City& Guilds

Licence to Practice within the Private Security Industry (1897-01/03)

Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (1897-01)

Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (1897-03)

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
Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry	18	30	1897-03	601/6439/6

Version and date	Change detail	Section
1.1, April 2016	Updated Assessment method 018 now available in E-volve and QP format	Assessment
1.2 August 2017	Added TQT details	Qualification at a Glance, Qualification Structure
	Deleted QCF	Appendix 1

Contents

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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 and as door supervisors 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 or a door supervisor. All learners must complete the mandatory units listed in the handbook. For the Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (1897-01) these are: 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. For the Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (1897-03) these are: Physical Intervention skills with the private security industry and Safety awareness for door supervisors with 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 a door supervisor, 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 (1897-01)** candidates must achieve 4 credits from the following mandatory units.

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

To achieve the **Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry (1897-03)** candidates must achieve 3 credits from the following mandatory units.

UAN	City & Guilds unit number	Unit title	Group	Credit Value	GLH
Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry					
K/506/7341	014	Physical Intervention skills with the private security industry	Mandatory	2	15
T/506/7133	018/218	Safety awareness for door supervisors with the private security industry	Mandatory	1	3

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
Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry	18	30

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.

Additional Criteria for Approved Trainers Wishing to Deliver Physical Intervention Skills Training

All trainers delivering physical intervention skills training for the door supervisor licence-linked qualifications must hold all of the following:

- a suitable teaching/training qualification as defined (see above)

- a suitable level 3 qualification in conflict management training (see above)

- a level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry

- a current certificate (updated annually) from an approved level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved level 2 programme (see page 9).

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.

This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and downstairs **for the physical intervention skills unit**.

Additional Centre and Venue Criteria for Delivery of Physical Intervention Training

Insurance Requirements

In line with general insurance requirements, the minimum for an approved centre offering this unit of qualification is:

- Employers Liability
- Public Liability
- Professional Indemnity.

In order to ensure that the insurance cover is 'fit for task', it should actively specify inclusion of the activities being carried out. In this case under 'business activity' on the insurance documentation it must state cover for 'training in physical intervention'.

Insurance details must be evidenced to the awarding organisation by the centre prior to approval being granted, however, it is the centre's responsibility to ensure that their insurance remains valid and current. This level of insurance cover is mandatory for approved centres and individual trainers delivering physical intervention training at the approved centre. Where the individual tutor does not hold their own cover the approved centre must ensure its insurer is aware of this and extended cover secured where necessary. Documentation should clearly detail the cover for trainers.

Venue Requirements

Training venues must be risk assessed for suitability for physical intervention training. Venues will need to be assessed for each training episode. Approved centres are responsible for maintaining and updating assessment documentation.

Centres are required to have in place a policy and procedures in relation to risk assessment.

Physical skills training must take place in safe conditions, as regards:

- size and suitability of training rooms, ensuring that learners have space to demonstrate techniques safely

- ratio of trainers to learners (1 trainer to maximum 12 learners for the delivery of practical skills).

Centres must have a first aid policy which must include:

- access to staff with first aid at work qualifications during physical skills training

- first aid equipment available during physical skills training

- access to water

- access to a telephone in an emergency.

Centres must furnish candidates with safety information prior to attendance that includes:

- informing them that physical activity will be involved and that this carries risk

- what is expected from them in terms of behaviour

- what they should wear

- what they should do if they have any concerns about their health or fitness to participate in this training.

Rules for the use of Physical Intervention Training Programmes

Only those physical intervention programmes that appear on the SIA website on the list 'Physical Intervention Skills: Trainer Training' can be used to train learners registered to achieve the licence-linked physical intervention unit.

Only centres who are approved to offer the full qualification may offer this unit as a standalone and centres must adhere to the following conditions:

The SIA regulations state that this unit may only be delivered as a standalone unit under the following conditions:

- Learners need to hold a current SIA licence in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection.

or

- Learners need to have the relevant SIA licence-linked certificate / qualification which is under three years old in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection.

It is the centres responsibility to ensure that all learners sitting this unit as a standalone unit meet these requirements and to keep and maintain the relevant records.

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 qualifications, 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	42	23 (minimum 3 days)	4
Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry	18	12.5 (minimum 2 days)	3

Figure .1 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.

Figure 1 above details the minimum number of days over which the learning for the qualifications must be delivered in England, Wales and Northern Ireland.

Each day should not exceed eight hours of learning.

Use of Role Play in Training

Centres must deliver these areas of learning through role-play and practical demonstrations to ensure each learner is able to acquire the skills required as part of the role.

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 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
014	Physical intervention Skills within the private security industry	City & Guilds assignment The assignment covers the skills and knowledge in the unit	Available to download from the City & Guilds website
017	Practical operation of CCTV equipment within the private security industry	City & Guilds assignment	Available to download from the City & Guilds website
018/218	Safety awareness for door supervisors with the private security industry	City & Guilds multiple choice examination	Examination provided on e-volve (1897-218)-schedule through Walled Garden/Catalogue On demand question paper version (1897-018) also available – order through Walled Garden/Catalogue

Unit	Title	Assessment method	Where to obtain assessment materials
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

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: 018 Safety awareness for door supervisors with the private security industry	Duration: 35 minutes
Outcome	**%**
1 Understand counter terrorism issues relevant to door supervisors	25
2 Know the role of the door supervisor when first aid situations occur in licensed premises	12
3 Know legislation and requirements regarding children and young people relevant to door supervisors	19
4 Understand how a door supervisor can help to keep vulnerable people safe	25
5 Understand queue management and venue capacity responsibilities relevant to a door supervisor	19
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*
    - o private investigation
    - o events security
    - o stewarding
    - o electronic security and fire security systems
    - o 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
  - o 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

Learning outcome

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

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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 014   Physical intervention skills within the private security industry

UAN:	K/506/7341
Level:	2
Credit value:	2
GLH:	15
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 an SIA licence to practice. It covers the knowledge and understanding for areas that are relevant to front line roles.
Assessment type	Assignment.

Learning outcome:

The learner will:

1. Understand physical interventions and the implications of their use

Assessment criteria

The learner can:

1.1 Identify the differences between **defensive physical skills and physical interventions**
1.2 Identify the differences between **non-restrictive and restrictive interventions**
1.3 Identify **positive alternatives** to physical intervention
1.4 State the **importance of only using physical intervention** skills as a last resort
1.5 State **legal implications** relating to the use of physical intervention
1.6 State the professional implications relating to the use of physical intervention

Range

1.1 **Defensive physical skills and physical interventions**
- defensive physical skills – skills used to protect oneself from assault
- physical interventions – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement

1.2 **Non-restrictive and restrictive interventions**
- restrictive interventions - Highly Restrictive, Low Level Restrictive
- involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person's environment.
- non-restrictive interventions - Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to. This would include prompting and guiding an individual to assist them walking

1.1 **Positive alternatives**
- Primary Controls
- Secondary Controls
- (Note: Underpinning knowledge of interpersonal communication will have been completed as part of Common unit and Conflict Management unit)

1.4 **Importance of only using physical intervention**
- increase risks of harm to staff and customers
- result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful
- lead to allegations against staff and potentially loss of licence and/or employment

1.5 **Legal implications**
- legal authority to use force under Statute and Common Law (as relevant for each of the 4 nations)
- duty of care considerations concerning use of physical intervention

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Learning outcome

The learner will:

2. Understand how to reduce the risk of harm when physical intervention skills are used

Assessment criteria

The learner can:

2.1 State the **importance of dynamic risk assessment** in situations where physical intervention skills are used
2.2 Identify the **risk factors** involved with the use of physical intervention
2.3 State the **specific risks** of dealing with physical intervention incidents on the ground
2.4 Identify the **importance** of dealing with physical intervention incidents on the ground appropriately
2.5 Identify **ways of reducing the risk of harm** during physical interventions
2.6 State **how to support colleagues** during physical intervention
2.7 State **how to manage and monitor a person's safety** during physical intervention
2.8 State **responsibilities during physical interventions**
2.9 State **responsibilities immediately following physical interventions**
2.10 State the **actions** to take in a medical emergency
2.11 Recognise the **signs and symptoms** associated with Acute Behavioural Disturbance and Psychosis
2.12 State the **specific risks associated with Positional Asphyxia**
2.13 State the specific risks associated with **prolonged physical interventions**
2.14 State the importance of keeping physical intervention **knowledge and skills current**

2.1 **Importance of dynamic risk assessment**
- assess threat and risks
- evaluate options available and inform decision whether to intervene, when and how
- identify when assistance is needed
- continuously monitor
- inform decision to de-escalate use of force and/or withdraw

2.2 **Risk factors**
- Potential Medical Consequences
- serious harm or death
- stress and emotional
- nature of the restraint
- situational factors
- individual factors
- vulnerable groups

2.3 **Specific risks**
- restraint related deaths are more common during ground restraints - face down, face up
- staff and the individual restrained are at risk of harm
  - during forceful takedowns or falls to the ground and impact with the floor and/or objects
  - from glass or debris on the ground
  - vulnerable to assault from others

2.4 **Importance**
- taking a person to the ground carries additional risks
- should be avoided wherever possible
- additional steps are essential to ensure the safety of the subject when on the ground.

2.5 **Ways of reducing the risk of harm**
- choosing the least forceful intervention practicable
- avoid high risk positions
- avoid high risk methods
- ongoing communication
- monitoring the wellbeing of the subject of intervention
- leadership and Teamwork
- following procedures
- de-escalation of physical intervention at the earliest opportunity
- emergency procedures

2.6 **How to support colleagues**
- switch with colleagues where appropriate
- monitor staff safety
- observe the person restrained and inform colleagues of any concerns for their well being
- contain the immediate area and manage bystanders
- monitor and communicate with others eg colleagues, staff from other agencies

2.7 **How to manage and monitor a person's safety**
- observe fully the risk factors
- ensure that nothing impedes the person's ability to breathe or their circulation
- talk to the person restrained and listen, take seriously and act on their concerns
- act on 'red flags'
- listen to concerns of others present
- ensure a staff member is continuously monitoring well being
- act promptly on concerns

2.8 **Responsibilities during physical interventions**
- ensure the safety of persons during and after the intervention
- where more than one member of staff is involved in a physical intervention, one member of staff should be in charge of the intervention
- duty of care to the subject is maintained following restraint
- respect the dignity of the people they are dealing with
- appropriate medical attention is provided to any person who appears to be injured or at risk
- staff should challenge unnecessary and excessive use of force by colleagues

2.9 **Responsibilities immediately following physical interventions**
- duty of care to the subject is maintained following use of force/restraint
- appropriate medical attention is provided to any person who appears to be injured or at risk
- emergency services attending are updated about the circumstances
- evidence is preserved and witnesses secured
- staff involved must fully report and account individually for their actions

2.10 **Actions**
- immediately ceasing the restraint (if restraint was being applied)
- checking airway – breathing – circulation
- placing in recovery position
- calling appropriate emergency services
- commencing CPR/defibrillator if necessary
- providing emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration.
- if appropriate, require an announcement to be made over the public address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services)
- clear the immediate area of bystanders

2.11 **Signs and symptoms**
- high temperature
- bizarre behaviour
- sustained mental and physical exhaustion
- metabolic acidosis
- hallucinations
- paranoia
- extreme fear as part of delusional beliefs

2.12 **Specific risks associated with Positional Asphyxia**
- death
- permanent brain damage
- method of restraint
- position of restraint
- duration of restraint

2.12 **Prolonged physical interventions**
- the longer the duration of the restraint the greater the exposure to risk and to complications

2.13 **Knowledge and skills current**
- updated legislation and guidance
- proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks

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Learning outcome

The learner will:

3.   Be able to use non-aggressive physical skills to protect yourself and others

Assessment criteria

The learner can:

3.1   Demonstrate non-aggressive stance and positioning skills
3.2   Demonstrate non-aggressive skills used to evade and protect against blows
3.3   Demonstrate non-aggressive methods of disengagement from grabs and holds
3.4   Identify methods for safe manual handling
3.5   Demonstrate non-aggressive team methods to separate persons fighting
3.6   Communicate professionally with the subject of physical intervention while protecting yourself and others
3.7   Demonstrate **continuous communication** to de-escalate a situation
3.8   Demonstrate how to protect against risk immediately following disengagement

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Range

3.7 **Continuous communication**
- positive verbal communications
- non-verbal communications

Learning outcome

The learner will:

4. Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills

Assessment criteria

The learner can:

4.1   Demonstrate the use of a method for physically prompting a person
4.2   Demonstrate the use of a non-restrictive method of escorting a person
4.3   Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort
4.4   Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort
4.5   Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties
4.6   Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques
4.7   Demonstrate how to escort an individual on stairways

Learning outcome

The learner will:

5.   Understand good practice to follow after physical interventions

Assessment criteria

The learner can:

5.1   State the **importance of accessing help and support** following an incident
5.2   State the **importance of reflecting on and learning** from previous physical intervention situations
5.3   State the importance of fully reporting on the use of force.

Range

5.1 **Importance of accessing help and support**
- physical harm following an incident
- psychological harm following an incident

5.2 **Importance of reflecting and learning**
- situations needing physical intervention can be reduced
- situations needing physical intervention can be managed more safely

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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

Unit 018   Safety awareness for door supervisors within the private security industry

UAN:	T/506/7133
Level:	2
Credit value:	1
GLH:	3
Assessment type	Multiple choice examination.
o **Endorsement by a sector or regulatory body:**	This unit is endorsed by the 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 knowledge and understanding for areas that are relevant to door supervisors in relation to safety awareness.

Learning outcome

The learner will:

1. Understand counter terrorism issues relevant to door supervisors

Assessment criteria

The learner can:

1.1   Identify **behaviours** that could indicate suspicious or terrorist activity
1.2   State **effective deterrents** to terrorist activity
1.3   Identify the UK government terrorism **threat levels**
1.4   State **counter terrorism procedures** as they relate to door supervisors

Range

1.1 **Behaviours**

- a person taking a particular interest in security measures
- parked vehicles with occupants
- parked vehicles without occupants that have been left unattended for a long period
- a person making unusual requests for information, particularly about security or procedures
- a person in possession of forged, altered or stolen identifications
- a person having identity documents in various names or with different spellings
- a person using of large amounts of cash
- multiple sightings of the same suspicious person, vehicle, or activity

- a person who doesn't fit into the surrounding environment because they are wearing inappropriate clothing for the location or season
- a person drawing pictures, photographing (Terrorism Act 2000), videoing, or taking notes of an area not normally of interest to tourists
- a person loitering with no apparent or valid reason
- a person testing security by breaching restricted areas to determine response, or a person tampering with electrical, water, gas, or sewer systems

1.2   Effective deterrents
- ensuring a visible presence of vigilant security staff
- regular patrolling the venue
- reducing the opportunity for hostile reconnaissance and for explosive or incendiary devices to be left undiscovered
- maintaining good organised search procedures can also help deter a terrorist threat
- Basic good housekeeping reduces the opportunity for suspect packages to be left, and helps to deal with false alarms and hoaxes
- ensuring that emergency exits are secured when not in use to prevent unauthorised entry when the building is unoccupied

1.3   Threat levels
- low - an attack is unlikely
- moderate - an attack is possible, but unlikely
- substantial - an attack is a strong possibility
- severe - an attack is highly likely
- critical - an attack is expected imminently

1.4   Counter terrorism procedures
Contact must be made to either:
- 999 if the situation required urgent attention
- counter terrorism hotline if the threat is not imminent or requires urgent attention

Premises might need to be evacuated because of:
- a threat aimed directly at the building
- a threat received elsewhere and passed on to you by the police
- discovery of a suspect package
- discovery of a suspicious item or vehicle outside the building
- an incident to which the police have alerted you

Try to answer these six basic questions in relation to any observed unusual or suspicious activity:
- who? - Describe who you saw, eg gender, age, race, height, weight, hair colour, distinguishing features eg scars or tattoos, clothing, any weapons
- what? - Give a specific description of what you saw them do
- where? - Describe exactly where the person/people were, and direction of travel
- when? - Describe exactly when and for how long you saw what you did
- wow? - Describe how the person/people behaved and how they travelled. In describing a vehicle, try to remember the number plate details (most important), the make and

model, the colour, and any damage or noticeable features (eg headlight out, logos, antennae, etc)
- why? - Explain why you were suspicious of their behaviour

Learning outcome

The learner will:

2. Know the role of the door supervisor when first aid situations occur in licensed premises

Assessment criteria

The learner can:

2.1   Identify **common situations** requiring first aid that occur in licensed premises
2.2   Identify **appropriate responses** for door supervisors to situations requiring first aid

Range

2.1   **Common situations**
- can be related to consumption of excess alcohol and misuse of drugs (including "legal highs")
- unconsciousness, slips, trips and falls resulting in cuts and bruises, broken bones, collapses.
- collapses eg due to heart attack, asthma, heat exhaustion, epilepsy, diabetic coma, allergic reaction (eg to peanuts) etc
- arguments and disagreements may result in injury, use of weapons, including improvised weapons such as glass, bottles and furniture, cuts and bruises, broken bones and unconsciousness
- overcrowding can result in some customers suffering from claustrophobia or public disorder

2.2   **Appropriate responses**

- who is the first aider
- how to locate them in an emergency situation
- location of first aid kit/facilities
- how to call the emergency services

when it is necessary to call for assistance, relevant first aider and/or the emergency services
- assess the scene for hazards
- await and assist emergency services onto and away from the scene
- protect yourself and others from the possibility of cross-infection and/or injury
- summon help and/or call emergency services if appropriate
- manage the scene (control public, protect casualty/first aider)
- following any accident or incident, a full report must be completed

- serious incidents and accidents, and dangerous occurrences, must be reported to the Health and Safety Executive (HSE) under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- if appropriately first aid trained and qualified (up-to-date), it may be appropriate to:
  - carry out an assessment of the casualty including level of consciousness and breathing
  - administer first aid if appropriate
  - place the casualty firstly in the recovery position if appropriate

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Learning outcome

The learner will:

3. Know legislation and requirements regarding children and young people relevant to door supervisors

Assessment criteria

The learner can:

3.1 Identify **how to comply with relevant licensing legislation when dealing with children and young people**
3.2 State **duty of care requirements when dealing with children and young people**
3.3 State **searching requirements when dealing with children and young people**

Range

3.1 **How to comply with relevant licensing legislation when dealing with children and young people**

It is a criminal offence under the Licensing Act 2003 to:
- selling alcohol to a person aged under 18
- knowingly allowing the sale or supply of alcohol on relevant premises to a person aged under 18
- attempting to buy alcohol when aged under 18 (unless sent by a constable or Trading Standards Officer)
- buying, or attempting to buy, alcohol on behalf of a person aged under 18
- knowingly allowing consumption of alcohol on the premises by a person aged under 18
- knowingly delivering alcohol sold or supplied on the premises to a person aged under 18 (also applies to Clubs)
- knowingly allowing someone else to deliver alcohol sold on relevant premises to a person aged under 18
- deliver alcohol to and under 18
- knowingly allowing an unaccompanied child on premises exclusively or primarily being used for the supply of alcohol for consumption on the premises
- allowing an unaccompanied child to be on relevant premises between midnight and 5.00am when the premises are being used for the purpose of supplying alcohol for consumption there

However, this is not an offence if all of the following apply:
- the person purchasing or attempting to purchase the alcohol is over 18

- the child is 16 or 17
- the alcohol is beer, wine or cider, (or perry – in Scotland)
- the purchase is for consumption at a table meal
- the child is accompanied by an adult

3.2 Duty of care requirements when dealing with children and young people

Licensing objectives of the Licencing Act (2003) (five objectives in Scotland) is 'protection of children from harm'. This requires that in exercising their duties, Door Supervisors, as all others, must ensure that children are not exposed to the risk of harm.

Children and young people may be harmed by alcohol in a number of ways, including:
- by consuming it, especially if to excess, causing physical or psychological harm to themselves
- by consuming so much that they become incapable of properly taking care of themselves
- by engaging in criminal or anti-social activity as a result of having consumed alcohol
- by witnessing others consuming it (especially if to excess)
- by their parents, guardians or carers consuming it so that they are incapable of providing proper care
- by being abused, assaulted or otherwise victimised by people who have consumed alcohol
- by witnessing people who have consumed alcohol acting in a criminal or anti-social way

Under the Health and Safety at Work Act 1974 all individuals concerned with the place of work hold a legal duty of care, linking this to the Licensing Act 2003 (protection of children from harm) renders a safeguarding responsibility for Door Supervisors to exercise:
- if a child is ejected from a premises then a relevant guardian must continue to protect the child from harm (Police, "Street Pastors", Parent/Guardian, Ambulance if medical concerns arise, Social services, Safe havens etc.).

3.3 Searching requirements when dealing with children and young people
- there is no legal distinction between children, young people and adults insofar as the law relating to the searching of people entering, or on, privately-owned premises
- as the searching of people as a condition of entry can only ever be done where they consent, the issue of the capability of the child or young person to provide informed, genuine consent needs to be considered. In the case of younger children this may mean that they cannot be searched until a parent, guardian or other adult carer has been made aware of the situation and has consented. In the case of older young people, particularly teenagers, they may be perfectly capable of consenting themselves and, in such cases, they may be searched in the same way as an adult

Learning outcome

The learner will:

4. Understand how a door supervisor can help to keep vulnerable people safe

Assessment criteria

The learner can:

4.1 Identify what is meant by the term '**vulnerable people'**
4.2 Recognise the **risks** to vulnerable people being ejected from, or refused entry to a venue
4.3 Identify **actions** that can be taken by a door supervisor to protect vulnerable people
4.4 Recognise **behaviours** that could indicate potential sexual predators

Range

4.1 **Vulnerable people**
- A vulnerable person is anyone who is unable to take care of themselves
- individuals: adults, young people and children who the door supervisor may come into contact with whilst on duty
- vulnerable: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18

4.2 **Risks**
- being under the influence of drink or drugs
- being assaulted
- being alone
- receiving unwanted attention
- domestic violence
- being incapable to look after themselves
- becoming the target of a sexual predator

4.3 **Actions**
- call friend or relative to assist them
- call a licensed taxi to take them home
- use a 'safe haven'
- ask street pastors or street marshals to assist
- call the police
- monitor either on premises or in a safe area immediately off premises until the duty of care can be passed to a capable other person or service

4.4 **Behaviours**
- Behaviours often include:
  - a lone male seen pestering a customer or member of staff
  - heavily intoxicated female leaving with a male
  - regular attendee leaving often with different drunk females
  - finding a date-rape type drug on a person during a search
  - obsessive behaviour towards other individuals

Learning outcome

The learner will:

5. Understand queue management and venue capacity responsibilities relevant to a door supervisor

Assessment criteria

The learner can:

5.1   Recognise the **benefits of queue control**
5.2   Indicate why **communication** is important throughout the queuing process
5.3   Identify why **managing venue capacity** is important

Range

5.1   **Benefits of queue control**
   - decreases the potential for conflict outside the venue
   - demonstrates good customer service
   - allows assessment of attitude and behaviour of different customers while queuing
   - allows enforcement of admissions policy
   - improves safety of customers

5.2   **Communication**
   - manages customer expectations
   - decreases potential conflict
   - provides good customer service
   - builds positive relationships with customers who may then return to the venue

5.3   **Managing venue capacity**
   - complies with health and safety legislation
   - complies with Fire Safety regulations
   - complies with licence for the venue
   - ensures customer safety and enjoyment

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
○ **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
  - operator
  - supervisor
  - manager
  - systems manager
  - 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

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 **interact** 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

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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

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.

Linking to this document from web pages
We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	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	F: +44 (0)20 7294 2413 **E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) **E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	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	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**
Publications Logbooks, Centre documents, Forms, Free literature	F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**