

Level 2 Certificate in Community Safety for Accredited Persons (1905)

Qualification handbook



www.cityandguilds.com
February 2006
Version 1.0

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1 About this document

This document contains the information that centres need to offer the following qualification:

Level 2 Certificate in Community Safety for Accredited Persons

City & Guilds qualification number 1905

QCA accreditation number 500/1611/8

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements.

2 About the qualification

2.1 Aim of the qualification

An accredited person is a person employed by an organisation (other than a police force) in a community safety role, who has been accredited by a Chief Officer of Police under section 41 of the Police Reform Act 2002.

A Chief Officer of Police may confer an accredited person with limited police powers which are set out in Schedule 5 of the Police Reform Act 2002. In order to accredit a person a Chief Officer of Police must be satisfied that their employer is fit and proper, and that the individual concerned is suitable and has received adequate training for the role.

A wide range of people are eligible to be accredited under community safety accreditation schemes. Some typical examples would be neighbourhood wardens, security guards, park rangers, railway employees, housing association employees and parking attendants.

The term 'community' is used throughout the units in this qualification to mean the community the accredited person is working in. In many cases, this could refer to the general public community. However, some accredited persons will carry out their role in a specific location or workplace. In such cases 'community' should be interpreted as the community in which the accredited person works.

For example, railway staff will carry out their accredited person role on railway properties. Therefore, the community in this case will be others working with or using the railways (such as passengers, railway and station staff, Transport Police).

This vocationally related qualification has been designed by City & Guilds in order to:

- meet the needs of candidates who work or want to work as an accredited person
- support Government initiatives towards the National Qualifications Framework (NQF). For further information on the NQF, visit the QCA websites www.qca.org.uk and www.openquals.org.uk
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the community sector
- contribute to the knowledge and understanding towards the related Level 2 NVQ in Community Warden Occupations, and Level 2 NVQ in Providing Security Services whilst containing additional skills and knowledge which go beyond the scope of the NOS. See the Relationship mapping in Appendix 1 for further details.

This qualification is accredited at Level 2 of the NQF.

2 About the qualification

2.2 The structure of the qualification

Candidates completing all four mandatory units will be awarded the City & Guilds Level 2 Certificate for Community Safety for Accredited Persons.

City & Guilds unit number	Unit title
001	Roles and responsibilities of accredited persons
002	Solve problems and deal with emergencies in the community
003	Crime and incident management in the community
004	Conflict management

Unit 004 Conflict management is common to this and other qualifications in the community and security sector. Candidates do not need to repeat it if they have achieved it as part of another qualification. Wording on the 004 certificate will state that the candidate has either achieved a 'Security Licensed' or 'Non-Security Licensed' qualification.

For this qualification, candidates will be required to complete the following external assessments:

- **one** synoptic on-line (GOLA) multiple choice test covering units 001-003
- **one** on-line (GOLA) multiple choice or **one** on-demand multiple-choice paper-based test covering unit 004.

2 About the qualification

2.3 Relevant sources of information

Related publications

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval* - This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This document contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

3 Candidate entry and progression

Candidate entry requirements

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to be successful in gaining their qualification.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on funding is provided in Appendix 4.)

Age restrictions and legal considerations

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Progression

The qualification provides knowledge related to the Level 2 NVQ in Community Warden Occupations, and Level 2 NVQ in Providing Security Services.

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 NVQ in Community Warden Occupations (1878)
- Level 2 NVQ in Providing Security Services (1875)
- Level 2 Certificate in Conflict Management (1884)
- Level 2 National Certificate for Door Supervisors (1900)
- Level 2 Certificate for Security Guards (1902)

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

4 Centre requirements

4.2 Approval for global online assessment (GOLA)

This qualification is assessed by **global online assessment (GOLA)**.

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (**[www.cityandguilds.com /e-assessment](http://www.cityandguilds.com/e-assessment)**). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval* for further information on GOLA.

4 Centre requirements

4.3 Resource requirements

Centre staff

Centre staff must satisfy the requirements for occupational expertise for this qualification. These requirements are as follows:

- Staff should hold a relevant teaching or training qualification, at NQF Level 3 or above.
- Staff should be technically competent in the areas for which they are delivering training and/or should also have experience of providing scenario based training
- Staff delivering unit 004 Conflict Management **must** hold a relevant qualification in Conflict Management Training if candidates wish to use it as APL or partial exemption to relevant regulated Licence to Practise qualifications. The City & Guilds Level 3 Certificate for Trainers Delivering Conflict Management (1886) meets this requirement.
- If delivery is intended for candidates outside the regulated security sector holding a relevant qualification in Conflict Management Training is **not** a requirement.

Assessor and verifier requirements

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

4 Centre requirements

4.4 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

These details are also available in the *Directory of qualifications*.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Directory of qualifications*.

Centres should follow all guidance carefully, particularly noting that fees, and registration and certification end dates for the qualification are subject to change.

4 Centre requirements

4.5 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- City & Guilds online examinations
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- internal verifier
- invigilator.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- relationship to the NOS/NVQs can be found in Appendix 1
- signposting to Key skills for the qualification can be found in Appendix 2 of this handbook
- signposting to the wider curriculum can be found in Appendix 3 of this handbook.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

6 Assessment

6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following external assessments:

- **one** synoptic on-line (GOLA) multiple choice test covering units 001-003
- **one** on-line (GOLA) multiple choice or **one** on-demand multiple-choice paper-based test covering unit 004.

Grading and marking

Grading of assessments for this qualification is pass or fail.

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval* and in the *Directory of qualifications*. Centres should ensure they are familiar with all requirements prior to offering assessments.

6 Assessment

6.2 Test specifications

Candidates must pass **two** multiple choice tests to achieve the Level 2 Certificate for Community Safety: Accredited Persons.

Duration: One hour

Units: This test samples the knowledge from units 001-003.

Unit	Unit title	%
001	Roles and responsibilities of accredited persons	35%
002	Solve problems and deal with emergencies in the community	23%
003	Crime and incident management in the community	42%
Totals		100

Duration: One hour

Unit: This test samples the knowledge from unit 004 only.

Unit 004 outcomes	Outcome title	%
01	Assess and reduce the risk of violence in the work environment	35
02	Identify behaviour that indicates an escalation towards violence and take appropriate measures to avoid or calm and defuse the situation.	45
03	Identify post incident support and report the circumstances to provide information for personal and organisation learning	20
Totals		100

7 Units

Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- unit reference number
- rationale
- statement of guided learning hours
- connections with other qualifications, eg NVQs, key skills
- assessment details
- learning outcomes in detail expressed as practical skills and/ or underpinning knowledge
- range

The units in this qualification are:

- 001 Roles and responsibilities of accredited persons
- 002 Solve problems and deal with emergencies in the community
- 003 Crime and incident management in the community
- 004 Conflict management.

Unit 001

Roles and responsibilities of accredited persons

Rationale

The aim of this unit is to provide the candidate with an overview of the role and responsibilities of accredited persons for community safety.

The knowledge acquired by candidates will enable them to understand the roles, responsibilities and relationships between the agencies involved with accreditation schemes. Candidates will gain an understanding of the legislation which governs community safety. They will examine the responsibilities for, and importance of, equality and diversity.

There are no specific entry requirements for this qualification. Previous experience of the subject areas is desirable but not essential.

Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- Outline roles and responsibilities for community safety
- Examine community safety legislation
- Examine diversity and discrimination issues in the community
- Communicate effectively as an accredited person.

Guided learning hours

It is recommended that 20 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit may contribute towards the knowledge and understanding required for the Level 2 NVQ in Community Warden Occupations and Level 2 Certificate for Security Guards. Refer to Appendix 1 for details.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment

This unit will be assessed by an online (GOLA) multiple choice test covering the underpinning knowledge of units 001-003 inclusive.

Unit 001

Roles and responsibilities of accredited persons

Outcome 1

Outline roles and responsibilities for community safety

Underpinning knowledge

The candidate will be able to:

- 1 identify the **main partners** of the extended police family within the accreditation schemes
- 2 state the **role and responsibilities of the main partners** within in the accreditation schemes
- 3 List the **aims** of accreditation schemes
- 4 identify the **role and responsibilities** of accredited persons
- 5 identify the **qualities** required by accredited persons.

Range

Main partners

- ACPO (Association of Chief Police Officers)
- SIA (Security Industry Authority)
- LGA (Local Government Association)
- Revenue and Customs
- Police
- Special Constabulary
- Wardens
- Neighbourhood Watch Schemes
- Watch Schemes
- CCTV Schemes
- Youth Diversion Organisations.

Role and responsibilities of the main partners

- Crime reduction
- Crime detection
- Promotion of public safety
- Enforcement.

Aims

- Support community safety
- Enforcement of offences
- Deal with environmental issues
- Crime reduction
- Crime detection
- Deter public disorder.

Role and responsibilities of Accredited Persons

To support:

- Law enforcement
- Public safety
- Crime reduction.

Qualities

- Communication skills
- Interpersonal skills
- Conflict management skills
- Appropriate levels of literacy and numeracy
- Integrity
- Appropriate personal appearance.

Unit 001 Roles and responsibilities of accredited persons

Outcome 2 Examine community safety legislation

Underpinning knowledge

The candidate will be able to:

- 1 explain the difference between common law and statute law
- 2 identify current **legislation** that governs accreditation schemes
- 3 define an arrestable offence
- 4 explain the **powers** of accredited persons
- 5 explain the restrictions of powers of accredited persons
- 6 explain differences between the powers of arrest for the police, accredited persons and citizens
- 7 describe the **consequences** of unlawful detention/arrests.

Range

Legislation

- Police Reform Act 2002
- Police and Criminal Evidence Act 1984 as amended
- Criminal Law Act 1967
- Anti Social Behaviour Act 2003
- Licensing Laws
- Theft Act
- Human Rights Act
- Data Protection
- RIPA
- Fixed Penalty notices
- Children and Young Persons Acts
- Drug Acts.

Powers

- To arrest
- To detain
- To enforce.

Consequences

- Litigation
- Breach of human rights
- Loss of credibility of accreditation schemes
- Impact on admissibility of evidence.

Unit 001

Roles and responsibilities of accredited persons

Outcome 3

Examine diversity and discrimination issues in the community

Underpinning knowledge

The candidate will be able to:

- 1 explain the difference between prejudice and discrimination
- 2 explain the importance of equal opportunities and diversity in accreditation schemes
- 3 identify relevant **legislation** covering the areas of equality and diversity
- 4 explain the importance of non-discriminatory practices in accreditation schemes
- 5 identify typical diversity and social **issues** accredited persons deal with
- 6 explain the **individual's responsibilities** for equality and diversity
- 7 explain **organisational responsibilities** for equality and diversity
- 8 identify **methods** used to tackle diversity and inclusion issues.

Range

Legislation

- Race Relations Act
- Equal Opportunities Act
- Sex Discrimination Act
- Disability Discrimination Act.

Issues

- Prejudice
- Diversity
- Discrimination
- Conscious & unconscious acts
- Individual, perceived and organisational.

Individual responsibilities

- Not to discriminate
- To respect the rights of other individuals.

Organisational responsibilities

- To devise and enforce non-discriminatory policies
- To develop an non-discriminatory organisational culture
- To evaluate and monitor equal opportunities issues.

Methods

- Promotion of multi- culturalism
- Development of anti –oppressive policies
- Promotion of social justice
- Empowerment of individuals
- Provision of training.

Unit 001

Roles and responsibilities of accredited persons

Outcome 4

Communicate effectively as an accredited person

Underpinning knowledge

The candidate will be able to:

- 1 explain the importance of **good communication skills**
- 2 explain the **methods of communication**
- 3 identify the **basic elements** of communication
- 4 identify the **barriers and blocks** to effective communication
- 5 explain the importance of non verbal communication
- 6 explain the importance of **values and ethics** in relation to communication skills
- 7 describe how behaviour can influence communication.

Range

Importance of good communication skills

- Customer care
- Dealing with the public
- Dealing with colleagues.

Values and Ethics

- Confidentiality
- Sensitivity
- Integrity
- Standards.

Methods of communication

- Verbal and Non Verbal
- Radio
- Telephone
- Documents: pocket book, reports, statement, logs.

Basic Elements

- Sender
- Message
- Receiver.

Barriers and Blocks

- Language
- Physical (Deafness/visual)
- Religious
- Emotions
- Conduct
- Intimidation.

Unit 002

Solve problems and deal with emergencies in the community

Rationale

The aim of this unit is to provide the candidate with skills and knowledge to deal with problems and emergencies in the community.

Candidates will acquire skills and knowledge in using problem-solving techniques. They will learn to deal with emergencies and incidents within the authority of accredited persons. They will develop skills in using the models different agencies involved in accreditation schemes work with.

There are no specific entry requirements for this qualification. Previous experience of the subject areas is desirable but not essential.

Learning outcomes

There are **two** learning outcomes to this unit. The candidate will be able to:

- Solve community safety problems within the responsibility and authority of accredited persons
- Deal with emergencies and incidents in the community within the responsibility and authority of accredited persons.

Guided learning hours

It is recommended that 10 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit may contribute towards the knowledge and understanding required for the Level 2 NVQ in Community Warden Occupations and Level 2 Certificate for Security Guards. Refer to Appendix 1 for details.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Assessment

This unit will be assessed by an on-line (GOLA) multiple choice test covering the underpinning knowledge of units 001-003 inclusive.

Unit 002 Solve problems and deal with emergencies in the community

Outcome 1 Solve community safety problems within the responsibility and authority of accredited persons

Practical skills

The candidate will be able to:

- 1 assess community safety problems
- 2 develop action plans for dealing with problems in the community
- 3 apply the Scanning, Analysis, Response, Assessment (SARA) problem solving model to community safety problems.

Underpinning knowledge

The candidate will be able to:

- 1 identify common **community problems**
- 2 explain the **aims of problem solving** within the community
- 3 explain the **stages** of using the SARA problem solving model
- 4 list the **agencies** involved in solving community problems
- 5 list the **benefits** of the multi agency approach to problem solving in the community.

Range

Community Problems

- Anti social behaviour
- Crime
- Littering
- Disorder
- Health and Safety issues
- Road Traffic Accidents
- Theft
- Vandalism
- Alcohol and substance abuse.

Aims of problem solving

- Crime reduction
- Safer neighbourhoods
- Reduced costs to agencies and local authorities
- Improved relationships (between the community and policing family).

Stages

- Strategy and planning for using the model
- Implementing the model
- Measuring the results of the strategy.

Agencies

- Emergency services
- Local authorities
- Trading and Standards
- Customs and Excise.

Benefits

- Building relationships with other agencies
- Improving communication channels
- Improving reporting procedures.

Unit 002

Solve Problems and deal with emergencies in the community

Outcome 2

Deal with emergencies and incidents within the responsibility and authority of accredited persons

Practical skills

The candidate will be able to:

- 1 demonstrate how to plan & prepare for **emergencies**
- 2 demonstrate actions to be taken when dealing with **emergencies**.

Underpinning knowledge

The candidate will be able to:

- 1 explain the responsibilities and authority of Accredited Persons in dealing with emergencies
- 2 identify the typical **emergencies** that occur in the community
- 3 explain the **procedures** for dealing with **emergencies**
- 4 explain the main **considerations** in establishing cordon distances
- 5 explain the main considerations of cordoning procedures for different types of **locations**.

Range

Emergencies

- Bomb threats
- Fires
- Floods
- Road Traffic Accidents
- Serious Illness or injury
- Anti-social behaviour
- Utility emergencies
- Health and Safety risks
- Evacuations

Emergency Procedures

- Bomb threats
- Fires
- Floods
- Road Traffic Accidents
- Serious Illness or injury:
- Anti-social behaviour
- Utility emergencies
- Health and Safety risks
- Evacuations.

Considerations

- Public safety
- Interference
- Access and egress for emergency services
- Contamination of a scene
- Media intrusion.

Locations

- Public spaces
- Town centres
- Retail centres
- Residential housing areas
- Industrial and commercial areas
- Buildings.

Unit 003

Crime and incident management in the community

Rationale

The aim of this unit is to provide the candidate with the skills and knowledge required to deal with, and record details of, incidents and emergencies in the community within the authority of accredited persons.

Candidates will acquire skills and knowledge to enable them to contribute to crime reduction. They will develop skills in managing crime and incident scenes within the authority of Accredited Persons. They will be able to record details of incidents and understand the importance of preserving evidence.

Candidates will also be able to operate standard communications equipment, and understand the importance of using the correct communication codes and procedures.

Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- Contribute to crime reduction in communities
- Manage crime and incident scenes
- Record evidence and details of incidents
- Operate communications equipment

Guided learning hours

It is recommended that 20 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit may contribute towards the knowledge and understanding required for the Level 2 NVQ in Community Warden Occupations and Level 2 Certificate for Security Guards. Refer to Appendix 1 for details.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Assessment

This unit will be assessed by an online (GOLA) multiple choice test covering the underpinning knowledge of units 001-003 inclusive.

Unit 3

Crime and incident management in the community

Outcome 1

Contribute to crime reduction in communities

Practical skills

The candidate will be able to:

- 1 apply the National Intelligence Model (NIM) to crime reduction issues in the community.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **principles of crime reduction**
- 2 explain the elements to the **Routine Activity Theory**
- 3 explain the stages of the **National Intelligence Model (NIM)**
- 4 describe how models can be used to identify appropriate methods to reduce crime in the community
- 5 describe the practical implications, for accredited persons, of using crime reduction measures.

Range

Principles of Crime Reduction

- Target hardening
- Target Removal
- Remove the means to commit
- Reducing the payoff
- Access control
- Surveillance
- Environmental design
- Rule setting
- Increase the chance of being caught
- Deflecting offenders.

Elements of the Routine Activity Theory

- Target / Victim
- Offender
- Opportunity
- Lack of capable guardian.

Stages of the National Intelligence Model (NIM)

- Strategic Assessment
- Tactical Assessment
- Problem Profile
- Target Profile
- Analysis.

Unit 3 **Crime and incident management in the community**

Outcome 2 Manage crime or incident scenes

Practical skills

The candidate will be able to:

- 1 demonstrate the initial actions of accredited persons at incident scenes.
- 2 demonstrate the initial actions of accredited persons to secure and preserve evidence.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of preserving evidence** at the scene of crime
- 2 define 'theft', 'assault', 'robbery', 'trespass' and 'burglary'
- 3 describe the **legislation** governing assault, robbery, trespass and burglary
- 4 describe the **basic components** of Improvised Explosive Devices (IEDs) and Improvised Incendiary Devices (IIDs)
- 5 list the actions that would be taken by an accredited person at **incident scenes**.
- 6 explain the importance of obtaining **witnesses** at the scene of an incident.
- 7 explain the roles of the emergency services at the crimes and incident scenes.
- 8 explain the **process of incident investigation** that would be followed at the scenes of serious incidents and crimes
- 9 explain the roles of those who would be involved at the scene of serious incidents.

Range

Importance of preserving evidence

- Evidential Value
- Scene & evidence contamination
- Integrity of evidence
- Identification of suspect
- Identification of cause/substances.

Legislation

- Theft Act
- Criminal Law Act
- **Criminal Justice and Public Order Act 1994**
- Offences Against the Person Act.

Basic Components

- IED: explosive, detonator, trigger
- IID: accelerant, ignition, trigger.

Incident scenes

- Serious assault
- Street crime – robbery (theft from a person using force)
- Road traffic accident
- Public disorder
- Drug or alcohol related behaviour.

Witnesses

- Provision of Evidence
- Identity of suspect(s)
- Corroboration
- Court Proceedings.

Process of incident investigation

- Roles and responsibilities in incident investigations
- Emergency services procedures
- Specialist support
- Scientific Aids
- Police Responses

Unit 003

Crime and incident management in the community

Outcome 3

Record evidence and details of incidents

Practical skills

The candidate will be able to:

- 1 produce descriptions of people using the **IC categories**
- 2 produce accurate reports and statements
- 3 produce witness statement of **incidents**
- 4 demonstrate how to correct errors and mistakes made in handwritten reports and statements.

Underpinning knowledge

The candidate will be able to:

- 1 explain the importance of and difficulties associated with accurately recording details of **incidents**
- 2 explain the principles of accurately identifying and describing individuals using the IC Codes
- 3 explain the **rules** for recording evidence;
- 4 describe which information and **details** should be recorded
- 5 explain the procedures for preserving evidence.

Range

IC Categories

- IC 1-5 male
- IC 1-5 female.

Incidents

- Serious assault
- Street crime – robbery (theft from a person using force)
- Road traffic accident
- Public disorder
- Drug or alcohol related behaviour.

Rules

- Serious Organised Crime Act (SOCA)
- Police and Criminal Evidence Act (PACE).

Details

- Date
- Time
- Location.

Unit 3

Crime and incident management in the community

Outcome 4

Operate communications equipment

Practical skills

The candidate will be able to:

- 1 demonstrate how to operate communications equipment correctly
- 2 demonstrate how to use the phonetic alphabet and call signs and other relevant terminology in radio communications.

Underpinning knowledge

The candidate will be able to:

- 1 list the Phonetic Alphabet from A-Z
- 2 explain why call signs and **terminology** are used in radio communications
- 3 explain **basic operating procedures** for a private radio network and mobile phone system
- 4 explain the common **difficulties** that may interfere with good communication when operating a private network radio and a mobile telephone system
- 5 describe actions that may be taken to overcome **difficulties**
- 6 list who may be able to overhear a communication between an accredited person and the control centre when using a private radio network
- 7 explain the importance of confirming **communications equipment** meet operational requirements.

Range

Terminology

- Over (end of transmission, awaiting reply / response)
- Out (end of conversation)
- Roger (received and understood)
- Wait Out (wait for reply, I am dealing with an incident)
- Receiving (can you hear me)

Basic Operating Procedures

- Switch power on
- Charge power
- Change channels
- Test systems

Difficulties

- Background noise
- Electrical interference
- Faulty equipment
- Location
- Range and distance settings
- Poor signal
- Faulty batteries or power failures

Communications equipment

- 2 way Radios
- Telephones
- Mobile telephones
- Pagers

Unit 004 Conflict Management

Rationale

The aim of this unit is to provide the candidate with the skills and knowledge required to deal effectively with workplace violence. It will enable the candidate to assess risks and threats of violence. They will learn to use strategies to diffuse potentially violent situations and to deal with violent situations. They will also gain an understanding of the importance of completing post incident procedures.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Assess and reduce the risk of violence in the workplace
- Identify behaviour that indicates an escalation towards violence and take appropriate measures to avoid or calm and defuse the situation
- Identify post incident support and report the circumstances to provide information for personal and organisational learning.

Guided learning hours

It is recommended that 10 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit may contribute towards the knowledge and understanding required for the Level 2 NVQ in Providing Security Services. Refer to Appendix 1 for details.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment

This unit will be assessed by an online (GOLA) multiple choice test covering the underpinning knowledge in this unit.

Unit 004

Conflict management

Outcome 1

Assess and reduce the risk of violence in the work environment

Practical skills

The candidate will be able to:

- 1 assess the risks of violence that exist in the working environment
- 2 prepare and plan to reduce the risks of violence before undertaking a work activity involving specific risks
- 3 assess a situation, as it is developing, to identify risks of violence.

Underpinning knowledge

The candidate will be able to:

- 1 state the **definition of work related violence**
- 2 describe the responsibilities of employers and employees outlined in the Health and safety at Work Act 1974
- 3 explain the **policy and guidance** provided by their employer in relation to the risks of **work related violence**
- 4 describe **risk reduction measures** which eliminate or reduce risks
- 5 describe the **process of dynamic risk assessment** of the threat in a developing situation
- 6 recognise the importance of providing positive and proactive service to **service users**
- 7 respond calmly and politely to **complaints of poor service** and resolve issues promptly and fairly.

Range

Definition of Work Related Violence

- Health and Safety Exec definition
- Organisation specific definition

Policy and Guidance

- Workplace Violence policy
- Guidance on Safe Working Practice
- Guidance on Lone Working

Risk Reduction Measures

Physical measures such as:

- Stab proof vests
- Alarms
- CCTV
- 'Safe' areas

Other measures:

- Policy
- Guidance
- Training

Process of dynamic risk assessment

- Continuously assessing the level of threat faced in a developing situation, valuating the options and responding appropriately

Work Activity

- Any activity involving a face to face interaction with a service user

Specific Risk

Any work activity which is recognised to attract specific risks such as:

- lone working
- banking cash
- enforcement duties including arrest, search and detaining

Service User

Any person whom the learner may come into contact with whilst performing their role. e.g.:

- patients
- friends
- relatives
- clients
- passengers
- customers
- detainees
- the public
- pupils
- parents
- carers.

Complaints of poor service

Any event which the service user perceives to have been dealt with below the expected standards. e.g.:

- late arrival
- queuing
- waiting times
- unhelpful service
- incompetence
- rudeness
- faulty goods
- failure to provide goods.

Unit 004

Conflict management

Outcome 2

Identify behaviour that indicates an escalation towards violence and take appropriate measures to avoid or calm and defuse the situation

Practical skills

The candidate will be able to:

- 1 use skills and behaviours which will calm and defuse the situation
- 2 take the appropriate action in a high risk conflict to minimize the risk of injury to yourself and other people
- 3 demonstrate the **skills to signal non aggression**.

What you need to know

The candidate will be able to:

- 1 describe **human responses** to threatening situations
- 2 identify the most **common triggers and situations** where there is a risk of escalation into violence
- 3 choose **responses which will de-escalate** a potentially aggressive situation
- 4 describe the basic **elements of communication** and **the blocks to communication** in an aggressive or violent situation
- 5 describe the action to take if a situation is escalating to a **high-risk conflict**
- 6 explain how to **defuse and calm** a person who is behaving in an angry and aggressive way
- 7 choose appropriate **assertive behaviour** for confronting examples of unacceptable behaviour.
- 8 describe **exit strategies** from potentially high-risk conflict.
- 9 explain the **law relating to self defence**.

Range

Skills to Signal non Aggression

The use of:

- appropriate positioning
- spatial awareness
- eye contact
- body language and stance to show to the aggressor that you do not wish to fight him or her.

Human responses

- fight or flight response
- emotional versus Rational response
- stimulus and response
- triggers and Inhibitors.

Common triggers and situations

- embarrassment
- loss of face
- insults
- not been taken seriously
- fear.

Responses which will de-escalate

- active listening
- helpful attitude
- empathy
- positive body language.

Basic elements of communication

- sender – message – receiver
- check out understanding.

Blocks to communication

- the physical environment
- emotional and feelings
- attitudes
- cultural differences
- alcohol and drugs
- mental health problems
- people with learning difficulties.

High risk conflict

- where there is an immediate risk that someone is going to be physically assaulted.

Defuse and calm

- signal non aggression
- show empathy
- active listening
- build trust.

Assertive behaviour

- positive assertive language.

Exit strategies

- plausible reason for leaving a high risk situation.

Law relating to self defence

- use of force
- common law authority
- human Rights Act.

Unit 004

Conflict management

Outcome 3

Identify post incident support and report the circumstances to provide information for personal and organisational learning

Practical skills

The candidate will be able to:

- 1 **report and record** an incident of workplace violence to provide information to increase the prevention and reduction of risk across the organisation
- 2 **review** the incident, including the sequence of events leading up to it, to provide personal learning and the sharing of good practice with work colleagues
- 3 develop a **personal action plan** to ensure that he / she will deal more effectively with a similar incident

Underpinning knowledge

The candidate will be able to:

- 1 describe the **reactions** which may be experienced by a victim of workplace violence incident and the **support mechanisms** available for that person.

Range

Report and record

- complete report and record details of incident in accordance with organisational requirement.

Review

- review what happened, why it happened and what can be learned for next time an similar incident occurs.

Personal action plan

- a plan to ensure learning from an incident is realised and put into place.

Reactions

- immediate post incident reactions
- medium term reactions
- long term reactions.

Support mechanisms

- line manager
- team
- other colleagues
- employee assistance programme
- counselling
- psychological
- psychiatric.

Appendix 1 Connections to NVQs and other qualifications

City & Guilds has identified the connections to linked NVQs and other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards a NVQ unit, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the NVQ standards.

This qualification has connections to the:

- Level 2 NVQ in Community Warden Occupations (1878)
- Level 2 Certificate in Providing Security Services (1875)
- Level 2 Certificate for Security Guards (1902).

Relationship between the Vocational Qualification and Level 2 NVQ in Community Warden Occupations (1878)

City & Guilds Level 2 Certificate for Accredited persons		City & Guilds Level 2 NVQ in Community Warden Occupations
Unit Number/Title		Related units
001	Roles and responsibilities of accredited persons	001,003
002	Solve problems and deal with emergencies in the community	001,003,017
003	Crime and incident management in the community	001,003
004	Conflict management	001,003

Relationship between the Vocational Qualification and Level 2 Certificate in Providing Security Services (1875)

City & Guilds Level 2 Certificate for Community Safety: Accredited persons

Unit Number/Title

001	Roles and responsibilities of accredited persons
002	Solve problems and deal with emergencies in the community
003	Crime and incident management in the community
004	Conflict management

Level 2 Certificate in Providing Security Services

Related units

004, 007
004, 007
002,

Relationship between the Vocational Qualification and Level 2 Certificate for Security Guards (1902)

City & Guilds Level 2 Certificate for Accredited persons

Unit Number/Title

001	Roles and responsibilities of Accredited persons
002	Solve problems and deal with emergencies in the community
003	Crime and incident management in the community
004	Conflict management

City & Guilds Level 2 Certificate for Security Guards

Related units

001 outcomes 5,6,7,8,9
001 outcomes 5,6,7,8,9
002

Appendix 2 Key Skills signposting

The qualification may provide opportunities to gather evidence for the accreditation of Key skills as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as additional qualification.

Unit number	Communication	Application of Number	Information Technology
001	C2.1a, C2.1b, C3.1a		
002	C2.1a, C2.3, C3.1a		
003	C2.1a, C2.3, C3.1a		
004	C2.1a, C2.2, C2.3, C3.1, C3.2a, C3.2b		

Unit number	Problem Solving	Improving own learning and performance	Working With Others
001			WO2.1, WO2.2
002	PS2.1, PS2.2, PS2.3		WO2.1, WO2.2, WO2.3
003	PS2.1, PS2.2, PS2.3		WO2.1, WO2.2, WO2.3
004	PS2.1, PS2.2, PS2.3	LP2.1, LP2.2, LP2.3	WO2.1, WO2.2, WO2.3

Appendix 3 The wider curriculum

Candidates taking this qualification may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual issues, European dimension, environmental education and health and safety issues.

Unit Number	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
001	✓			✓
002	✓			✓
003	✓			✓
004	✓			✓

Appendix 4 Funding

This qualification is accredited and included on the National Qualifications Framework, and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this qualification.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aim Database www.providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk.</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the Department for Education, Lifelong Learning and Skills at www.new.wales.gov.uk.</p>	<p>Centres should contact the Department for Education, Lifelong Learning and Skills at www.new.wales.gov.uk</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>

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