements for assessment:
Guidance for BTEC SIA Security Level 2-3 Competency-
based and Apprenticeship-related qualifications



Overview

In response to the recent Covid-19 (Coronavirus) outbreak Pearson has been working closely with the SIA to determine the best course of action for our centres and learners delivering SIA Security qualifications.

We have prepared this guidance to support remote standards verification and detail our position on assessments for BTEC SIA Security qualifications.

Ofqual has agreed that assessment should continue or be adapted in the event learners have been prevented from completing due to Covid-19. This is only available to learners who were expected to complete in Summer 2020 and were prevented from gaining a result due to Covid-19.

All approaches have been put in place to support progression. However, it is important to recognise that some assessments must be retained where criteria are critical components of occupational or professional competence. In these circumstances, adaptation may not be appropriate or available, and therefore assessments will have to be delayed until restrictions have been lifted or it is safe to continue with assessments.

Summary of changes

20th July 2020 – Updated guidance on delivery and assessment of physical intervention training.

18th June 2020 – Statement added on malpractice and maladministration.

This guidance includes the following topics:

- **Qualifications that require adaptation**
- **Onscreen and paper-based tests**
- **Temporary approval requirements**
- **Standards Verification**
- **Equalities and Objectivity**
- **Malpractice and Maladministration**
- **Appendix A: Qualifications this guidance applies to**
- **Appendix B: Providing Safe, Socially Distanced Physical Intervention Training**



As you know, the guidance from the UK government is constantly changing, please ensure you are keeping up to date with the latest guidance here: <https://www.gov.uk/coronavirus>. This means that you cannot continue to deliver and assess security qualifications in the same way as you did previously.

All Security qualifications can now be delivered within the UK Government guidance referenced above.

Pearson has issued specific **guidance for Physical Intervention** delivery and assessment, which can be found in **Appendix B**.

Qualifications that require adaptation

Security Officer and CCTV qualifications:

- Pearson BTEC Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry
- Pearson BTEC Level 2 Award Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)
- Pearson BTEC Level 2 Award for Working as a Security Officer within the Private Security Industry
- Pearson BTEC Level 2 Award Working as a Security Officer within the Private Security Industry (Scotland)

Door Supervision:

- Pearson BTEC Level 2 Award for Working as a Door Supervisor within the Private Security Industry
- Pearson BTEC Level 2 Award Working as a Door Supervisor within the Private Security Industry (Scotland)
- Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry
- Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (Scotland)

Close Protection:

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



Adaptation for all Security programmes

Centres will need to ensure all current government guidance is being followed including maintaining social distancing and that appropriate personal protective equipment (PPE) is available and used. Full risk assessments should be completed and centres must ensure their insurance fully covers their adapted delivery approach. All practical assessments will need to be adapted to ensure activities take place in large rooms or in outside spaces where social distancing can be maintained.

Centres delivering and assessing **Physical Intervention must** also follow the guidance in Appendix B: Providing Safe, Socially Distanced Physical Intervention Training.

Adaptation for Level 2 programmes (SIA pilot)

The SIA is currently piloting ways for the theory elements of training for all units for Security Officer and CCTV qualifications and units other than Physical Intervention for Door Supervision to be delivered through the use of flexible learning using a virtual classroom.

Standard contact times have been adapted to support this. If distance learning is not used pre-course, the following contact times apply:

- Security Officer to be delivered over a minimum of 5 days (28 hours)
- CCTV over a minimum of 5 days (28 hours) with the practical assessment on the 5th day (using an appropriate portable CCTV system that can be controlled remotely via the internet)
- Door Supervision (without Physical Intervention) delivered over a minimum of 28 hours (5 days)

The use of role play in Conflict Management Unit must be done via group discussions using the provided scenarios and more general Q&A session.

Centres must use an online platform which enables live video and interactive delivery of training via a 'virtual classroom' which a cohort of learners attends and gives access to personnel from Pearson and the SIA (plus SQA in Scotland) to 'drop in'. A maximum of 12 learners is permitted for online learning.



Onscreen and paper-based tests

Onscreen and paper-based tests continue to be available for all qualifications, but centres must adhere to the most up to date Government guidelines

Where it is still possible for learners to complete assessments safely, staff must ensure that invigilation, test notification procedures, and government social distancing guidelines are followed in full.

Where tests cannot continue safely, centres/training providers are advised to delay tested assessments.

Temporary approval requirements for the SIA Pilot

Any centre interested in registering onto the Level 2 pilot for flexible delivery of CCTV, Security Officer and Door Supervision (Units 1, 2, 3 only) and using these flexible delivery approaches must:

- Contact Pearson via the customer service portal to confirm your interest in using flexible delivery approaches (selecting 'Approvals and Centre details' as the issue type)
- Centres will then be sent further detail on the pilot and an Expression of Interest form to complete to confirm the adapted delivery requirements can be met, this includes being able to complete learner ID checks via secure electronic means
- Once this has been sense checked by Pearson, centres will be invited to complete an application form and submit it, along with the required evidence, to be reviewed

If a centre currently has approval for either Door Supervision or CCTV and would like to be approved for Security Officer qualification, this can be applied for as part of the process above. Centres who are approved to deliver during the SIA flexible delivery pilot will need to follow all revised SIA guidance regarding Pearson and SIA access to remote delivery sessions and will need to ensure learners are registered with Pearson prior to commencing any cohort delivery.

Further details will be sent to centres once they are approved.



Standards Verification

Standards verification will continue remotely by your allocated Standards Verifier for the qualifications listed in Appendix A to enable certification for learners as appropriate. We will look to prioritise verification activities for learners completing their courses or requiring certification. Please ensure all portfolios are retained for retrospective sampling by your Standards Verifier.

Equalities and Objectivity

It is important that when making adapted assessment available for learners, centres consider the ability of some groups of learners in accessing adapted assessments. We should look to, as far as possible to ensure that any adaptations do not advantage or disadvantage any learner and minimise any disadvantage to learners with a protected characteristic. For learners with special educational needs and/or disabilities (SEND), or other vulnerable learners, whilst we have published guidance to support adapted assessment across sectors, we acknowledge that centres will be best placed to accommodate this when making adapted assessments available for their learners.

Ofqual has concluded that Pearson remain subject to a number of equalities obligations, both under the Equality Act and under the General Conditions (Condition [D2](#)) and these will continue to apply in addition to the extraordinary framework. Reasonable adjustments must be made available wherever possible, and we will be obligated to monitor any disadvantages for any groups of learners and remove these where they are not justified.

However, since the priority this summer is to secure the issue of results to as many learners as possible, Ofqual's position is that "awarding organisations should not be prevented from making an adapted assessment available on the basis that such an adaptation is not possible for all groups of learners. But they should do as much as they can to take account of the needs of all groups of learners when determining what adaptations to make". This may still mean that some learners may be prevented from getting the results they have been working towards this summer.

In its published outcomes, Ofqual has recognised the importance of ensuring non-bias during this time and has provided additional guidance to Awarding Organisations and [Heads of Centres](#) to support this. If you need support or guidance please do contact our sector specialists, whose details are [here](#).



Malpractice and Maladministration

Assessments can be adapted so that students are able to progress in their learning and life despite the current disruptions to our normal way of teaching, learning and assessing. It is important that centres ensure standards are maintained when assessments are adapted. As with all of our internally assessed assessments, we expect our centres to deliver and assess them appropriately. Centres should also be aware of the heightened potential of learner malpractice where assessments are adapted – through personation for online assessment or collusion between learners for example.

We may need to investigate where there are concerns centres may not have delivered adapted assessments appropriately or not followed the centre assessed grade process guidance. Centres are reminded to report all instances of suspected malpractice to Pearson via candidatemalpractice@pearson.com (for learner malpractice) or via pqsmalpractice@pearson.com (teacher malpractice and maladministration).



Appendix A: Qualifications this guidance applies to¹

All SIA license to practice Security qualifications

- Pearson BTEC Level 2 Award for Working as a Door Supervisor within the Private Security Industry
- Pearson BTEC Level 2 Award for Working as a Door Supervisor within the Private Security Industry (Scotland)
- Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (Scotland)
- Pearson BTEC Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry
- Pearson BTEC Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry
- Pearson BTEC Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)
- Pearson BTEC Level 2 Award for Working as a Security Officer within the Private Security Industry
- Pearson BTEC Level 2 Award for Working as a Security Officer within the Private Security Industry (Scotland)
- Pearson BTEC Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

¹Qualifications in scope of this guidance must be publicly funded and will be from Entry through to Level 6. For qualifications that do not appear in this guide, we will determine on a case by case basis whether we are able to apply the same approaches to ensure that assessments remain fit for purpose and results remain valid.



Appendix B: Providing Safe, Socially Distanced Physical Intervention Training

Classroom set up:

Learners must be seated 2 metres apart. This is highly likely to determine the maximum class size, so the venue must be assessed, and the maximum class size ascertained prior to organising the course.

1. On arrival, screen all Learners and exclude anyone exhibiting COVID-19 symptoms which are a **new continuous cough** and/or a temperature $>37.8^{\circ}\text{C}$ and/or a loss of taste/smell. If you have the ability to check temperatures safely and noninvasively, do so.
2. Check that no Learner is in a situation where they should be self-isolating (e.g. a family member has had symptoms or the Learner should be shielding as they are in an **at risk group**).
Exclude from the course as necessary.
3. ON ARRIVAL, give each Learner an alcohol wipe/gel/sanitiser and ask them to thoroughly sanitise hands. Instruct them that if they need to cough/sneeze this should be done into a tissue that is disposed of immediately. Failing that they should cough into a bent elbow (better than a bare hand) and NEVER cough/sneeze without covering their mouth/nose. If someone coughs on their hand or uses a tissue, they should use alcohol wipes/sanitizer immediately.

Supervise closely to ensure that everyone adheres to this throughout the course.

4. Show learners the videos below on how Covid-19 spreads and how to wash your hands:
 - <https://youtu.be/1APwq1df6Mw>
 - <https://www.youtube.com/watch?v=aGJNspLRdrc>
5. Explain clearly that no one should touch their mouth, nose or eyes unless they have just washed their hands or sanitised. Explain what you have available for sanitising hands (e.g. sanitising gel or alcohol wipes) and where they can wash their hands. Supervise this during the course.
6. Learners should maintain physical distancing of at least 2 metres throughout the entire course unless everyone is *correctly* wearing a mask. Note that masks



protect others from your cough/sneeze but provide very limited protection from others.

Masks should be worn and removed following appropriate Infection Prevention and Control (IPC) methods.

7. Prior to Physical Intervention practise and assessment, explain to Learners the protection that is in place to prevent infection during PI practicals and check Learners are happy to take part in the practical activities.
8. If you have a suitable outside space available it is strongly recommended that you use this space for the Physical Intervention practise and assessment activities, still retaining social distancing where possible.
9. Ensure you undertake and retain a full risk assessment.

At the end of every session, ask Learners to sanitise or wash their hands.

Before and after each practical session, ask Learners to sanitise or wash their hands.