Licence to Practice within the Private Security Industry (1897-01)

August 2017 Version 1.2

Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry

Qualification Handbook

Qualification at a glance

Subject area	Security
City & Guilds number	1897
Age group approved	18+
Entry requirements	None
Assessment	Multiple choice examination Assignment
Approvals	Standard approval
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry	32	40	1897-01	601/6065/2

Version and date	Change detail	Section
1.2 August 2017	Added TQT details	Qualification at a Glance, Qualification Structure
	Deleted QCF	Appendix 1

Contents

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are intended for candidates who work or want to work as CCTV operators in the private security industry and require an SIA Licence to Practice.
What do the qualifications cover?	These Licence to Practice qualifications allow candidates to learn, develop and practise the skills required for a job as a CCTV operator. All learners must complete the mandatory units Working within the Private Security Industry, Working as a CCTV Operator within the Private Security Industry and Practical Operation of CCTV Equipment within the Private Security Industry.
What opportunities for progression are there?	On successful completion learners will be able to apply for their SIA Licence to Practice in order to work as a CCTV operator, or can progress onto the Level 2 Providing Security Services Apprenticeship.
Who did we develop the qualifications with?	These qualifications were developed in association with SIA, BIIAB, City & Guilds, HABC, IQ, Laser, NOCN and Pearson.

Structure

To achieve the Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry candidates must achieve 4 credits from the following mandatory units.

Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry					
UAN	City & Guilds unit number	Unit title	Group	Credit Value	GLH
K/506/7176	001/009	Working within the Private Security Industry	Mandatory	1	10
T/506/7147	226/526	Working as a CCTV Operator within the Private Security Industry	Mandatory	2	14
A/506/7148	017	Practical Operation of CCTV Equipment within the Private Security Industry	Mandatory	1	8

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry	32	40

2   Centre requirements

Centres should read the following Security Industry Authority (SIA) document available on the SIA website:

> 'Introduction to Learning Leading Towards Licence-linked Qualifications Requirements for Awarding Organisations/Bodies and Training Providers'

SIA website: **www.sia.homeoffice.gov.uk**

Approval

To offer these qualifications, centres will need to gain both centre and qualification approval. All centres currently approved for the 1892 suite of qualifications will also be required to gain full approval for the new 1897 suite. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Trainers involved in the delivery of licence-linked qualifications

Approved trainers delivering these qualifications must have successfully completed a formal teaching or training qualification.

All trainers seeking to deliver licence-linked qualifications must either have achieved the Level 3 Award in Education and Training or a teaching or training qualification at SVQ level 3 (or equivalent), which has been accredited by SQA/QCA/Ofqual or validated by a HEI, or equivalent such as:

- PTLLS, CTLLS or DTLLS

- Certificate in Education

- Post Graduate Certificate in Education

- SVQ levels 3 and 4 in Learning and Development

- Scottish Training Qualification for Further Education (TQFE)

- Professional Graduate Diploma in Education (PGDE).

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting City & Guilds.

Qualifications for Trainers

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 relevant awarding organisation.

Facilities

Training for approved licence-linked qualifications must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose.

For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Due to the nature of the role of a security operative, in the course of their work it is likely they will be required to make calls to the emergency services, or need to communicate to resolve conflict. It is therefore essential that security operatives are able to communicate clearly.

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 be conducted in the medium of English and/or Welsh as appropriate. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment.

As a guide, learners should as a **minimum** have language skills equivalent to the following:

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- 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 the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5
- Essential Skills Wales Communication Level 1.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 18 as these qualifications are not approved for under 18s. In addition, only successful candidates aged 18 or over may hold an SIA licence.

Exemptions

Learners with previous licence to practice qualifications, units, training and/or experience will **not** be exempt from part or all of the 1897 licence-linked qualifications. They will be required to undertake all training and the full assessment in order to gain the new licence-linked qualifications from January 2015.

3   Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Identification Checking and Walled Garden registrations

The training provider must ensure they check the ID of the learner on registration and ensure the name registered for the licence- linked qualification is exactly the same as the ID presented (Photo ID required and meets SIA acceptable ID documents: signed valid passport of any other nationality or Driving Licence).

It is imperative that all learner named registrations on Walled Garden match the learners ID presented on registration or this will cause delays and possible refusal by SIA when the learner comes to request their SIA licence once they have completed the qualification. The learner is also likely to lose the £220 application fee due to this error.

The training provider must also check the ID presented before assessment.

Standard Delivery Times for Units and Contact Time in Licence-linked Qualifications

Qualification Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry	32	23 (minimum 3 days)	4

Table outlining qualification delivery time: GLH, required contact time and credit values

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time does **not** include:
- breaks in the delivery of the course
- checking ID.

The table above details the minimum number of days over which the learning for the qualifications must be delivered in England, Wales and Northern Ireland.

4 Assessment

Summary of assessment methods

City & Guilds has written the following assessments to use with this qualification:

- externally set and externally marked multiple choice examinations
- externally set and internally marked assignments – to be externally verified by City & Guilds to make sure they are properly carried out.

Assessment Types			
Unit	**Title**	**Assessment method**	**Where to obtain assessment materials**
001/009	Working within the Private Security Industry	City & Guilds e-volve multiple choice examination. The examination covers all of the knowledge in the unit.	Examination provided on e-volve (1897-001)- schedule through Walled Garden/Catalogue On demand question paper version (1897-009) also available – order through Walled Garden/Catalogue
226/526	Working as a CCTV Operator within the Private Security Industry	City & Guilds e-volve multiple choice examination. The examination covers all of the knowledge in the unit.	Examination provided on e-volve (1897-526)- schedule through Walled Garden/Catalogue On demand question paper version (1897-226) also available – order through Walled Garden/Catalogue
017	Practical Operation of CCTV Equipment within the Private Security Industry	City and Guilds assignment	Available to download from the City & Guilds website

Assessment strategy

Grading for all assessments is Pass/Fail.

The multiple choice examinations can only be passed by candidates demonstrating a level of mastery, i.e. 70% achievement or above in each examination. This passmark may be subject to slight variation to ensure fairness should any variations in the difficulty of the examinations be identified.

The assignment can only be passed by candidates demonstrating 100% achievement.

Test specifications

The way the knowledge is covered by each examination is laid out in the tables below:

Unit: 001/009 **Working within the Private Security Industry**	Duration: 1 hour 15 minutes
Outcome	**%**
1 Know the main characteristics of the private security industry	12
2 Understand legislation as it applies to the individual in carrying out a licensable activity	7
3 Understand the importance of safe working practices to comply with legal requirements	23
4 Understand fire procedures in the workplace	20
5 Understand emergencies and the importance of emergency procedures	20
6 Understand the importance of communication skills and customer care	18
Total	**100**

Unit: 226/526 **Working as a CCTV Operator within the Private Security Industry**	Duration: 1 hour 30 minutes
Outcome	**%**
1 Understand the roles and responsibilities of the CCTV operator and other CCTV staff	16
2 Understand CCTV codes of practice, operational procedures and guidelines	18
3 Understand relevant legislation and how it impacts on CCTV operations	22

4 Understand the importance of communication within CCTV operations	13
5 Understand emergency procedures in the CCTV control room	11
6 Understand the characteristics of a CCTV system	9
7 Understand health and safety relevant to the CCTV operator	11
Total	**100**

Recognition of prior learning (RPL)

RPL is not allowed for this qualification.

5   Units

The units for this qualification follow.

Unit 001/009   Working within the Private Security Industry

UAN:	K/506/7176
Level:	2
Credit value:	1
GLH:	10
Assessment type	Multiple choice examination.
o **Endorsement by a sector or regulatory body:**	This unit is endorsed by SIA.
Aim:	This unit is intended for people who want to work in the private security industry and who require a SIA licence to practice. It covers those areas of content that are common across different sub-sectors at Level 2: door supervision; security guarding, CCTV operations; vehicle immobilisation; and cash and valuables in transit.

Learning outcome

The learner will:

1. Know the main characteristics of the private security industry

Assessment criteria

The learner can:

1.1   Identify the **key purposes** of the private security industry
1.2   State the **functions** of the Security Industry Authority (SIA)
1.3   Identify **standards of behaviour** required of a security operative
1.4   Identify **different sectors** within the private security industry
1.5   Identify the **benefits** of linking with crime reduction initiatives

Range

1.1 **Key purposes**
- prevent and detect crime and unauthorised activities
- prevent and reduce loss, waste and damage
- monitor and respond to safety risks
- protection systems

1.2 **Functions**
- protect the public and regulate the security industry
- raise industry standards
- monitor activities and effectiveness of those within the industry
- set and approve standards of conduct
- training
- supervision
- reviewing operation of the legislative framework

1.3 **Standards of behaviour**
- personal appearance
    - smart presentable attire
    - meet employer guidelines
    - carry SIA licence while on duty
- professional attitudes and skills
    - act without discrimination
    - professionalism
    - courtesy
    - personal integrity and understanding
    - moderate language
    - alertness
    - fitness for work
- general conduct
    - not accept bribery
    - never abuse power of authority
    - not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer
- regulator codes of practice and guidelines
    - values and standards
    - procedures and policies

1.4 **Different sectors**
- *Licensed sectors in manned guarding*
    - vehicle immobilisation
    - security guarding
    - door supervision
    - CCTV
    - close protection

- *Other sectors*
    - private investigation
    - events security
    - stewarding
    - electronic security and fire security systems
    - dog handling

1.5 **Benefits**
- reduces the opportunity for crime to take place
- improves security of vulnerable targets
- improves the environment
- removes the means to commit crime
- increased knowledge to support monitoring activities
- reduces risk of crime to own employer

Learning outcome
The learner will:

2. Understand legislation as it applies to the individual in carrying out a licensable activity

Assessment criteria
The learner can:

2.1   Identify the **differences between civil and criminal Law**
2.2   State the **main aims** of the Private Security Industry Act 2001 investigate
2.3   Identify **key legislation** relating to promoting equality and diversity in the workplace

Range
2.1 **Differences between civil and criminal Law**
Civil law:
- purpose is to right a wrong
- cases brought by individuals or organisations
- compensation for loss or damage as remedy
- proven on balance of probabilities

Types of offences in civil law
- trespass
- breach of contract

Criminal Law:
- purpose is to deter and punish
- cases brought by the Crown
- fines and imprisonment as remedy
- proven beyond reasonable doubt

Types of offences in criminal law
- common assault
- actual bodily harm
- grievous bodily harm
- violence undertaking licensable activities without an SIA licence
- permitting drug related activities to take place on licensed premises (supplying and/or consuming illegal drugs)

2.2 Main aims
- raise standards
- increase public confidence
- increase public safety
- remove criminal elements from the industry
- establish the SIA
- establish licensing

2.3 Key legislation
- Equalities Act 2010
- Human Rights Act 1998
  - Discrimination in the workplace (direct and indirect discrimination)
- equal opportunities legislation
- employer's duty to make reasonable adjustments

Learning outcome

The learner will:

3. Understand the importance of safe working practices to comply with legal requirements

Assessment criteria

The learner can:

3.1   State the **importance of health and safety** in the work environment
3.2   State the meaning of **'duty of care'**
3.3   Identify the **responsibilities of employees, employers and the self-employed** under health and safety at work legislation
3.4   Identify **methods** for safe manual handling
3.5   Recognise **'risks'** in relation to health and safety at work
3.6   State how to **minimise risk** to personal safety and security
3.7   Identify **typical workplace hazards**
3.8   Identify **safety signs and signals**
3.9   State **reporting procedures** for health and safety accidents and incidents
3.10 Identify **who to contact** in first aid situations

3.1 **Importance of health and safety**

- duty of care
- employee and customer safety
- avoid damage
- comply with legislation
- legislation compliance and
- consequences of failure to comply
- avoid negative consequences

3.2 **Duty of care**

- *definition*: requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law
- exercising duty of care

3.3 **Responsibilities of employees and the self-employed**

- take responsibility for own health and safety
- co-operate with employer
- take reasonable care and not put themselves or public at risk
- report injuries and accidents to employer
- follow processes and procedures put in place by their employer

Responsibilities of employers

- assess and reduce risk
- provide first aid facilities
- tell staff about hazards
- provide training if required
- record injuries and accidents
- provide and maintain necessary equipment and clothing and warning signs

3.4 **Methods**

- assessment of load, know own limits, plan route, use of mechanical aid
- stable base, correct positioning of head, feet and back
- correct positioning of load, smooth movement, avoidance of twisting, push rather than pull

3.5 **Risks**

- identify hazards
- evaluate risks (low, medium, high)
- record findings
- review and implement changes to remove or minimise hazards

3.6 **Minimise risk**
- awareness of potential hazards
- risk assessment process
- organisational procedures and policies
- appropriate equipment
- procedures for lone working

3.7 **Typical workplace hazards**
- conditions that cause slips and trips (footwear, wet floor, poor lighting)
- exposure to harmful substances
- obstacles
- sharp objects
- assaults and violent acts
- manual handling
- faulty equipment
- fires and explosions
- overexertion
- lone working

3.8 **Safety signs**
- prohibition
- warning
- mandatory
- emergency escape or first aid
- safety colour
- fire safety

Signals
- acoustic
- hand

3.9 **Reporting procedures**
- organisational procedures
- record in accident book
- RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents)

3.10 **Who to contact**
- dependent on situation
- designated first aider
- nurse
- ambulance services
- referral to doctor/hospital
- notify supervisor

The learner will:

4. Understand fire procedures in the workplace

Assessment criteria

The learner can:

4.1   Identify **basic fire safety measures**
4.2   Identify the **elements** that must be present for fire to exist
4.3   Identify **classifications of fire**
4.4   Identify **basic fire fighting equipment**
4.5   State the different **types of fire extinguishers** and their uses
4.6   State the **actions** to be taken upon discovering a fire
4.7   State the **importance of understanding fire control panels**
4.8   State the **importance of understanding fire evacuation procedures**
4.9   Identify the role and responsibilities of a fire marshal

Range

4.1 **Basic fire safety measures**
- control of fuel and ignition sources
- safe storage of flammables
- inspection and maintenance of electrical equipment
- staff training
- avoidance of overloading electrical points

4.2 **Elements**
- components of fire
- the fire pyramid

4.3 **Classifications of fire**
- A - ordinary combustible
- B – flammable liquids
- C - flammable gas
- D - metal fires
- Electrical fires
- F - hot cooking oils

4.4 **Basic fire fighting equipment**
- fire extinguishers (different colour codes)
- fire blankets
- fire hose
- sprinkler system (wet/dry risers)

4.5 **Types of fire extinguishers**
- Water
- General Foam
- CO2 Gas
- Wet chemical
- Powder

4.6 **Actions**
- sound the alarm
- inform emergency services
- FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger
- identify area where fire is, isolate other areas

4.7 **Importance of understanding fire control panels**
- ensure full understanding of extent of area of incident
- pass on correct message to emergency services (materials, chemicals stored in affected area)
- act accordingly to the notifications
- take necessary precautions as signalled by the systems

4.8 **Importance of understanding fire evacuation procedures**
- keep self and others safe
- save time in an emergency
- assist emergency services
- confirm evacuation

Learning outcome

The learner will:

5.   Understand emergencies and the importance of emergency procedures

Assessment criteria

The learner can:

5.1   Identify **responses** to different types of emergencies
5.2   State **how to make emergency calls**
5.3   Identify **actions to be taken** in the event of personal injury
5.4   Identify factors which may indicate individuals could be **vulnerable and at risk of harm**
5.5   State **actions to take** when individuals have been identified as vulnerable and at risk of harm
5.6   Identify how to **report indicators of child sexual exploitation**
5.7   Identify **behaviours that could indicate suspicious or terrorist activity**
5.8   Identify **actions** to be taken in the event of a security threat
5.9   State the **importance of a business continuity plan**

Range

5.1 **Responses**
- follow correct procedures depending on emergency
- ensure safety of self and others
- report to appropriate authorities
- appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm
- prioritisation of incidents

Types of emergencies:
- power, system or equipment failure
- flood
- actual or threatened serious injury
- serious illness
- bomb threat

5.2 **How to make emergency calls**
- stay calm
- dial appropriate emergency telephone number and ask for relevant emergency service
- provide relevant information

5.3 **Actions to be taken**
- contact designated first aider or call the emergency services, as appropriate
- ensure safety of self and others
- deal with injury within limits of own ability and authority
- record the injury in the accident book

5.4 *Vulnerable* **and at risk of harm**
- 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
- having a physical or learning disability

5.5 **Actions to take**
- seeking help of Street Pastors, Street Marshalls or any other active schemes
- calling a relative to assist in the case of a younger or vulnerable adult
- calling for a licensed taxi to take the vulnerable person home
- using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance
- calling the police

5.6 **Report indicators of child sexual exploitation**
- contact the police or call Crimestoppers
- report as soon as possible

5.7 Behaviours that could indicate suspicious or terrorist activity
- person taking particular interest in security measures
- making unusual requests for information
- testing security by breaching restricted areas
- loitering
- tampering with utilities
- person with forged, altered or stolen identity documents, documents in different names
- large amounts of cash
- inappropriately dressed for season/location
- taking photos or making drawings
- parked vehicles with people inside; empty parked vehicles left unattended for long period
- multiple sightings of same suspicious person, vehicle, or activity

5.8 Actions
- ensuring a visible presence
- regular patrols
- maintaining organised search procedures
- ensuring emergency exits are secured
- know and follow relevant procedure (company's evacuation plan; within the limits of your own authority)
- reporting incident requiring immediate response to the police
- reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline

5.9 Importance of a business continuity plan
- business operations continue
- allows for remote operation
- protects important assets
- reduces potential downtime
- prevents business failure

Learning outcome

The learner will:

6. Understand the importance of communication skills and customer care

Assessment criteria

The learner can:

6.1 State the basic **elements of communication**
6.2 Identify the **different types of communication**
6.3 State the **importance of communication in delivering customer care**
6.4 Identify **different types of customers** and how their needs can vary
6.5 State the **principles of customer care**
6.6 Identify **best practice in relation to telephone communications**
6.7 Identify **best practice in relation to radio communications**
6.8 Recognise the **call signs** of the NATO phonetic alphabet

Range

6.1 Elements of communication
- sender
- receiver
- communication channel
- message
- noise
- feedback

6.2 Different types of communication
- non-verbal communication
- verbal communication

6.3 Importance of communication in delivering customer care
- greater organisational efficiency and effectiveness
- better team working
- meet customer needs and expectations
- better resolve customer problems and complaints
- create a good impression/positive organisational image
- reduce conflict
- managing customer expectations

6.4 Different types of customers
- internal
- external
- direct
- indirect

6.5 Principles of customer care
- establishing rapport
- understanding customer needs and expectations
- listening to the customer
- empathising
- communicating information
- being polite
- efficient
- knowledgeable
- helpful
- approachable

6.6 Best practice in relation to telephone communications
- approach and language
- appropriate greeting
- clear distinct voice with moderate pitch and volume
- listening to verbal and vocal expressions
- use of questioning techniques
- providing appropriate information
- maintaining confidentiality
- leaving, taking and passing on messages accurately
- recognise limits of own authority
- use of phonetic alphabet
- completing relevant phone logs and records

6.7 **Best practice in relation to radio communications**
- check equipment
- uses of phonetic alphabet
- communicate clearly and accurately
- use of radio protocols to signal start/end of transmissions
- use of clear and concise language
- ensure clear and effective communication
- ensure urgent incidents are dealt with quickly

6.8 **Call signs**
- correlate to each letter from phonetic alphabet
- local policies regarding call signs allocated

Unit 226/526   Working as a CCTV Operator in the Private Security Industry

UAN:	T/506/7147
Level:	2
Credit value:	2
GLH:	14
Assessment type	Multiple choice test
o **Endorsement by a sector or regulatory body:**	This unit is endorsed by SIA. It will be assessed via a multiple choice examination either as an online test or an on-demand paper.
Aim:	This unit is intended for people who want to work in the private security industry and who require an SIA licence to practice. It covers the knowledge and understanding areas that are relevant to the role of a CCTV operator.

Learning outcome

The learner will:

1. Understand the roles and responsibilities of the CCTV operator and other CCTV staff

Assessment criteria

The learner can:
1.1   Identify the **roles and responsibilities** of each member of the CCTV team
1.2   State the meaning of **"confidentiality" as it applies to the role** of a CCTV operator
1.3   State the CCTV operators' **responsibilities regarding privacy issues**
1.4   Identify the main **types** of **incidents** that a CCTV operator may assist with
1.5   Identify **non-crime incidents** and **how the operator should deal with them**
1.6   Identify local crime and disorder issues that affect CCTV operations
1.7   Recognise **indicators of a suspected Improvised Explosive Device (IED)**

Range

1.1 **Roles**
- team worker
    - o operator
    - o supervisor
    - o manager
    - o systems manager
    - o technical support staff
- lone worker

1.1 **Responsibilities**
- observe
- record
- report

1.2 **Confidentiality**
- not disclosing information to unauthorised persons

1.2 **Confidentiality as it applies to the role**
- compliance with Data Protection Act
- system and data security
- no unauthorised recording e.g. using mobile phones or similar devices or unauthorised copying of footage
- repercussions of breaches

1.3 **Responsibilities regarding privacy issues**
- following Home Office guidance on what can and cannot be recorded
- difference between private (not allowed to record) and public areas (allowed to record)
- privacy blanking
- recording suspected criminal activity
- what not to record or view i.e. voyeurism, private areas etc
- can record if actions can be justified by crime and disorder and or safety reasons

1.4 **Incident**
- something operator sees on screen

1.4 **Types of incident**
- those that come to the attention of the operator
- observational requests:
    - emergencies
    - anti -social behaviour
    - suspicious activity
    - criminal (theft, burglary, violence, assault, criminal damage, drugs)
    - non-criminal

1.4 **Incident** (Scotland)
- something operator sees on screen

1.4 **Types of incident** (Scotland)
- those that come to the attention of the operator
- observational requests:
    - emergencies
    - anti -social behaviour
    - suspicious activity
    - criminal (theft, housebreaking, violence, assault, criminal damage, drugs)
    - non-criminal

1.5 **Non-criminal incidents**
- crowd control/evacuation
- missing person
- accident
- fire
- traffic
- flood
- safety issues

1.5 **How the operator should deal with them**
- contacting emergency services
- assisting emergency services by providing intelligence and information to appropriate authority
- searching
- recording evidence

1.6   Locations: crowded areas, cash machines, banks, sports and event venues, car parks, bus/train stations, retail and business areas, local authority buildings, high profile buildings, leisure and entertainments areas
- local hot spots, high risk areas and trends
- how time of day affects issues

1.7 **Improvised Explosive Device (IED)**
- almost anything can be an IED
- unattended items
- suspicious vehicles
- suspicious behaviour/ clothing

Learning outcome

The learner will:

2. Understand CCTV codes of practice, operational procedures and guidelines

Assessment criteria

The learner can:
2.1   Identify **the purpose of codes of practice, operational procedures** and guidelines
2.2   Identify the **impact** of codes of practice, operational procedures and guidelines on CCTV operations
2.3   State **why the control room is kept as a secure environment**
2.4   Identify the key features of **access control systems**
2.5   State the **requirements for dealing with authorised and unauthorised visitors** to the CCTV control room
2.6   Identify **reasons for targeting** suspects and vehicles
2.7   Identify the **methods used** when targeting suspects and vehicles
2.8   State the **importance of accurate record keeping**

Range

2.1 **Purpose**
- ensuring integrity of system and personnel that run the system
- reassuring the public

2.1 **Operational procedures**
- establishes best practice
- compliance with legislation
- protection of public
- protect the CCTV system and staff from complaints and allegations of malpractice and expectations under Data Protection Act

2.1 **Codes of practice**
- The Information Commissioner's CCTV - "helping ensure that good practice standards are adopted by those who operate CCTV"
- Surveillance camera - guidelines for CCTV and automatic number plate recognition; the purpose of the code "will be to ensure that individuals and wider communities have confidence that surveillance cameras are deployed to protect and support them, rather than spy on them".

- The 12 guiding principles in the code

2.2 **Impact**
- ensures evidence admissible in court
- increases protection and confidence of the public
- ensures compliance with legislation
- raise standards
- improve efficiency
- public
    - reassures
    - protects
- partners
    - improving efficiency
    - clear working relationships
- surveillance camera code of practice
    - the 12 guidance principles
- consequences of not complying
    - SIA Standards of behaviour – company procedures, manual and assignment instructions
    - Industry standards

2.3 **Why the control room is kept as a secure environment**
- To ensure compliance with legislation
- security of data and systems
- security of staff if incident occurs and ensuring that operators can continue to assist/monitor during emergency in area covered by system
- prevent unauthorised persons entering, taking over or using control room
- review suite; can be in separate area

2.4 **Access control systems**
- air lock
- manual systems eg push button
- electronic systems
    - audio and visual
    - keypad
    - card swipe
    - proximity
    - biometric
- combination of systems may be used to enter and exit eg swipe and key and biometric
- control systems record access and egress or personnel

2.5 **Requirements for dealing with authorised visitors**
- identification
- verification of details
- reasons for control room access
- complete appropriate signing in and out documentation ensuring correct and legible
- complete site procedures

2.5 **Requirements for dealing with unauthorised visitors**
- refuse entry and appropriate responses
- call police
- complete incident reports
- inform others

2.6 **Reasons for targeting**
- prior experience
- observed activity/behaviour
- body language
- suspected criminal or antisocial behaviour
- valid request by third party
- invalid reasons for target selection; equality issues: code of behaviour for CCTV Operators, Data protection, Human rights: type of issue to give concern
- justification of continued targeting

2.7 **Methods used**
- facial recognition or ANPR for vehicles
- deploying cameras appropriately so target is not lost
- ensuring image is captured for identification purposes
- zooming to get image for identifications purpose
- obtaining views suitable for investigations

2.8 **Importance of accurate record keeping**
- admissible in court, audit trail
- guidelines for writing notes and records
- consequences of incorrect record keeping
- ensure rough notes are also kept as can be used as evidence

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Learning outcome

The learner will:

3. Understand relevant legislation and how it impacts on CCTV operations

Assessment criteria

The learner can:

3.1 Identify how **Data Protection legislation impacts** on the role of the CCTV operator

3.2 Identify how **Freedom of Information legislation impacts** on the role of the CCTV operator

3.3 Identify how **Human Rights legislation impacts** CCTV operations

3.4 Identify the **main provisions of the Regulation of Investigatory Powers** and the **Protections of Freedoms Act**

3.5 State how **main provisions of the Regulation of Investigatory Powers** and the **Protections of Freedoms Act impact** on CCTV operations

3.6 State **how to conduct surveillance planning**

3.7 Identify how the Police and Criminal Evidence Act and the Criminal Procedure and Investigations Act impact on the role of a CCTV operator when **collecting and processing evidence**

3.8 Identify how the Police and Criminal Evidence Act and the Criminal Procedure and Investigations Act impact on the role of a CCTV operator when **securing evidence**

3.9 Identify the **responsibilities** of the CCTV operator to produce statements and give evidence in court

3.10 Identify **how the Sex Offenders legislation impacts** on CCTV operations

Range

3.1 **Data Protection legislation impacts**
- The 8 principles of data protection, eg
    - how long data may be kept
    - data must be relevant
    - adequate and not excessive
- subject access and who is responsible
- Information Commissioners code of practice for CCTV
    - registrations of CCTV system
    - person responsible for system
    - signage about system
    - quality
    - access
    - disclosure and processing of images/data
    - access by data subjects

3.2 **Freedom of Information legislation impacts** (Freedom of Information Act 2000)
- who it applies to (public bodies only)
- who can request information under the act and what type of information
- exemptions

3.2 **Freedom of Information legislation impacts** (Freedom of Information (Scotland) Act (2002)
- who it applies to (public bodies including companies owned by Scottish Ministers and other Scottish public authorities)
- who can request information under the act and what type of information
- exemptions

3.3 **Human Rights legislation impacts** (Human rights Act 1998)
- the authorising officer
- the grounds for directed surveillance
- circumstances under which it can be granted to not contravene the articles
- articles are
    - absolute
    - limited
    - qualified
- main articles:
    - Article 6: right to a fair trial
    - Article 8: right to privacy and family life
    - Article 14: prohibition of discrimination

3.3 **Human Rights legislation impacts** (Human Rights Act (1998)/ Scottish Commission for Human Rights Act 2006)
- the authorising officer
- the grounds for directed surveillance
- circumstances under which it can be granted to not contravene the articles
- articles are
    - absolute
    - limited
    - qualified
- main articles:
    - article 6: right to a fair trial
    - article 8: right to privacy and family life
    - article 14: prohibition of discrimination

3.4 **Main provisions of the Regulation of Investigatory Powers Act**
- types of surveillance (authorisation required to carry out the below)
    - overt
    - covert
    - intrusive
    - directed

3.4 **Main provisions of the Protections of Freedoms Act**
- empowers the CCTV Commissioners code of practice and the Surveillance Camera Code of Practice

3.4 **Main provisions of the Regulation of Investigatory Powers** (Scotland) Act (2000)
- types of surveillance (authorised required to carry out the below)
    - overt
    - covert
    - intrusive
    - directed

3.4 **Main provisions of the Protections of Freedoms Act** (Scotland)
- empowers the CCTV Commissioners code of practice and the Surveillance Camera Code of Practice

3.5 **Impact of Regulation of Investigatory Powers Act**
- requirements for authorisation of covert/ directed surveillance
- circumstance for authorisation; who can authorise
- definition of surveillance

3.5 **Impact of the Protections of Freedoms Act**
- empowers the commissioner's code and the destruction of images

3.6 **How to conduct surveillance planning**
- authorisation levels: circumstances when authorisation is required
  - authorisation by Police
  - authorisation by security services
  - authorisation by local authorities
- what plan is
  - When
  - Where
  - time and for how long
  - how it must be carried out
  - who
- RIPA authority if applicable

3.7 **collecting and processing evidence**
- different types of evidence
- PACE: requirements for presentation of evidence, audit trails, record keeping and note taking/ statement forms, correct descriptions, exhibit numbers
- CPIA all evidence must be disclosed used and unused, including rough notes which must be kept

3.7 **collecting and processing evidence** (Scotland Criminal Procedure (Scotland) Act 1995)
- different types of evidence
- requirements for presentation of evidence, audit trails, record keeping and note taking/ statement forms, correct descriptions, exhibit numbers
- all evidence must be disclosed used and unused, including rough notes which must be kept

3.8 **Securing evidence**
- bagging tagging procedures and other forms of preservation
- storage, statement, hand over to relevant authority
- ensuring that operational procedures and audit trails and continuity of evidence procedures are followed – particular to the production of exhibits

3.9 **Responsibilities**
- to provide or give evidence in court when required
- consequences of failing to do so
- guidelines for giving evidence in Court
- the Magistrates Court Act and the structure of statements

3.9 **responsibilities** (Scotland)
- responsibility to provide or give evidence in court when required
- consequences of failing to do so
- not appearing, guidelines for giving evidence in Court
- Judiciary and Courts (Scotland) Act 2008, Sheriff Courts (Scotland) Act 1907, role of the Procurator Fiscal and the structure of statements

3.10 **How the Sex offenders act 1997 and Sexual Offences Act 2003 impacts**
- the sex offenders register may receive targeting requests
- understand requirements for release if images to authorised parties for ID or appeals for witnesses
- confidentiality of information
- Safeguarding requirements
  - safeguarding children and young people
  - others including voyeurism
- limits what can view and record
- what considerations to take before viewing CCTV material
- defines what a sexual offence is
- to help prevent and report and detect

Learning outcome

The learner will:

4. Understand the importance of communication within CCTV operations

Assessment criteria
The learner can:
4.1 State how CCTV operators i**nteract** with **third parties** during an incident
4.2 Identify ways in which the CCTV operator can **assist statutory enforcement agencies**
4.3 Identify actions to take on receiving a **request for assistance** from the police and other partners
4.4 State the **importance of team working**
4.5 Identify the **importance** of dedicated **communication links** with third parties
4.6 State the **importance of accurate and timely communication** up and down the reporting chain

Range

4.1 **Third parties**: police, customs health and safety, ambulance, fire
- **Interact**: providing intelligence and information, tracking, searching and securing area; crowd control/evacuation; recording evidence
- radio, phone, person / dedicated person in room / dedicated telephone line, radios etc

4.2 **Assist statutory enforcement agencies**
- know which are the relevant enforcement agencies
- providing intelligence and information, descriptions, searching and securing area
- recording evidence and providing updates

4.3 **Request for assistance**

- making a record of the receipt of the request
- communicating with team/ supervisor
- prioritising / type of request priority or emergency = 2 types of procedures

4.4 Importance of team working
- maximises efficiency
- people work to own strengths
- share tasks and responsibilities
- common targets
- improves communication - within the team and other agencies
  prevents:
  - duplication of tasks
  - inefficiency / misunderstanding

4.5 Communication links
- police and council control rooms, emergency centres, communication networks; secure lines and network / inscription of data

4.5 Importance
- incident management and reporting

4.6 Importance of accurate and timely communication
- reporting chains
- importance of following procedures, including reporting procedures
- consequences of inaccurate or delayed communication

Learning outcome

The learner will:

5. Understand emergency procedures in the CCTV control room

Assessment criteria
The learner can:
5.1 State the **actions** to take when an evacuation of the control room is ordered
5.2 State the procedures to follow on **re-occupying the CCTV control room** after an evacuation
5.3 State how to carry out a **search** of the CCTV control room for a suspicious object
5.4 Identify **actions** to take if a **suspicious object** is found in the CCTV control room
5.5 State the actions to be taken in the event of a **systems failure**

Range
5.1 **Actions**

- procedures for equipment, keys, control logs, transferring control to remote centre (if applicable), doors, windows, lights, personal belongings, dispersal/assembly, importance of following evacuation plan, muster point

Actions for evacuation caused by
- fire
- suspected bomb

5.2 Re-occupying CCTV control room
- equipment checking; operational status, reboot of any system that has been shut down re-establishing police contact; review of data recorded in interim; updating of logs, following procedures, reporting of incident

5.3 Search
- routine
- non-routine

5.4 Suspicious objects
- biological, radioactive, chemical, nuclear (CRBN)

5.4 Actions
do not touch, or do anything to it at all, call the police on land line, inform management, evacuate if applicable, searching procedures, appropriate procedures if suspicious object is found

5.5 Systems failure
- back-up systems
- contingency exit opening from inside only and procedure for using
- fault reporting procedure
- maintaining safety and security

Learning outcome

The learner will:

6. Understand the characteristics of a CCTV system

Assessment criteria
The learner can:
6.1 State the **purposes** of a CCTV system
6.2 Identify the **main components** of the CCTV system
6.3 Identify the main **types of CCTV cameras**
6.4 Identify current and emerging CCTV **technologies**

Range
6.1 Purpose:
- assisting in the prevention and detection of crime
- assisting in promotion of community safety/safety of the public

6.2 Main components
- cameras, lenses, operator control, keyboard/ touch screen; display screens/monitors, transmission system, matrix, recorder, printer: types and functions

6.3 **Types of CCTV cameras**

- technology: analogue and digital
- monochrome, colour and switching
- fixed, PTZ, mobile; lenses: zoom and vari-focal
- housing: rectangular or shoe box, dome
- lighting: infra-red
- location, transmission of images: co-axial, twisted pair, fibre optic, microwave, radio, internet protocol;
- mountings: suitability for indoors /outdoors, size, material, suitability to camera

6.4 **Technologies**

- ANPR: Automatic Number Plate Recognition, purpose and operation
- biometrics: facial recognition, iris scanning, fingerprint readers, purpose and operations, palm print reader, voice recognition
- visual recognition: purpose and operation
- digital recording: purpose and operation
- algorithms: purpose and operation
- thermal scanning: purpose and operation; new technologies
- voice recording in control room
- use of telephone and microphone by operators

Learning outcome

The learner will:

7. Understand Health and Safety relevant to the CCTV operator

Assessment criteria

The learner can:

7.1	State **procedures for lone working**
7.2	State the **guidelines** for CCTV operators under the Display Screen Regulations
7.3	Identify the **reasons** for operator check call systems
7.4	State the **key indicators of stress** and how these can be managed
7.5	State the purpose of a **risk assessment**

Range

7.1 **Procedures for lone working**

- Regular check calls
- logs
- electronic devices for reporting to control room

7.2 **Guidelines**

- Health and Safety (Display Screen Equipment) Regulation 1992, duties of employers and employees
- carry out risk assessment of work station
- training
- regular breaks

- eye sight test

7.3 Reasons

to ensure safety and security of operator and other staff monitored by control room

7.4 Key indicators of stress

key indicators: physical, behavioural, emotional; alleviating stress: stress management

7.5 risk assessment

- find hazards and minimise them
- reduce risk
- reduce accidents

Unit 017   Practical Operation of CCTV Equipment in the Private Security Industry

UAN:	A/506/7148
Level:	2
Credit value:	1
GLH:	8
Assessment type	Assignment
o **Endorsement by a sector or regulatory body:**	This unit is endorsed by SIA.
Aim:	This unit is intended for people who want to work in the private security industry and who require a SIA licence to practice. It enables learners to use of CCTV and surveillance equipment in a regulated environment.

Learning outcome

The learner will:

1. Understand how to use CCTV equipment

Assessment criteria

The learner can:

1.1   Explain the **actions** to be carried out when **suspected criminal activity** is detected by a CCTV operator
1.2   Explain how to work with the control room team to **deal with multiple incidents**
1.3   **Identify body language and behaviours that could indicate unusual or suspicious activity**

Range

1.1 **Actions**:
- know what is suspected criminal activity
- reporting incident if applicable
- using cameras appropriately, including wide angle views as well as specific close up views,
- tracking
- real time recording
- gathering evidence
- awareness of Human Rights Act, RIPA, DPA, SOA

1.1 **Suspected criminal activity**
- body language (aggressive, anxious, personal space, abnormal movements)
- selecting target
- concealment of identity
- nervousness
- identifying security devices or personnel
- concealment of items/weapons

1.2 **Deal with multiple incidents**
- working as a team
- prioritising of incidents
- best use of available equipment
- communication with team and statutory enforcement agencies (includes notifying if applicable)
- images for identification and evidential purposes
- completing relevant documentation
- post incident actions

1.3 **Identifying body language and behaviours that could indicate unusual or suspicious activity**
- relevant types of body language and behaviour of groups and individuals
- repeated routes
- concealing features and items

Learning outcome

The learner will:

2. Be able to operate the CCTV system

Assessment criteria

The learner can:

2.1 Carry out **functional checks** of the CCTV system

2.2 Carry out **equipment fault reporting** procedures

2.3 **Use keypads and joysticks to operate cameras, monitors and associated equipment**

2.4 Give clear and **accurate descriptions** of people, vehicles and events

2.5 Detect and **track/follow a suspect** on foot or in a vehicle

2.6 Use cameras to **view a suspect entering or leaving an area**

2.7 Carry out a **lost contact drill**

2.8 **Use cameras to search** the outside of buildings, streets and open spaces for suspicious items

2.9 **Produce images for evidential purposes**

2.10 **Record images onto storage media** in an evidentially sound manner

2.11 **Overcome problems caused by weather, lighting and poor positioning** when using CCTV equipment

2.12 Complete **documentation ensuring audit trail is sound**

Range

2.1 Functional checks
- routine and handover checks
- equipment to be checked
    - cameras
    - monitors
    - recording equipment
    - computer
    - workstation
    - health and safety
- how to carry out checks
- recording procedures and forms to be completed

2.2 Equipment fault reporting
- any faults identified and relevant documentation completed and handed over
- common types of fault
- why faults must be reported/dealt with
- procedure for getting faults repaired
- who needs to be informed

2.3 Use of keypads and joysticks to operate cameras, monitors and associated equipment
- pan, tilt, zoom, controls, monitors, switching cameras
- incident handling: if electronic or paper based

2.4 Accurate descriptions
- description of individual persons, a group, a vehicle, an incident
- provide location and directions
- individual: gender, age, build/weight, height, clothing, distinguishing features, ethnicity, hair etc
- vehicle: car colour, registration and type (as a minimum)
- type of incident, location, who /what is involved, describe event as unfolds
- complete relevant documentation

2.5 Track/follow a suspect: individual in vehicle and as a pedestrian
- locate and track suspect using multiple cameras (suspect moving from one camera field to another)
- positioning cameras, use of pan tilt and zoom
- securing evidence for identification and of incident of evidential quality
- communication with team and third parties
- contacting neighbouring control room if leaving area

2.6 View a suspect entering or leaving an area
- use of multiple cameras
- positioning cameras, pan tilt zoom
- communication with team and third parties
- securing evidence for identification of evidential quality
- meet the Home Office Scientific Development Branch (HOSDB) guidelines of "observe" – occupy at least 25-30% of the screen height

2.7 **Lost contact drill**
- checks of last location
- appropriate use of multiple cameras
- working as a team
- prioritising search area
- methodical and systematic searching
- communication with team and third parties
- zooming out and carrying out a 360 degree check
- contacting neighbour control room if relevant
- understand patience required

2.8 **Use cameras to search**
- appropriate use of multiple cameras to search area
- working as a team
- methodical/ systematic searching
- zooming out and carrying out a 360 degree check
- communication with team and third parties
- recognising an IED / abandoned vehicles / stolen / dangerous goods / items used in connection with criminal activity / dangerous items
- actions if located; inform relevant authorities
- (the same approach would be used for lost children vulnerable adults etc.)

2.9 **Produce images for evidential purposes**
- sufficient quality
- producing images of quality/size that could be used as
- evidence identification, 100%
- recognition of people and vehicles, 50%
- showing close ups and or wide angle of incident
- operate the PTZ cameras to demonstrate a full understanding of the HOSDB range:
  - monitor and control = 5% screen height
  - detect = 10 %
  - observe = 25-30%
  - recognise = 50%
  - identify = 100%
- use of real time recording
- use of multiple cameras
- use of pan tilt and zoom
- appropriate paperwork
- solid audit trail

2.10 **Record images onto storage media**
- using digital (or analogue) system: labelling/ unique reference numbers, producing copies that could be used as evidence, continuity of evidence, appropriate paperwork

2.10 **Documentation associated with an incident**
- completing incident report/log, witness statement and other documentation for incident; documentation associated with recording and storing images

2.11 **Overcome problems caused by weather, lighting and poor positioning**
- use of ancillary equipment
- alternative light sources
- alternative cameras
- use of infra-red
- an tilt zoom
- monitor controls
- recording and reporting procedures
- alterative position of camera

2.12 **Documentation ensuring audit trail is sound**
- completing incident report/log
- witness statement and other documentation for incident
- documentation associated with recording and storing images
- include any rough notes taken during incident
- ensure documentation is: accurate and detailed and audit trails is sound

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual – Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:
- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:
- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:
- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Centre Guide – Delivering International Qualifications 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. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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Useful contacts

UK learners General qualification information	**T: +44 (0)844 543 0033** **E:** **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 **E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E:** **centresupport@cityandguilds.com**
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International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: walledgarden@cityandguilds.com**
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery	T: +44 (0)207 294 8128 **E: business@cityandguilds.com**
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