QUALIFICATION HANDBOOK

Level 2 Certificate in Principles of Providing Security Services (1980-03/93)

January 2015
Version 1.0

City&
Guilds

Qualification at a glance

Subject area	Principles of Providing Security Services
City & Guilds number	1980
Age group approved	16+
Entry requirements	None
Assessment	Please see assessment section 4 of this handbook for further details on assessment.
Approvals	Standard approval
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Certificate in Principles of Providing Security Services	1980-03/93	601/4834/2

Contents

1 Introduction

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

Area	Description
Who is the qualification for?	For candidates who work or want to work in the frontline security services sector.
What does the qualification cover?	It allows candidates to learn, develop and practice the knowledge and skills required for employment and/or career progression in the frontline security services sector.
Is the qualification part of a framework or initiative?	This is a Level 2 qualification which forms part of the Level 2 Intermediate Apprenticeship in Providing Security Services.
What opportunities for progression are there?	It allows candidates to progress into employment within the security services sector or to further study/training into related disciplines, which can include: ●Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

Structure

To achieve the **Level 2 Certificate in Principles of Providing Security Services**, learners must achieve **6** credits from the mandatory units, a minimum of **1** credit from optional group A and a minimum of **8** credits from optional group B.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
K/506/7176	221/521	Working within the private security industry	1
Y/506/7125	222/522	Conflict management within the private security industry	1
A/501/6295	203	Solving work-related problems	2
F/501/6413	204	Building working relationships with customers	2
Optional		**Group A**	
Y/506/7108	225/525	Working as a security officer within the private security industry	1
Y/506/7884	226/526	Working as a CCTV Operator within the private security industry	2
L/506/7140	227/527	Working as a door supervisor within the private security industry	2

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Optional		**Group B**	
J/502/4206	101	IT user fundamentals	3
K/502/5817	208	Understanding security and loss prevention in a retail business	2
Y/501/5915	209	Learning with colleagues and other learners	2
R/501/5895	210	Communicating solutions to others	2
R/501/6058	211	Working in a team	3
L/501/6107	212	Building working relationships with colleagues	2
K/501/5904	213	Developing personal skills for leadership	2
D/501/5916	214	Practising leadership skills with others	2
D/501/6113	215	Setting and meeting targets at work	2
H/503/5066	216	Terrorism awareness	1
K/601/6223	301	Assist with the implementation of safety and security at a live event	3

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 1980-02/92 qualification will also be required to gain full approval for the new 1980-03/93 qualification. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

On approval centres will need to complete and sign the conflict management declaration, which can be found in Appendix 1 of this document and in the centre documents section of the 1980 webpage.

Centre staff sh ould 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.

Trainer requirements

The following trainer requirements relate to the licence-linked units 221/521, 222/522, 225/525, 226/526 and 227/527.

Approved trainers delivering the above units must have successfully completed a formal teaching or training qualification.

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

- PTLLS, CTLLS or DTLLS
- Certificate in Education
- Post Graduate Certificate in Education
- SVQ levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Professional Graduate Diploma in Education (PGDE).

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

Qualifications for trainers of conflict management

The SIA requires all trainers delivering scenario-based conflict management training for the licence-linked unit/qualification to have received relevant training. Trainers are required to hold a qualification at or above NQF/ QCF Level 3 in The Delivery of Conflict Management Training.

The SIA may publish additional requirements for trainers as and when they are agreed. Trainers looking to deliver licence-linked units/qualifications should ensure that they are fully familiar and compliant with the requirements as communicated by the relevant awarding organisation.

Facilities

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

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

Learner entry requirements

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

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

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must be conducted in the medium of English and/or Welsh as appropriate. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment.

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

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland

- an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5
- Essential Skills Wales Communication Level 1.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.

Legal restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Exemptions

Proxy/ exemption units are available in the new 1980-03/93 qualification but can only be used to claim the revised licence-linked units (live from 01/01/2015), if a learner has achieved these revised licence-linked units prior to taking up the 1980-03/93 qualification. The proxy units cannot be claimed for the old units which close for certification on 31/03/2015 or any other listed UAN units which are similar.

New replacement units live from 01/01/2015 – within the 1980-03/93 qualification:

- Level 2 Working within the private security industry | K/506/7176

- Level 2 Conflict Management within the Private Security Industry | Y/506/7125

- Level 2 Working as a Door Supervisor within the Private Security Industry | L/506/7140

- Level 2 Working as a Security Officer within the Private Security Industry | Y/506/7108

- Level 2 Working as a CCTV Operator within the Private Security Industry | T/506/7147

3   Delivering the qualification

Initial assessment and induction

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

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

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

Use of role play in training

All training providers will be required to provide practical learning in Conflict Management and Searching delivered as part of the qualifications. Centres will be required to sign a Conflict Management Declaration at centre approval confirming they agree to deliver these role plays to every learner.

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.

See also, Appendix 2, for the role play to accompany the delivery of the searching content in the door supervisor and security officer units.

Recognition of prior learning

Due to the SIA review of the licence-linked units below, any learners who have previously gained these units will not be exempt from the new replacement units within the new 1980-03/93 qualification.

Old units expiring for certification 31/03/2015 – within the 1980-02/92 qualification:

- Level 2 Working in the Private Security Industry | M/600/5174
- Level 2 Conflict Management for the Private Security Industry | K/600/6310
- Level 2 Working as a Door Supervisor | K/600/6307
- Level 2 Working as a Security Officer | L/600/6705
- Level 2 Working as a CCTV operator | A/600/7381

New replacement units live from 01/01/2015 – within the 1980-03/93 qualification:

- Level 2 Working within the Private Security Industry | K/506/7176
- Level 2 Conflict Management within the Private Security Industry | Y/506/7125

- Level 2 Working as a Door Supervisor within the Private Security Industry | L/506/7140
- Level 2 Working as a Security Officer within the Private Security Industry | Y/506/7108
- Level 2 Working as a CCTV Operator within the Private Security Industry | T/506/7147

Centres can use recognition for prior learning towards the training, with all learners being required to undertake any additional training needed to cover the revised learning outcomes and assessment criteria.

However, learners will be required to undertake the full assessment for each of these units even if the learner has achieved the old versions of these units before.

4   Assessment

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.

Please see the table below for further details.

Unit	Unit title	Assessment method	Where to obtain assessment materials
101	IT user fundamentals	Portfolio	
221	Working within the private security industry	Multiple choice	On demand – order through Walled Garden/Catalogue
222	Conflict management within the private security industry	Multiple choice	On demand – order through Walled Garden/Catalogue
203	Solving work-related problems	Portfolio	
204	Building working relationships with customers	Portfolio	
225	Working as a security officer within the private security industry	Multiple choice	On demand – order through Walled Garden/Catalogue
226	Working as a CCTV operator within the private security industry	Multiple choice	On demand – order through Walled Garden/Catalogue
227	Working as a door supervisor within the private security industry	Multiple choice	On demand – order through Walled Garden/Catalogue
208	Understanding security and loss prevention in a retail business	Assignment	City & Guilds website
209	Learning with colleagues and other learners	Portfolio	
210	Communicating solutions to others	Portfolio	
211	Working in a team	Portfolio	
212	Building working relationships with colleagues	Portfolio	
213	Developing personal skills for leadership	Portfolio	

Unit	Unit title	Assessment method	Where to obtain assessment materials
214	Practising leadership skills with others	Portfolio	
215	Setting and meeting targets at work	Portfolio	
216	Terrorism awareness	Assignment	City & Guilds website
301	Assist with the implementation of safety and security of a live event	Portfolio	
521	Working within the private security industry	Multiple choice	Online – Schedule through Walled Garden/Catalogue
522	Conflict management within the private security industry	Multiple choice	Online – Schedule through Walled Garden/Catalogue
525	Working as a security officer within the private security industry	Multiple choice	Online – Schedule through Walled Garden/Catalogue
526	Working as a CCTV operator within the private security industry	Multiple choice	Online – Schedule through Walled Garden/Catalogue
527	Working as a door supervisor within the private security industry	Multiple choice	Online – Schedule through Walled Garden/Catalogue

Time constraints

The following must be applied to the assessment of this qualification:
- Candidates must finish their assessment within six months
- Assignments should take no longer than 8 hours. If they do, centres should consider why this is, and make sure that they are not trying to gather too much evidence.

Test specifications

All grading for all multiple choice examinations 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 way the knowledge is covered by each examination is laid out in the tables below:

Unit: 221/521 Working within the private security idustry	Duration: 1 hour 15 minutes
Outcome	**% of marks**
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: 222/522 Conflict management within the private security industry	Duration: 45 minutes
Outcome	**% of marks**
1 Understand the principles of conflict management appropriate to their role	27
2 Understand how to recognise, assess and reduce risk in conflict situations	17
3 Understand how to communicate in emotive situations to de-escalate conflict	27
4 Understand how to develop and use problem solving strategies for resolving conflict	12
5 Understand good practice to follow after conflict situations	17
Total	**100**

Unit: 225/525 Working as a security officer within the private security industry	Duration: 1 hour 15 minutes
Outcome	**% of marks**
1 Understand the role of a security officer within the private security industry	10
2 Understand the law relevant to the role of a security officer	18
3 Understand the importance of, and reasons for, patrolling	16
4 Understand access and egress control	8
5 Understand searching relevant to a security officer	20
6 Understand the purpose and functions of different types of electronic and physical protection systems	12
7 Understand reporting and record keeping relevant to a security officer	16
Total	**100**

Unit: 226/526 Working as a CCTV operator within the private security industry	Duration: 1 hour 30 minutes
Outcome	**% of marks**
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**

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Unit: 227/527 **Working as a door supervisor within the private security industry**	Duration: **1 hour 30 minutes**
Outcome	**% of marks**
1 Understand the role and objectives of a door supervisor	6
2 Understand civil and criminal law relevant to a door supervisor	7
3 Understand searching relevant to a door supervisor	19
4 Understand powers of arrest relevant to a door supervisor	8
5 Understand drug-misuse issues and procedures relevant to the role of a door supervisor	13
6 Understand incident recording and crime scene preservation relevant to the role of a door supervisor	13
7 Understand licensing law and social responsibility relevant to the role of a door supervisor	15
8 Understand emergency procedures which should be followed by a door supervisor	7
9 Understand how a door supervisor can help to keep vulnerable people safe	6
10 Understand queue management and venue capacity responsibilities relevant to a door supervisor	6
Total	**100**

5   Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications:
http://register.ofqual.gov.uk/Unit

Structure of units

These units each have the following:
* City & Guilds reference number
* unit accreditation number (UAN)
* title
* level
* credit value
* guided learning hours
* unit aim
* relationship to NOS, other qualifications and frameworks
* endorsement by a sector or other appropriate body
* information on assessment
* learning outcomes which are comprised of a number of assessment criteria
* notes for guidance/range where applicable.

Unit 101   IT user fundamentals

UAN:	J/502/4206
Level:	Level 1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 1 National Occupational Standards for IT Users devised by E-Skills.
Endorsement by a sector or regulatory body:	This unit is endorsed by, E-Skills, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is about the ability to use IT systems sensibly and purposefully to meet needs to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems. On completion of this unit the candidate should be able to use suitable techniques to operate IT systems for activities most of which are routine and straightforward, to respond appropriately to common IT errors and problems and review own use of IT.

Learning outcome
The learner will: 1. Be able to use IT systems to meet needs
Assessment criteria
The learner can: 1.1   use correct procedures to start and shutdown an IT system 1.2   use interface features effectively to interact with IT systems 1.3   adjust system settings to meet individual needs 1.4   use a communication service to access the Internet 1.5   use appropriate terminology when describing IT systems.

Teaching Guidance
Start and shutdown procedures • Log in, enter password, log out • Shut down menu • Lock, unlock **IT system (will vary according to the set up, for example)** • Computer (PC, laptop) • Input device (eg keyboard, mouse or other pointing device) • Processor • Output device (eg screen, printer) • Storage media (eg memory, disk, CD, DVD, data/memory stick, hard drive, network drive)

Interface features

- Desktop
- Window
- Dialog box
- Menu, submenu, toolbar, icon, scrollbar, buttons
- Drag and drop
- Zoom
- Minimise, maximise

System settings

- Window size, Icon size
- Mouse settings
- Screen resolution, desktop contrast
- Sound volume

Communication service

- Broadband, dial up, wireless, network connections
- Mobile device

Learning outcome
The learner will:
2. Be able to organise, store and retrieve information efficiently
Assessment criteria
The learner can:
2.1   work with files and folders so that it is easy to find and retrieve information
2.2   identify what storage media to use
2.3   organise and store information, using general and local conventions where appropriate.

Teaching guidance

File handling

- Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search
- Folders: Create and name folders and subfolders

Storage media

- Disk, CD, DVD, data/memory stick, media card, hard drives, network drive, mobile device

Organise and store

- Insert, remove, name, label, archive

Learning outcome
The learner will:
3. Be able to follow and understand the need for safety and security practices

Assessment criteria
The learner can:
3.1 work safely and take steps to minimise physical stress
3.2 recognise the danger of computer viruses, and how to minimise risk
3.3 keep information secure
3.4 outline why it is important to stay safe and to respect others when using ICT-based communication
3.5 follow relevant guidelines and procedures for the safe and secure use of IT.

Teaching guidance
Work safely
• Health and safety issues: Risks from hardware, handling equipment, electrical connection risks and guidelines, Use and disposal of cleaning materials
• Risks to self and others from using hardware: Organisational guidelines and points of contact
Physical stress
• Adjust seating and lighting
• Avoid hazards, arrangement of hardware and cables
• Workspace and working conditions, take breaks, wrist rests
Minimise risk
• Virus-checking software, anti-spam software, firewall
• Treat files
• Software and attachments from unknown sources with caution
Information security
• Copies, backup
• Password, PIN
• Avoid inappropriate disclosure of information
Staying safe
• Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination
Guidelines and procedures
• Set by employer or organisation or local centre
Topic
• Health and safety, security, copyright, netiquette

Learning outcome
The learner will:
4. Be able to carry out routine maintenance of IT systems and respond to routine IT system problems

Assessment criteria
The learner can:
4.1 identify why routine maintenance of hardware is important and when to carry it out
4.2 identify where to get expert advice
4.3 carry out regular routine maintenance of IT systems safely
4.4 take appropriate action to handle routine IT problems.

Teaching guidance
Routine maintenance
• What maintenance can be done safely, what should be left to experts?
• What problems may happen if maintenance is not done?
• Clean hardware, manufacturer's guidelines
• Delete unwanted data or files
Cleaning
• For different components of an IT system
• To maintain functionality, to maintain appearance
• Printer: Replace printer consumables (paper, toner cartridge); print test page, align cartridge
Expert advice
• Limits of own understanding and skills, help menus, manufacturer's guidelines
• How to follow advice, information needed by experts
IT problems
• Program not responding, error dialogue
• Storage full, paper jam

Unit 221/521   Working within the private security industry

UAN:	K/506/7176
Level:	Level 2
Credit value:	1
GLH:	10
Relationship to NOS:	This unit meets the SIA requirement to contribute to a licence-linked qualification.
Endorsement by a sector or regulatory body:	This unit is endorsed by SIA. This unit will be assessed by 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 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
  - o smart presentable attire
  - o meet employer guidelines
  - o carry SIA licence while on duty
- professional attitudes and skills
  - o act without discrimination
  - o professionalism
  - o courtesy
  - o personal integrity and understanding
  - o moderate language
  - o alertness
  - o fitness for work
- general conduct
  - o not accept bribery
  - o never abuse power of authority
  - o 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
  - o values and standards
  - o procedures and policies

1.4 different sectors
- *Licensed sectors in manned guarding*
  - o vehicle immobilisation
  - o security guarding
  - o door supervision
  - o CCTV
  - o 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
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.

Range
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
3.3 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

3.8 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
- CO_2 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 **5.1 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

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- report as soon as possible

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

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

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

Learning outcome
The learner will: 6. Understand the importance of communication skills and customer care
Assessment criteria
The learner can: 6.1 State the basic **elements of communication**   6.2 Identify the **different types of communication**   6.3 State the **importance of communication in delivering customer care**   6.4 Identify **different types of customers** and how their needs can vary   6.5 State the **principles of customer care**   6.6 Identify **best practice in relation to telephone communications**   6.7 Identify **best practice in relation to radio communications**   6.8 Recognise the **call signs** of the NATO phonetic alphabet.

Range

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

6.2 different types of communication
- non-verbal communication
- verbal communication

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

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

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

6.6 best practice in relation to telephone communications
- approach and language
- appropriate greeting
- clear distinct voice with moderate pitch and volume
- listening to verbal and vocal expressions
- use of questioning techniques
- providing appropriate information
- maintaining confidentiality

- leaving, taking and passing on messages accurately
- recognise limits of own authority
- use of phonetic alphabet
- completing relevant phone logs and records

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

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

Unit 222/522 Conflict management within the private security industry

UAN:	Y/506/7125
Level:	Level 2
Credit value:	1
GLH:	8
Relationship to NOS:	This unit meets the SIA requirement to contribute to a licence-linked qualification.
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 for individuals who wish 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.

Learning outcome
The learner will:
1. Understand the principles of conflict management appropriate to their role
Assessment criteria
The learner can:
1.1 State the **importance of positive and constructive communication** to avoid conflict
1.2 State the **importance of employer policies, guidance and procedures** relating to workplace violence
1.3 Identify **factors** that can trigger an angry response in others
1.4 Identify **factors** that can inhibit an angry response in others
1.5 Identify **human responses** to emotional and threatening situations.

Range
1.1 importance of positive and constructive communication
• good communication skills
• defusing situations
• avoiding conflict
1.2 importance of employer policies, guidance and procedures
• meeting Health and Safety at Work legislation
• sets an expectation for acceptable behaviour for staff and customers
• staff awareness of their responsibilities
• staff awareness of procedures to follow
• details reporting procedures

1.3 factors

- feeling embarrassed
- feeling insulted
- feeling threatened
- loss of face
- being ignored
- peer pressure
- feeling patronised
- the feeling of not being taken seriously
- alcohol, drugs and medical conditions will increase the chances of triggering an angry response

1.4 factors

- self-control
- personal values
- fear of retaliation
- social or legal consequences

1.5 human responses

- fight or flight response
    - o fear
    - o adrenaline
    - o shock
    - o fear of being "blocked in"

Learning outcome
The learner will:
2. Understand how to recognise, assess and reduce risk in conflict situations
Assessment criteria
The learner can:
2.1 State how **managing customer expectations** can reduce the risk of conflict
2.2 Identify the **stages** of escalation in conflict situations
2.3 State how the **application of dynamic risk assessment** can reduce the risk of conflict
2.4 State the **importance of positioning** and **exit routes**.

Range
2.1 managing customer expectations
- understand customer expectations
- listen carefully
- apologise
- empathise
- keep calm
- provide options
- acknowledge the customers frustrations/anger
- take action and explain procedures

2.2 stages

- frustration
- anger
- aggression
- violence

2.3 application of dynamic risk assessment

- recognise potential threats
- assess a situation
- adjust the response required to meet the risk present
- step back, assess threat, find help, evaluate options and respond

2.4 importance of positioning

- maintain personal space
- non-aggressive stance

2.4 exit routes

- ensure an escape route is visible for all parties

Learning outcome
The learner will: 3. Understand how to communicate in emotive situations to de-escalate.
Assessment criteria
The learner can: 3.1   State **how to use non-verbal communication** in emotive situations 3.2   State how to **overcome communication barriers** 3.3   Identify the **differences between assertiveness and aggression** 3.4   Identify **ways of defusing emotive conflict situations** 3.5   Identify **approaches** to take when addressing unacceptable behaviour 3.6   State how to work with colleagues to **de-escalate conflict situations**.

Range
3.1 how to use non-verbal communication

- signalling non-aggression through non-verbal communication
    - stance
    - gestures
    - body language
    - eye contact
    - open handed gestures
- personal space awareness

3.2 overcome communication barriers

- physical barriers
    - speak clearly
    - adopt non-aggressive stance

- o   maintain space
- o   move to quieter/lighter space
- psychological barriers
    - o   must take extra care
    - o   speak clearly
    - o   non-threatening
    - o   explain what you are doing
    - o   move to a quieter/lighter space

3.3 differences between assertiveness and aggression
- aggressive behaviour
    - o   threatening tone and positioning
    - o   gestures
    - o   words
- assertive behaviour
    - o   firm but fair
    - o   calm
    - o   normal positioning and body language
    - o   polite

3.4 ways of defusing emotive conflict situations
- empathy
- building rapport
- win-win
- positive communication
- active listening
- providing assistance

3.5 approaches
- non-aggressive body language
- empathy
- be positive and assertive
- actively listen

3.6 de-escalate conflict situations
- positioning
- switching to or from a colleague
- dynamic risk assessment

Learning outcome
The learner will:
4.   Understand how to develop and use problem solving strategies for resolving conflict
Assessment criteria
The learner can:
4.1   State the **importance** of viewing the situation from the customer's perspective
4.2   Identify **strategies for solving problems**
4.3   Identify win-win approaches to conflict situations.

Range
4.1 importance • builds rapport • enables empathy • helps to diffuse conflict situations • understand conflict situations **4.2 strategies for solving problems** • managing customer expectations • building rapport • find a mutual understanding • empathy • explanation of reasons **4.3 win-win approaches** • both sides come out of encounter satisfied • problem solving and negotiation • ways to achieve a win-win situation

Learning outcome
The learner will: 5. Understand good practice to follow after conflict situations
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 conflict situations 5.3   State the **benefits of sharing good practice** 5.4   State why security operatives should **contribute to solutions to recurring problems**.

Range

5.1 importance of accessing help
• reduces the chances of long-term problems
    o   depression
    o   anxiety
    o   fear
    o   post-traumatic stress
 	
5.2 importance of reflecting on and learning
• sharing good practice
• make improvements
• recognise trends and poor practice
 	
5.3 benefits of sharing good practice
• prevent reoccurrence of the same problem
• improve procedures for conflict situations
• common response to situations

5.4 contribute to solutions to recurring problems
- to increase safety for staff and customers
- identify procedures or methods to deal with situations effectively

Unit 203 Solving work-related problems

UAN:	A/501/6295
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	The aim of this unit is for the learner to be able to apply problem-solving skills to situations that arise at work, consider reasons why problems may be encountered and how to use sources of help effectively.

Learning outcome
The learner will:
1. Understand that both individuals and organisations encounter workplace problems
Assessment criteria
The learner can:
1.1 explain the main reasons that individuals encounter problems in the workplace
1.2 describe some of the common types of problem that an organisation or company might need to solve.

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to **explain three** reasons why individuals encounter problems in the workplace, eg conflict or differences of opinion. Evidence may be an assessor record of discussion, a candidate or witness statement.
For 1.2 the candidate needs to **describe** some of the common types of problem that an organisation or company might need to solve. At least two different types of problems must be described, eg how to increase profits. Evidence may be an assessor record of discussion, a candidate or witness statement.

Learning outcome
The learner will:
2. Be able to use sources of help effectively
Assessment criteria
The learner can:
2.1 explain how sources of help available to both individuals and to organisations can help in solving work-related problems
2.2 extract relevant information or advice from several different sources to help solve workplace problems.

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to **explain** how **two** different sources of help can aid individuals, eg colleagues, and how two different sources of help will assist organisations to solve work-related problems, eg advisory organisations.
Evidence may be an assessor record of discussion, a candidate or witness statement.
For 2.2 the candidate needs to find out and **extract** relevant information or advice to help them solve **two** identified workplace problems. Advice should be obtained or extracted from more than one source of information, eg supervisors, workplace procedure manuals.
Evidence may be an assessor record of discussion, a candidate or witness statement.

Learning outcome
The learner will:
3. Be able to consider possible solutions to workplace problems
Assessment criteria
The learner can:
3.1 describe possible solutions to different work-place problems
3.2 rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order.

Explanation of criteria and examples of evidence
For the first criterion (3.1) the candidate needs to **describe** appropriate solutions to the **two** different workplace problems identified in 1.2. The candidate's descriptions should show that they have taken on board or thought about the advice or guidance they found in the various sources referred to in 2.1, eg meet with union representative to discuss pay and conditions.
Evidence may be an assessor record of discussion, a candidate or witness statement.
For 3.2 the candidate needs to **rank** the effectiveness of the solutions to the **two** problems given in 3.1. The candidate will need to show an ability to evaluate the effectiveness of each solution by placing them in rank order. Explanations for the chosen order will also need to be given, eg timeframe and resources needed, cost implications, short-term versus long-term solution, probability of solving whole or part of the problem.
Evidence may be an assessor record of discussion, a candidate or witness statement.

Learning outcome
The learner will:
4. Be able to apply appropriate strategies to solve workplace problems
Assessment criteria

The learner can:

4.1   plan how to execute the solutions they consider most likely to work.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the candidate needs to produce **two** brief plans: one **plan** for each of the highest ranked solutions for 3.1. The plans should indicate the steps to be taken to solve the problems, eg make informed decision after considering all relevant information; choose course of action, amend action if necessary, review effectiveness of strategy. The steps should be appropriate to the nature of the problem and ordered in a logical way. The plans need not be complex or lengthy.

Evidence may be an assessor record of discussion, a candidate or witness statement.

Unit 204 Building working relationships with customers

UAN:	F/501/6413
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills
Aim:	In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

Learning outcome
The learner will:
1. Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole
Assessment criteria
The learner can:
1.1 explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation
1.2 explain why keeping customers satisfied is important to organisations.

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to **explain** the potential affect on the customer of both positive and negative self-presentation. One example of the effect of negative self-presentation and one example of the effect of positive self-presentation is required. The candidate's explanation will need to include how an employee acts as a representative of their organisation that the customer forms an opinion of the employee based on their self-presentation and that customers tend to make judgements about the whole organisation based on the representatives they encounter.
Evidence may be an assessor observation, candidate or witness statement.
For 1.2 the candidate needs to **explain** why satisfied customers are good for an organisation and show that they understand why dissatisfied customers are bad for the organisation.
Evidence may be an assessor observation, candidate or witness statement.

Learning outcome
The learner will:
2. Understand why organisations normally have protocols for dealing with customers

Assessment criteria
The learner can:
2.1 describe the key areas likely to be contained in a customer service protocol
2.2 explain why it is important for employees to follow customer service protocols.

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to **describe** at least **two** key areas likely to be contained in a customer services protocol for a particular workplace. This should be a workplace with which the candidate is familiar, either through workplace experience or through considering examples of specific customer service protocols.
Evidence may be an assessor observation, candidate or witness statement.
For 2.2 the candidate needs to **explain** at least **two** reasons why it is important for an employee to follow an organisation's customer service protocols.
Evidence may be an assessor observation, candidate or witness statement.

Learning outcome
The learner will:
3. Be able to interact positively with customers in line with given protocols

Assessment criteria
The learner can:
3.1 follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests
3.2 communicate appropriately with customers
3.3 explain the procedures within an organisation for dealing with customer problems and complaints
3.4 describe when it would be necessary to involve colleagues in assisting the customer.

Explanation of criteria and examples of evidence
For the first criterion (3.1) the candidate needs to **follow** a given protocol to deliver customer service. At least one customer query or request must be dealt with by the candidate appropriately and effectively. The customer query or request may relate to goods or services, but should be familiar and routine in nature. For simulated exercises, the protocol may be one produced by the assessor (it should be realistic and based on actual protocols). Where the candidate is being assessed in the workplace, the protocol should, wherever possible, be the customer service documentation from that organisation.
Evidence may be an assessor observation, candidate or witness statement.
For 3.2 the candidate needs to show that they are able to interact appropriately with customers. In a workplace or simulated scenario, their behaviour should demonstrate a helpful attitude towards customers. **Two** examples of helpful behaviour are required.
Evidence may be an assessor observation, candidate or witness statement.
For 3.3 the candidate needs to explain they understand how the organisation's policy requires them to act in the event of a customer complaint or problem. Their explanation needs to show understanding.
Evidence may be assessor observation of a discussion, a poster, leaflet, worksheet or written

notes. The candidate is not expected to deal with customer complaints or solve problems.

For 3.4 the candidate needs to **describe** at least **one** instance when they could deal successfully with a customer's query or request by getting advice/help from a colleague, and one instance when they would need to refer the customer's query or request directly to another colleague or department.

Evidence may be an assessor observation, candidate or witness statement.

Unit 225/525   Working as a security officer within the private security industry

UAN:	Y/506/7108
Level:	Level 2
Credit value:	1
GLH:	10
Relationship to NOS:	This unit meets the SIA requirement to contribute to a licence-linked qualification.
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 a Security Industry Authority (SIA) licence to practice. It covers the knowledge and understanding for areas that are relevant to the role of a security officer.

Learning outcome
The learner will:
1.   Understand the role of a security officer within the private security industry
Assessment criteria
The learner can:
1.1   Identify the **duties and responsibilities** of a security officer
1.2   State the **purposes of assignment** instructions
1.3   Identify the **purposes of control rooms**
1.4   Identify **items of equipment** needed by a security officer when on duty
1.5   State the meaning of the term **"confidentiality"** within the context of a security officer's responsibility.

Range
1.1 duties and responsibilities
• protect life
• prevent and deter crime
• prevent loss
• protect property
• part of the extended police family/other agencies
• respond to incidents
• control site access/egress
• customer liaison
• provide a safe and secure environment
1.2 purposes of assignment

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- describes the security officer's roles and duties for a specific site
- outlines actions to take in an emergency, including contact numbers
- part of the contract between the "client/customer" and the security company

1.3 purposes of control rooms
- monitors activity on a site
- provides assistance
- emergency back up support for security officers
- provides an additional resource (eg CCTV) to monitor remote, vulnerable and secure areas

1.4 items of equipment
- communication equipment
- personal protective equipment
- site specific equipment
- patrol equipment
- notebooks, pens

1.5 confidentiality
- keeping site information secure
- only disclosing information to authorised persons

Learning outcome
The learner will:
2. Understand the law relevant to the role of a security officer

Assessment criteria
The learner can:
2.1 Identify **common crimes that a security officer may encounter**
2.2 Identify different **types of trespass**
2.3 State **actions to take when dealing with trespassers**
2.4 State a **security officer's power of arrest**
2.5 State **arrest procedures** to be followed by a security officer
2.6 Identify **different types of evidence**
2.7 State how to **preserve evidence** after an incident
2.8 State **crime reporting procedures**
2.9 State the **law relating to the use of force**.

Range
2.1 common crimes that a security officer may encounter
Includes, but is not limited to:

- theft
- burglary (Theft by Housebreaking – Scotland)
- robbery
- assault
- actual/Grievous Bodily Harm
- trespass
- arson (Wilful Fire Raising – Scotland)
- breach of the peace

- damage with intent to endanger life (Scotland)
- threats to damage (Threats to commit criminal damage – Northern Ireland)
- criminal damage with intent (Malicious Mischief -Scotland)

For Scotland: .The main distinction is that Scottish criminal law is based on common law and statute law. Scottish criminal law is unique in that it contains the concept of corroboration.

2.2 types of trespass
- Civil (trespass to land)
- Criminal (re Criminal Justice and Public Order Act 1994 – raves, squatting etc)

(In Scotland: Trespass (Trespass (Scotland) Act 1865) is an offence under Scots law).

2.3 actions to take when dealing with trespassers
- request trespassers to leave premises
- request to leave within a reasonable time
- explanation of reasons for requesting to leave
- ensure that a person is trespassing and not just lost
- take action (eject) if refusal to leave peacefully

2.4 security officer's power of arrest
- no special power of arrest (only the same as any other citizen)
- can arrest for indictable offences (in Scotland – arrestable offences) and breach of the peace (under Common Law).

Powers of arrest as per Section 24A of PACE (as amended by the Serious Organised Crime and Police Act). Scotland: Powers of Arrest under common law

2.5 arrest procedures
- informing person
     - they are being arrested
     - reason for the arrest
     - the offence they are believed to have committed
     - that the police have been called
- hand person over to police, explaining reason for arrest and any supporting evidence eg. witnesses, CCTV, property.
- only use reasonable force (where necessary)
- responsible for welfare of arrested person
- ensure any evidence not destroyed/disposed of
- record details of arrest as soon as possible; assist police with a statement if required
- ensure own and others safety

2.6 different types of evidence
- direct
- primary
- secondary
- circumstantial
- hearsay
- forensic

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2.7 preserve evidence

- securing the scene
- controlling and restricting access
- not touching/moving items
- co-operate with emergency services

2.8 crime reporting procedures

- as soon as practical after the event
- follow assignment instructions
- appropriate reporting procedures, eg. emergency services, client, employer (as relevant)
- notebook entries
- complete formal incident report/police statement/site specific report as appropriate

2.9 law relating to the use of force

- Criminal Law Act 1967

Learning outcome
The learner will: 3. Understand the importance of, and reasons for, patrolling.
Assessment criteria
The learner can: 3.1 State the **purpose of patrolling** 3.2 State the importance of **different types of patrols** 3.3 Identify **actions to take before starting a patrol** 3.4 State **patrolling procedures and techniques** 3.5 State the **importance of local and site knowledge** 3.6 State the **importance of check calls** 3.7 Identify **common incidents encountered** when on patrol 3.8 State **actions** to take when incidents are encountered on patrol.

Range

3.1 purpose of patrolling

- visual deterrent
- identifies any weaknesses in site security and actions needing to be taken

3.2 different types of patrols

- first or initial
- random
- internal
- external
- final
- snap, or "one-off" patrol
- lock up/unlock patrols

3.3 actions to take before starting a patrol

- communication equipment is working
- assignment instructions for frequency/requirements/route
- inform relevant people at beginning (and end) of patrol

3.4 patrolling procedures and techniques

- follow assignment instructions
- vary routes and times
- use relevant clocking devices
- maintain regular contact with colleagues/control room
- be vigilant, eg for intruders/fire

3.5 importance of local and site knowledge

- awareness of any local crime issues that may affect security of site
- identify suspicious persons, vehicles, packages
- identify site security breaches
- challenge the unusual/unexpected

3.6 importance of check calls

- maintains contact with colleagues/control room
- contributes to safety of security officer
- checks that all radio systems are functioning
- provides opportunity to identify any areas of poor radio transmission

3.7 common incidents encountered

- suspicious people, vehicles, packages
- breaches in site security, such as perimeter fences, broken windows, damaged locks
- identification of hazards, dangers
- intruders

3.8 actions

- report to control room
- call the emergency services
- record details in notebook
- write an incident report
- challenge intruders

Learning outcome
The learner will:
4. Understand access and egress control.
Assessment criteria
The learner can:
4.1   State the **purpose of access and egress control**
4.2   Identify different **methods of access and egress control**
4.3   State typical **access and egress control duties** of a security officer
4.4   State the **powers of entry** of **authorised persons**.

Range [include where required, otherwise delete]
4.1 purpose of access and egress control
• controls the entry and exit of all staff/visitors and customers
• records who is on site at any given time

- provides information in the event of evacuation, emergencies
- protects safety of staff and visitors
- to allow entry to only authorised persons

4.2 methods of access and egress
- signing in/signing out
- visitor logs and passes
- swipe cards
- pin entry
- biometric readers
- CCTV
- mechanical devices (eg. raised kerbs; cats claws; barriers; turnstiles)

4.3 access and egress control duties
- checking for authority to enter premises
- first point of contact
- providing directions
- staffing access points/checkpoints
- controlling of visitors passes
- recording visitor information
- operating access/egress control equipment
- refusing entry and removing unauthorised persons

4.4 powers of entry
- do not have to give advance notice of visit
- must provide valid proof of identity

4.4 authorised persons
- includes HM Revenue and Customs; police officers; Health and Safety Inspectors; Fire Officers

Learning outcome
The learner will: 5. Understand searching relevant to a security officer
Assessment criteria
The learner can: 5.1   Identify a security officer's right to search   5.2   Identify the different types of search   5.3   Recognise hazards when conducting a search   5.4   State the precautions to take when carrying out a search   5.5   State how to search people and their property   5.6   State how to search vehicles   5.7   Identify actions to take in the event of a search refusal   5.8   Identify search documentation that a security officer is required to complete   5.9   Identify actions to take if a prohibited or restricted item is found during a search   5.10 Identify additional considerations to take when searching individuals.

Range

5.1 Security officer's right to search

- permission
- condition of entry/admissions policy
- as stated in assignment instructions

5.2 types of search

- general
- random
- specific

5.3 hazards

- sharp objects
- drugs
- weapons
- malicious allegations of theft
- un co-operative client/customer

5.4 precautions

- protective clothing (eg. Safety gloves)
- be professional at all times
- use a designated search area (if possible)
- search in view of CCTV (if possible)
- search in pairs (if possible)

5.5 how to search people and their property

- gain permission prior to search
- follow search policy/assignment instructions
- use appropriate PPE
- same sex searching policy
- self-search techniques
- where possible, search with a witness and in view of CCTV
  Note: Practical searching activities are a mandatory requirement for delivery of assessment criteria 5.5.

5.6 how to search vehicles

- ensure own health and safety
- typical locations for search in the car eg in tool box or under floor covering in the boot
- carry out level/type of search according to assignment instructions
  Note: Practical searching activities are a mandatory requirement for delivery of assessment criteria 5.6.

5.7 search refusal

- explain reasons for search
- ask for reason for refusal
- follow assignment instructions
- record details in search register

5.8 search documentation

- search book/ register

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- search report
- incident book/ report

5.9 actions to take if a prohibited or restricted item is found

- follow assignment instructions
- inform control room/senior management
- seize/secure, item (where relevant/appropriate)
- record details of find
- inform police (where relevant/appropriate)

5.10 additional considerations

- cultural and religious
- people with a disability
- minors

Learning outcome
The learner will:
6. Understand the purpose and functions of different types of electronic and physical protection systems
Assessment criteria
The learner can:
6.1   State the **types** and **purposes** of electronic and physical protection systems
6.2   State the **features and functions** of electronic and physical protection systems
6.3   Identify how electronic and physical **protection systems assist a security officer**
6.4   State **actions to take** in response to different types of alarm activations
6.5   State the meaning of the term **"false alarm"**
6.6   Identify **potential threats** to electronic and physical protection systems.

Range [include where required, otherwise delete]
6.1 types

- access/egress control systems
- fire alarm systems
- CCTV systems
- maintenance systems
- Electronic Article Surveillance (EAS)

6.1 purposes

- control entry/exit of site/premises
- detect fire/heat/smoke
- record and monitor activity on site
- inform staff of faults with equipment
- secure retail items (tags)

6.2 features and functions

- access/egress control: swipe cards; biometric readers; raised kerbs; key pads. Control access to/entry from premises.
- fire: heat/smoke detectors; audible alarms; flashing lights. Detect a change of "state"
- CCTV: PTZ cameras; fixed cameras. Monitor and record activity on site

- maintenance systems: alert staff to faults with systems
- EAS: tagging, normally of high value items in retail stores, trigger alarm if item removed whilst tag still in place.

6.3 protection systems assist a security officer
- provide information of incidents on site that require action

6.4 actions to take
- to identify the type of alarm activation and its location
- follow assignment instructions

6.5 false alarm
- an alarm activation that requires the emergency services to attend unnecessarily. This could include alarms that activate in error.

6.6 potential threats
- sabotage
- malfunction
- user error

Learning outcome
The learner will: 7. Understand reporting and record keeping relevant to a security officer.
Assessment criteria
The learner can: 7.1 Identify different **types of reports**   7.2 State basic **report writing techniques**   7.3 State the **purpose of notebooks**   7.4 Identify **information that should be included in notebooks**.   7.5 State the **purpose of incident reports**   7.6 Identity **information to include in incident reports**   7.7 State the **importance of hand-over reports and briefings**   7.8 Identify **information that should be included in hand-over reports and briefings**.

Range
7.1 types of reports   • incident reports   • handover reports   • police statements/MG11   • log book entries   • search registers   • visitor logs   • other site specific reports   **7.2 report writing techniques**   • accurate

- factual, not personal opinions
- timely
- errors to be crossed through and initialled
- no correcting fluids, don't tear out pages, no blank lines, no writing between lines
- signed and dated

7.3 purpose of notebooks
- can be an aide memoire when patrolling
- record routine and unusual events
- can be used as evidence in Court

7.4 information that should be included in notebooks
- routine information
- record unusual events or occurrences, descriptions, car registration details
- not for personal use

7.5 purpose of incident reports
- potential for use as evidence in Court
- provides a written record of what has taken place
- can justify a security officer's actions

7.6 Information to include in incident reports
- date time and location of incident
- accurate information about the incident: what was seen; who was involved; what action was taken
- details of witnesses
- descriptions of people, vehicles

7.7 importance of hand-over reports and briefings
- handover any necessary equipment/keys
- opportunity to share information
- highlighting vulnerable areas

7.8 information in hand-over reports and briefings
- incidents since last on duty; details of any ongoing incidents; any specific duties for next shift
- vulnerable areas; secure, insecure areas; site hazards
- details of people still on site, expected visitors/deliveries

Unit 226/526 Working as a CCTV operator within the private security industry

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

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

Range
1.1 roles
• team worker
o operator
o supervisor
o manager
o systems manager
o technical support staff
• lone worker
1.1 responsibilities
o observe

- o record
- o 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:
    - o emergencies
    - o anti -social behaviour
    - o suspicious activity
    - o criminal (theft, burglary, violence, assault, criminal damage, drugs)
    - o 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:
    - o emergencies
    - o anti -social behaviour
    - o suspicious activity
    - o criminal (theft, housebreaking, violence, assault, criminal damage, drugs)
    - o 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
    - o reassures
    - o protects
- partners
    - o improving efficiency
    - o clear working relationships
- surveillance camera code of practice
    - o the 12 guidance principles
- consequences of not complying
    - o SIA Standards of behaviour – company procedures, manual and assignment instructions
    - o 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
    - o audio and visual
    - o keypad
    - o card swipe
    - o proximity

     o 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

        City & Guilds Level 2 Certificate in Principles of Providing Security Services (1980-03)

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
    - o how long data may be kept
    - o data must be relevant
    - o adequate and not excessive
- subject access and who is responsible
- Information Commissioners code of practice for CCTV
    - o registrations of CCTV system
    - o person responsible for system
    - o signage about system
    - o quality
    - o access
    - o disclosure and processing of images/data
    - o 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
    - o absolute
    - o limited
    - o 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 Acts
- 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
    - o safeguarding children and young people
    - o 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 [include where required, otherwise delete]
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 **action**s 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 purposes
- assisting in the prevention and detection of crime;   - assisting in promotion of community safety/safety of the public
6.2 main components
cameras, lenses, operator control, keyboard/ touch screen; display screens/ monitors, transmission system, matrix, recorder, printer: types and functions
6.3 types of CCTV cameras
- technology: analogue and digital;   - monochrome, colour and switching;   - fixed, PTZ, mobile; lenses: zoom and vari-focal;   - housing: rectangular or shoe box, dome;   - lighting: infra-red;   - location, transmission of images: co-axial, twisted pair, fibre optic, microwave, radio, internet protocol;   - mountings: suitability for indoors /outdoors, size, material, suitability to camera.
6.4 technologies
- ANPR: Automatic Number Plate Recognition, purpose and operation;   - biometrics: facial recognition, iris scanning, fingerprint readers, purpose and

operations, palm print reader, voice recognition;
• visual recognition: purpose and operation;
• digital recording: purpose and operation;
• algorithms: purpose and operation,
• thermal scanning: purpose and operation; new technologies
• voice recording in control room
• use of telephone and microphone by operators

Learning outcome
The learner will:
7. Understand Health and Safety relevant to the CCTV operator
Assessment criteria
The learner can:
7.1   State **procedures for lone working**
7.2   State the **guidelines** for CCTV operators under the Display Screen Regulations
7.3   Identify the **reasons** for operator check call systems
7.4   State the **key indicators of stress** and how these can be managed
7.5   State the purpose of a **risk assessment**

Range
7.1 procedures for lone working
• regular check calls
• logs,
• electronic devices for reporting to control room
7.2 guidelines
• Health and Safety (Display Screen Equipment) Regulation 1992, duties of employers and employees
• carry out risk assessment of work station
• training
• regular breaks
• eye sight test
7.3 reasons
• to ensure safety and security of operator and other staff monitored by control room
7.4 key indicators of stress
• key indicators: physical, behavioural, emotional; alleviating stress: stress management
7.5 risk assessment
• find hazards and minimise tem
• reduce risk
• reduce accidents

Unit 227/527   Working as a door supervisor within the private security industry

UAN:	L/506/7140
Level:	Level 2
Credit value:	2
GLH:	12
Relationship to NOS:	This unit meets the SIA requirement to contribute to a licence-linked qualification.
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 skills for areas that are relevant to the role of a Door Supervisor.

Learning outcome
The learner will:
1. Understand the role and objectives of a door supervisor.
Assessment criteria
The learner can:
1.1   State the **role** of a door supervisor
1.2   State the **objectives** of a door supervisor
1.3   State the **importance of an admissions policy**

Range
1.1 role
• ensure customers and staff safety on licensed premises
• ensure customers on licensed premises have an enjoyable experience
• assist the management of the premises to comply with licensing objectives and admissions policy
• provide excellent customer service
1.2 objectives
• ensure the venue's admission policy is adhered to
• control entry
• prevent crime
• maintain order
• work under the direction of the Designated Premises Supervisor
• (Designated Premises Manager - Scotland) (Northern Ireland Legislation does not currently require the nomination of a DPS)

1.3 importance of an admissions policy

- ensure compliance with the law
- ensure compliance with the venue's specific requirements
- prevent troublesome people entering the venue
- requirements for age and dress code outlined
- allow for searching to prevent illegal and prohibited items
- ensure that all customers are dealt with fairly and equally
- abide by 'maximum capacity figures' where applicable

Learning outcome
The learner will:
2. Understand civil and criminal law relevant to a door supervisor
Assessment criteria
The learner can:
2.1 State the **law relating to the use of force**
2.2 Identify **different types of crimes against the person** as defined by law
2.3 Identify **common crimes against property** that a door supervisor may come across
2.4 State the definition of an **'offensive weapon'**.

Range

2.1 law relating to the use of force

- reasonable and necessary (and proportionate - Scotland)
- use of force must be fully justified and properly reported and recorded
- to protect self, as self-defence
- to make a lawful arrest and prevent a crime
- to eject a trespasser from private premises
- to prevent a breach of the peace
- door supervisors can be prosecuted if they use unnecessary or excessive force

2.2 different types of crimes against the person

- murder/manslaughter
- grievous bodily harm with intent
- grievous bodily harm
- actual bodily harm
- common assault
- rape
- sexual assault
- (Scotland – Murder/Homicide, Culpable Homicide, Aggravated Assault (Serious Assault), Assault, Rape, Sexual Assault , Robbery)

2.3 common crimes against property

- arson (wilful fire raising - Scotland)
- criminal Damage (Malicious Mischief/ Vandalism - Scotland)
- threats to Damage (Breach of Peace - Scotland) (Threats to commit criminal damage - NI)
- robbery
- burglary (housebreaking - Scotland)
- theft

2.4 offensive weapon
- any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use

Learning outcome
The learner will:
3. Understand searching relevant to a door supervisor.
Assessment criteria
The learner can:
3.1   State the **differences between general, random and specific searches**.
3.2   Identify a **door supervisor's right to search**.
3.3   Recognise possible **hazards** when conducting a search.
3.4   State the **precautions** to take when carrying out a search.
3.5   State **how to search people and their property**.
3.6   Identify **reasons for carrying out a premises search**.
3.7   Identify **actions to take in the event of a search refusal**.
3.8   Identify **search documentation** that a door supervisor is required to complete.
3.9   Identify **actions to take if a prohibited or restricted item is found** during a search.
3.10 Identify additional considerations to take when searching individuals.

Range
3.1 differences between general, random and specific searches
• general: when everyone is searched
• random: when a random selection of people are searched
• specific: when specific individuals are searched for specific reasons
3.2 door supervisor's right to search
• as a part of the admissions policy
• as a condition of entry
• follow same-sex searching policy
• only with permission from the person prior to the search
3.3 hazards
• drugs
• needles
• weapons
• violence
• malicious allegations
3.4 precautions
• use of personal protective equipment (PPE)
• use of a dedicated search area
• carry out searching in pairs if possible
• carry out searching in view of CCTV if possible
• use self search techniques

3.5 how to search people and their property

- obtain permission of person being searched prior to the search
- follow search policy
- same-sex searching
- use appropriate PPE
- search with a witness
- search in view of CCTV
- when searching children and young people, two staff should be present during search and children and young people should not be asked to remove clothing, other than outer garments like coats

3.6 reasons for carrying out a premises search

- pre-entry check to ensure safety on opening
- identifying potential hazards
- search for drugs and/or weapons
- search for suspicious packages

3.7 actions to take in the event of a search refusal

- politely explain reasons for search
- explain that it is a condition of entry that customers agree to be searched
- if customers refuse to consent to a search then they should be denied entry

3.8 search documentation

- search book/register
- search report
- incident book/report

3.9 actions to take if a prohibited or restricted item is found

- follow venue's policy
- if item is against entrance policy but is not illegal, follow venues policy. This could be to consider holding/looking after the item before entry is granted and then item can be return on exit.
- consider seizing item, refusing entry, securing item, recording find, informing police
- consider seizing item, arresting customer, calling police, handing-over both person and item to police
- record the find in line with local policy

Learning outcome
The learner will:
4. Understand powers of arrest relevant to a door supervisor.
Assessment criteria
The learner can:
4.1 Identify **offences** for which a door supervisor can make an arrest
4.2 Identify the **limitations** to a door supervisor's powers of arrest
4.3 State **why an arrest should only be made as a last resort**
4.4 State **arrest procedures** to be followed by a door supervisor
4.5 Identify **procedures to take following an arrest**.

Range

4.1 offences
- murder
- rape
- assaults (ABH, GBH, GBH w/i)
- sexual assaults
- firearms offences
- drugs offences
- possession of offensive weapons
- robbery
- burglary
- theft
- criminal damage
- (Murder/Homicide, Culpable Homicide, Aggravated Assault (Serious Assault), Assault, Rape, Sexual Assault , Robbery, Firearms offences, Drugs offences, housebreaking, theft, fraud, vandalism and malicious mischief - Scotland)

4.2 limitations
- must be within powers of arrest
- offence must be either being committed/ been committed/reasonable grounds for suspecting (Scotland – arrestable offence must be either being committed or have been committed)
- prevention from
  - causing injury to himself or another
  - suffering injury himself
  - causing loss of or damage to property
  - making off before a constable can assume responsibility for him

4.3 why an arrest should only be made as a last resort
- taking someone's liberty is a serious matter
- can only arrest for indictable offences (Scotland - can only arrest for arrestable offences)
- false arrest can lead to civil or criminal prosecution of door supervisor making the arrest
- personal safety of door supervisor can be at risk

4.4 arrest procedures
- inform person that they are under arrest, what for, and that the police will be called
- detain the person and ensure their safety
- only use reasonable and necessary force to prevent escape of individual under arrest or to prevent assault against door supervisor or others

4.5 procedures to take following an arrest
- the arrested person is now the door supervisor's responsibility
- ensure own safety
- ensure the person's safety
- ensure any evidence is preserved and not disposed of
- hand person over to police, explaining reason for arrest
- inform police of any extra evidence of offence (witnesses, CCTV, property)
- record arrest in line with local policy
- assist police with a statement if required
- attend court at a later date if required

Learning outcome
The learner will:
5. Understand drug-misuse issues and procedures relevant to the role of a door supervisor.

Assessment criteria
The learner can:
5.1 Identify **key areas of drug-misuse legislation**
5.2 Recognise the **indicators of drug misuse**
5.3 Identify common types of **illegal drugs**
5.4 Recognise **signs of drug dealing**
5.5 State the **procedure for dealing with individuals** found to be in possession of drugs
5.6 State the **procedure for handling seized drugs**
5.7 State **how to dispose of drug-related litter** and contaminated waste.

Range
5.1 key areas of drug-misuse legislation

- Misuse of Drugs Act 1971
- possession of drugs
- possession of controlled drugs with intent to supply
- supplying controlled drugs
- manufacturing controlled drugs
- allowing the premises to be used to take controlled drugs
- Class A, B and C drugs

5.2 indicators of drug misuse

- uncoordinated behaviour
- repetitive movement
- dilated pupils
- anxiety
- powder traces under the nose
- bloodshot or watering eyes
- excessive sweating
- feeling drowsy
- unconsciousness
- drug litter found in the venue

5.3 illegal drugs

- Class A: cocaine, ecstasy, LSD, heroin, crack, crystal meth, morphine, opium, psilocybin, methadone
- Class B: amphetamines, barbiturates, cannabis
- Class C: GHB, ketamine, rohypnol, anabolic steroids and other tranquilisers
- other drugs restricted under the Medicines Act
- prescription drugs and legal highs

5.4 signs of drug dealing

- suspicious behaviour
- frequent trips to toilets

- meetings with lots of strangers/ lots of people approaching one individual
- covert exchanges of items/cash
- hiding in areas out of view of staff and CCTV
- information from other customers or members of staff
- reduction in alcohol sales
- drug litter found in the venue

5.5 procedure for dealing with individuals

- seize drugs if safe to do so
- secure the drugs
- follow local policy with regards to refusal, ejection or arrest
- inform supervisor, manager and/or licence holder
- record incident in line with local policy

5.6 procedure for handling seized drugs

- think safety first (including use of safety gloves)
- follow local policy
- ensure drugs are put somewhere secure
- ensure seizure is recorded correctly

5.7 how to dispose of drug-related litter

- use PPE
- use sharps boxes or bottles for needles
- dispose of blood-stained tissues down the toilet

Learning outcome
The learner will:
6. Understand incident recording and crime scene preservation relevant to the role of a door supervisor.
Assessment criteria
The learner can:
6.1 Identify **different types of evidence**
6.2 State **how to preserve evidence** after an incident
6.3 Identify **records to complete** when an incident has occurred
6.4 Identify the **reasons for recording incidents**
6.5 Identify the **types of incidents** which need to be recorded
6.6 **Identify incidents when a door supervisor should call the police**
6.7 Identify the **requirements for completing incident records**.

Range
6.1 different types of evidence
• direct
• circumstantial
• hearsay
• documentary
• real

- oral
- forensic

6.2 how to preserve evidence

- control the area
- call for support and inform management
- contact emergency services
- cordon off the area
- restrict access
- show police any potential evidence
- record actions

6.3 records to complete

- incident reports/books
- accident reports/books
- property reports/books
- personal notebooks
- search registers
- police witness statements

6.4 reasons for recording incidents

- permanent written record of what happened
- potential use as evidence
- to assist outside agencies or court cases
- to justify actions taken
- to prevent malicious allegations or civil actions

6.5 types of incidents

- ejections
- arrests
- use of force
- accidents
- drugs/weapons/property seizures
- serious crimes
- visits by officials
- disputes or complaints
- suspicious behaviour
- any other emergencies

6.6 incidents when a door supervisor should call the police

- arrests
- serious crimes
- serious public order
- other serious incidents outside of the venue
- door supervisors should follow local procedures

6.7 requirements for completing incident records

- complying with local procedures/company policy

- using correct type of record
- recording fact only, as accurately as possible
- recording information as soon as practicable after the event
- using notebook rules
- records need to show when and where it happened, what happened, how it happened, what you saw, what you were told, what you did, what the result was, details of any witnesses, evidence or description

Learning outcome
The learner will:
7. Understand licensing law and social responsibility relevant to the role of a door supervisor.

Assessment criteria
The learner can:
7.1 Identify the **licensing objectives**
7.2 State the **rights and duties of licensees and door supervisors** as their representatives
7.3 State the law in relation to refusing entry and ejecting customers
7.4 Identify **police powers regarding licensed premises**
7.5 State the **law regarding children and young persons on licensed premises**
7.6 Identify **acceptable forms of proof of age**
7.7 State conduct that is unlawful under **licensing, gaming and licensing of sex establishments legislation**
7.8 State the **powers of entry of authorised persons**.

Range

7.1 licensing objectives

- Licensing Act 2003 (Licensing (Scotland) Act 2005) (The Licensing (Northern Ireland) Order 1996)
- prevent crime and disorder
- public safety
- prevention of public nuisance
- protection of children from harm
- (Protecting and improving public health - Scotland)

7.2 rights and duties of licensees

- ensuring premises complies with licensing objectives and relevant legislation
- decides on admission policy and house rules

7.2 rights and duties of door supervisors

- door supervisors, acting on behalf of licence holders should promote those policies
- door supervisors and licence holder should know the differences between personal and premises licences and how to obtain them

7.4 police powers regarding licensed premises

- right of entry
- right to search premises
- powers of closure

7.5 law regarding children and young persons on licensed premises

- protection of children
- selling of alcohol
- penalties
- test purchasing
- other age-related licensing offences include young people and meals, serving alcohol, collecting alcohol

7.6 acceptable forms of proof of age
- passports
- photo-card driving licences
- proof-of-age scheme cards (Not applicable to NI)
- local Challenge 21 and Challenge 25 schemes (Not applicable to NI)
- follow local policies

7.7 licensing, gaming and licensing of sex establishments legislation
- allowing drunkenness on licensed premises
- serving someone who is drunk
- serving alcohol to someone under the legal age
- unlawful gaming
- prostitutes soliciting on licensed premises
- Policing and Crime Act 2009
  - sex establishments are licensed by local authorities, who produce licensing policy and conditions. Offences include:
    - running sex establishment without a licence
    - contravention of licence terms, conditions and/or restrictions
    - allowing anyone under 18 years to enter the premises

7.8 powers of entry of authorised persons
- right to enter licensed premises at any reasonable time to carry out statutory duties

Learning outcome
The learner will:
8. Understand emergency procedures which should be followed by a door supervisor
Assessment criteria
The learner can:
8.1 State the **importance of knowing the venue's evacuation procedures**
8.2 State the **role of a door supervisor** when dealing with threats of terrorism
8.3 Identify **sources of information on terrorism awareness**
8.4 Identify **appropriate responses** to situations requiring first aid

Range
8.1 importance of knowing the venue's evacuation procedures
• knowing where entrances and all fire exits are
• know how people react in emergencies
• know role of the door supervisor in specific emergences
8.2 role of a door supervisor

- identify suspicious behaviour
- remain vigilant in and near the venue
- search individuals on entry
- conduct regular patrols inside and outside the venue
- be aware of suspicious vehicles

8.3 sources of information on terrorism awareness
- national threat levels
- local information
    - police intelligence
    - licensing forums
- home office and security services websites
- national and Local anti-terrorism initiatives – e.g. Griffin, Argos, Fairway

8.4 appropriate responses
- identify and call for trained first aiders on site
- call the emergency services if required
- keep calm and reassure casualty/others
- keep area clear around the casualty
- report first aid incidents

Learning outcome
The learner will:
9. Understand how a door supervisor can help to keep vulnerable people safe.
Assessment criteria
The learner can:
9.1 Recognise the **risks** to vulnerable people being ejected from, or refused entry to a venue
9.2 Identify **actions** that can be taken by a door supervisor to protect vulnerable people
9.3 Recognise **behaviours** that could indicate potential sexual predators.

Range
9.1 risks

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

9.2 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

9.3 behaviours

- a lone male seen pestering a customer or member of staff
- heavily intoxicated female leaving with a male
- regular attendee leaving often with different intoxicated females
- finding a date-rape type drug on a person during a search

Learning outcome
The learner will:
10. Understand queue management and venue capacity responsibilities relevant to a door supervisor.
Assessment criteria
The learner can:
10.1 Recognise the **benefits of queue control**
10.2 Indicate **why communication is important** throughout the queuing process
10.3 Identify why **managing venue capacity** is important.

Range
10.1 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
10.2 why communication is important
- manages customer expectations   - decreases potential conflict   - provides good customer service   - builds positive relationships with customers who may then return to the venue
10.3 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 208 Understanding security and loss prevention in a retail business

UAN:	K/502/5817
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to the National Occupational Standards for retail.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart retail.
Aim:	The purpose of this unit is to provide learners with the knowledge and understanding of the impact of crime upon retail business and how security risks are assessed. It also covers the precautions and actions undertaken for preventing loss and maintaining security.

Learning outcome
The learner will:
1. Know the range of security risks faced by a retail business
Assessment criteria
The learner can:
1.1   describe the **types of criminal activity** which commonly occur in retail businesses
1.2   identify the **types of merchandise** at greatest risk of theft and the reason for this.

Range
Types of criminal activity
Theft, criminal damage, vandalism, harassment, burglary, fraud, staff collusion.
Types of merchandise
High value, easily portable, easily saleable, bonded goods.

Learning outcome
The learner will:
2. Understand the effect which crime has on a retail business and its staff
Assessment criteria
The learner can:
2.1 describe how crime can affect the profits of a retail business
2.2 describe **how crime can affect people** working in retail.

Range
How crime can affect people
Financially, physically, psychologically.

Learning outcome
The learner will:
3. Know what actions can be taken to prevent crime in a retail business
Assessment criteria
The learner can:
3.1 outline **actions and precautions** typically taken to secure:
a. stock
b. premises
c. cash
d. people
e. information
3.2 outline **actions and precautions** that can be taken to reduce staff theft and the resulting loss of stock.

Range
Actions and precautions (3.1)
Security personnel. Security devices, CCTV, alarms, monitoring suspicious behaviour, computer access, authorisation limits.
Actions and precautions (3.2)
Staff search procedures, staff activities monitoring, staff security procedures.

Learning outcome
The learner will: 4. Know how security incidents should be dealt with
Assessment criteria
The learner can: 4.1   describe **what action should be undertaken** in the event of an observed or suspected theft 4.2   describe the **steps** employees should take to safeguard their own personal security 4.3   state when security incidents should be referred to senior staff.

Range
What action should be undertaken Prompt and accurate reporting to a nominated or authorised person, maintain vigilance. **Steps** Avoid confrontation, comply with legislation, comply with company guidelines, avoid divulging staff personal details.

Unit 209 Learning with colleagues and other learners

UAN:	Y/501/5915
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills
Aim:	In this unit, the learner gains an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Learning outcome
The learner will:
1. Understand the importance of learning with colleagues or other learners
Assessment criteria
The learner can:
1.1 explain why learning with their colleagues or other learners is important for their own development.

Explanation of criteria and examples of evidence
For this criterion (1.1) the candidate needs to **explain** why learning with their colleagues or other learners is important for their own development.
Evidence may be a candidate statement.

Learning outcome
The learner will:
2. Be able to plan the learning they will undertake with colleagues or other learners
Assessment criteria
The learner can:
2.1 describe a learning goal which they will be able to undertake with colleagues or other learners
2.2 explain how they will work towards achieving the learning goal.

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to **describe** a learning goal which they will be able to undertake with colleague or other learners. For 2.2 the candidate needs to **explain** how they will work towards achieving their learning goal. Evidence for 2.1 and 2.2 may be a candidate statement.

Learning outcome
The learner will: 3. Be able to interact appropriately with colleagues or other learners in a learning situation
Assessment criteria
The learner can: 3.1   respond appropriately to advice from others 3.2   express beliefs and opinions to others appropriately 3.3   give helpful feedback to others.

Explanation of criteria and examples of evidence
For this criterion (3.1) the candidate needs to listen carefully and **respond** appropriately to advice from others. For 3.2 the candidate needs to **express** beliefs and/or opinions to others in a learning situation. This can be individually or in a group. For 3.3 the candidate needs to **give** helpful feedback to at least one other person. Evidence for 3.1 to 3.3 will be an assessor observation or witness statement.

Learning outcome
The learner will: 4. Be able to review the learning they have undertaken with colleagues or other learners
Assessment criteria
The learner can: 4.1   give examples of how they have learned with colleagues or other learners 4.2   reflect on their experience of learning with a group of other colleagues or other learners.

Explanation of criteria and examples of evidence
For this criterion (4.1) the candidate needs to **give** at least **three** examples of how they have learned with colleague or other learners. Evidence may be a candidate statement. For 4.2 the candidate needs to take an active part in a discussion to reflect on their experience of learning with a group (at least three) of other colleagues or other learners. Evidence for 4.2 will be an assessor observation or witness statement.

Unit 210   Communicating solutions to others

UAN:	R/501/5895
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills
Aim:	In this unit, the learner will find out why a problem requires a solution, how to communicate possible solutions to others, deal appropriately with responses and review the effectiveness of their performance.

Learning outcome
The learner will:
1. Understand why they need to solve a problem
Assessment criteria
The learner can:
1.1   describe a possible problem to solve
1.2   explain why the problem requires a solution
1.3   describe a way to solve the problem.

Explanation of criteria and examples of evidence
For this criterion (1.1) the candidate needs to **describe** a possible problem to solve.
For 1.2 the candidate needs to **explain** why the problem requires a solution.
For 1.3 the candidate needs to **describe** a way to solve the problem. The candidate should find out enough information about the problem to consider different strategies and choose and describe an approach.
Evidence for 1.1 to 1.3 may be a candidate statement or presentation.

Learning outcome
The learner will:
2. Be able to communicate the solution effectively to others
Assessment criteria
The learner can:
2.1   using appropriate communication methods, explain to others how the problem was solved
2.2   use appropriate information to support their explanation.

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to **use** appropriate communication methods to explain to others how the problem was solved.
Evidence may be an assessor observation, witness statement or copies of written communication.
For 2.2 the candidate needs to **use** appropriate information to support their explanation.
Evidence may be the information used.

Learning outcome
The learner will:
3. Be able to provide appropriate responses to questions or objections
Assessment criteria
The learner can:
3.1   identify possible questions or objections to their solutions to a problem
3.2   plan how to deal with feedback and questions from others in the group
3.3   respond appropriately to questions or objections from others.

Explanation of criteria and examples of evidence
For this criterion (3.1) the candidate needs to **identify** at least **three** possible questions or objections to their solutions to a problem.
Evidence may be a candidate statement.
For 3.2 the candidate needs to **plan** how to deal with feedback and questions from others in the group.
Evidence may be a candidate statement.
For 3.3 the candidate needs to **respond** appropriately to questions or objections from others.
Evidence may be an assessor observation, witness statement or copies of written communication.

Learning outcome
The learner will:
4. Be able to evaluate their performance
Assessment criteria
The learner can:
4.1   evaluate how effective their performance was
4.2   suggest areas for improvement.

Explanation of criteria and examples of evidence
For this criterion (4.1) the candidate needs to **evaluate** how effective their performance was. Evidence may be a candidate statement. For 4.2 the candidate needs to **suggest** at least **two** areas for improvement in their performance.

Unit 211   Working in a team

UAN:	R/501/6058
Level:	Level 2
Credit value:	3
GLH:	30
Aim:	This unit is about the knowledge and understanding required to work in a team.

Learning outcome
The learner will:
1. Understand the advantages and disadvantages of having a team complete a task
Assessment criteria
The learner can:
1.1   explain the **advantages** and **disadvantages** of having a team complete a task.

Range
Advantages
Cross-section of experience used, wide range of ideas, team spirit, neuro linguistic programming (NLP), time
Disadvantages
Peer pressure, personality clash(es), neuro linguistic programming (NLP), arguments, time

Learning outcome
The learner will:
2. Understand the need for a team to work to an agreed code of conduct
Assessment criteria
The learner can:
2.1   identify a code of conduct for effective team work
2.2   explain the **likely consequences** of team members not following a code of conduct.

Range
Likely consequences
Longevity of employment, failure of task/project, loss of team spirit/morale

Learning outcome
The learner will:
3. Be able to recognise the different strengths, skills and experiences different people bring to a team

Assessment criteria
The learner can:
3.1   explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team
3.2   identify some relevant **strengths, skills and experiences** that other members bring to a particular team.

Range
Strengths, skills and experiences
Communication, assertiveness, ethics, co-operation, integrity, previous experiences

Learning outcome
The learner will:
4. Understand how to allocate roles and responsibilities within the team in relation to a given task

Assessment criteria
The learner can:
4.1   agree with other team members the roles and **responsibilities** of each member of the team
4.2   explain how each role contributes to the team's objectives and the completion of the team task.

Range
Responsibilities
Work to strengths of individual team members, understand limitations of each team member

Learning outcome
The learner will:
5. Be able to work positively as a member of a team

Assessment criteria
The learner can:
5.1   describe **ways** in which respect was shown for the ideas and suggestions of others
5.2   identify relevant ideas and suggestions which were given which helped the team to complete their task
5.3   describe **ways** in which help, support or advice was given to team members where appropriate
5.4   explain why it is important to respond positively to advice or constructive criticism
5.5   complete tasks allocated to the required standard and on time.

Range
Ways (AC 5.1) Communication skills – verbal, non-verbal, active listening **Ways (AC 5.3)** Motivation, inspiration, ownership, clear instruction, leadership

Learning outcome
The learner will: 6. Be able to reflect on the performance of a team

Assessment criteria
The learner can: 6.1 discuss how their individual performance contributed to the overall performance of the team 6.2 outline **ways** in which the team as a whole performed effectively 6.3 outline **areas** in which the team could improve its team work skills.

Range
Ways Post-task debrief, post-operation report **Areas** Post-task debrief, post-task operation report, team building

Unit 212 Building working relationships with colleagues

UAN:	L/501/6107
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills
Aim:	This unit explores the ways in which colleagues rely upon one another in a constructive working environment. The learner will also consider the consequences of positive and negative behaviours of individuals on whole teams or organisations.

Learning outcome
The learner will:
1. Understand how people in the workplace rely on one another
Assessment criteria
The learner can:
1.1 explain the interdependencies between different people in a workplace

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to show they understand how people mutually rely upon each other to achieve results. This may be evidenced by the candidate annotating or **explaining** the interdependent relationships between staff, using an organisational chart.

Learning outcome
The learner will:
2. Understand how an individual's behaviour affects other people at work
Assessment criteria
The learner can:
2.1 describe how the positive behaviour of one person can affect others in the workplace
2.2 describe how the negative behaviour of one person can affect others in the workplace

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to **describe** the positive effects of a positive person on a group of people within the workplace. An example could support the description. For 2.2 the candidate needs to **describe** at least **four** negative effects a person's behaviour can have on others in the workplace.

Learning outcome
The learner will: 3. Be able to demonstrate positive behaviours that promote effective working with others

Assessment criteria
The learner can: 3.1   communicate clearly with colleagues 3.2   resolve differences with colleagues amicably 3.3   offer help and guidance to colleagues and accept their help and guidance 3.4   offer ideas, suggestions and opinions to colleagues 3.5   consider the ideas, suggestions and opinions of colleagues and respond appropriately.

Explanation of criteria and examples of evidence
For the first criterion (3.1) the candidate needs to **communicate** appropriately, using language that is clear, coherent, and respectful, of the appropriate tone. The candidate will use appropriate body language, spatial awareness and eye contact with colleagues. For 3.2 the candidate needs to identify a difference that has occurred or is occurring with a colleague. They need to evidence how they are able to **resolve** this professionally by communicating and listening effectively, sharing and discussing differences in a professional way, giving ground where appropriate, understanding different ways of working, come to a shared conclusion and the ability to settle on an outcome. The candidate should show they are able to conclude the matter without further redress or gossip. For 3.3 the candidate needs to show how they are able to **offer help** and guidance to support a colleague complete a task, resolve a problem or suggest action to take on at least two occasions. The candidate should demonstrate they are able to accept help and guidance on **two** occasions. This could be assessed using a range of methods which may include observation or reflective accounts and questioning. For 3.4 the candidate needs to **offer** ideas and suggestions which are constructive and add value to the process / procedure or tasks within in the workplace. Opinions should be fair and without bias, and should be presented in a positive manner that peers will find acceptable. This could be evidenced at a team meeting or within the work role formally or informally. For the final criterion (3.5) the candidate needs to **consider** ideas, suggestions and opinions of colleagues which may be presented in at a team meeting or within the work role informally or formally, demonstrate they have considered the option using questioning or discussion or research and have responded to these appropriately (verbally or in writing). This could be evidenced through observation, or through reflective accounts or statements and witness testimony.

Unit 213   Developing personal skills for leadership

UAN:	K/501/5904
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	In this unit the learner gains an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Learning outcome
The learner will:
1. Understand the main features of leadership
Assessment criteria
The learner can:
1.1   describe the main features of leadership
1.2   explain how their own skills and qualities relate to the main features of leadership.

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to **describe** at least **three** of the main features of leadership. Features include responsibility for others eg making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task; providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to do which activity, solving problems.
For 1.2 the learner must **explain** how at least **three** features of leadership relate to their own skills and qualities.
They may carry out a review of own personal development; identify areas of strength and those areas which they are unsure of/less confident in; ask others for feedback on leadership skills.
Evidence for 1.1 and 1.2 may be an assessor observation record, witness statement or candidate statement.

Learning outcome
The learner will:
2. Be able to plan how to demonstrate leadership skills
Assessment criteria
The learner can:

2.1	describe the range of skills they will use to lead others
2.2	explain how they will put these skills into practice in order to lead others.

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to **describe** at least **two** skills they will use to lead others. This may include giving support, allocating tasks and activities, giving and receiving feedback, making decisions. For 2.2 the candidate needs to explain how they will put the skills described in 2.1 into practice. Giving support to others eg by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on performance of task; making decisions, eg making a decision to solve a problem, deciding on the best way of doing something. Evidence may be an assessor observation record, witness statement or candidate statement.

Learning outcome
The learner will:
3. Be able to prepare for a leadership activity

Assessment criteria
The learner can:
3.1 select a suitable activity to demonstrate their leadership skills
3.2 explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills.

Explanation of criteria and examples of evidence
For the first criterion (3.1) the candidate needs to **select** a suitable straightforward activity to demonstrate their leadership skills. This will involve: considering strengths and weaknesses; using information and knowledge about own particular skills to decide on an appropriate activity; discussing with assessor and agreeing suitability; choosing an activity they can complete appropriately. The activity should be agreed with the assessor and could also be a shared agreement with the group if this is appropriate. For 3.2 the candidate needs to **explain** why the activity was selected eg matches experience, skills or interests of the learner, allows learner to demonstrate a skill they feel confident in as well as/or a skill they wish to improve on. The explanation may also involve considering how well they would be able to demonstrate a particular skill via a particular activity. The learner must also be able to explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor/line manager) that the demonstration is about practising a new skill or about confirming that they are able to demonstrate a recently acquired skill. Evidence for 3.1 and 3.2 may be annotated taped or video evidence, a candidate statement, an assessor observation record or witness statement.

Unit 214   Practising leadership skills with others

UAN:	D/501/5916
Level:	Level 2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills
Aim:	In this unit, the learner will be able to practice their leadership skills with other members of a group and evaluate their ability to lead others.

Learning outcome
The learner will:
1. Understand how to lead a group activity
Assessment criteria
The learner can:
1.1   explain how their leadership skills will contribute to a given group activity.

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to explain how they would use their leadership skills in a group activity eg in a way that is appropriate to the situation and people involved, using personal skills and qualities to lead effectively
For 1.1 skills could be giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines, using problem-solving skills, using sense of humour to get people's attention when giving instructions.
Group activities could be in the workplace or place of learning. The activity should be straightforward and the leadership required should not be complex.
Evidence may be annotated taped or video evidence, an assessor observation record, candidate or witness statement.

Learning outcome
The learner will: 2. Be able to demonstrate effective leadership skills with others
Assessment criteria
The learner can: 2.1 give support to other members of the group 2.2 allocate tasks and activities appropriately to other members of the group 2.3 give and receive appropriate feedback 2.4 make decisions about tasks and activities appropriately.

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to **give** support to others, for example, by motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members Evidence may be annotated taped or video evidence, an assessor observation record, candidate or witness statement. For 2.2 the candidate needs to **allocate** tasks and activities to other members of the group including assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members, making decisions, giving and receiving feedback. For 2.2 evidence may be annotated taped or video evidence, an assessor observation record, candidate or witness statement.

Learning outcome
The learner will: 3. Be able to evaluate their leadership performance
Assessment criteria
The learner can: 3.1 carry out an evaluation of their leadership performance 3.2 suggest areas for improvement of their leadership performance.

Explanation of criteria and examples of evidence
For the first criterion (3.1) the candidate needs to **carry out** an evaluation of their leadership performance using feedback from different sources, identifying what went well and what did not go so well. The evaluation could be formal eg assessment forms, checklists; or informal eg discussion with assessor. Evidence for 3.1 may be an assessor observation record, candidate or witness statement. For 3.2 the candidate needs to **suggest** areas for improvement based on their own assessment and feedback from others. Evidence for 3.2 may be an assessor observation record, candidate or witness statement

Unit 215   Setting and meeting targets at work

UAN:	D/501/6113
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	This unit is about being able to develop and meet targets at work.

Learning outcome
The learner will:
1. Understand how to develop and confirm personal targets
Assessment criteria
The learner can:
1.1   develop **personal targets** that are appropriate for a workplace situation
1.2   identify relevant team or organisational targets which relate to own personal targets
1.3   confirm own personal targets with an appropriate person
1.4   present own personal targets in an appropriate format to suit organisational requirements.

Range
Personal targets
SMART objectives/targets

Learning outcome
The learner will:
2. Be able to review progress against own targets
Assessment criteria
The learner can:
2.1   identify an appropriate review point
2.2   review own progress with an appropriate person
2.3   discuss and agree with an appropriate person what has been achieved and what, if anything, is still to be achieved.

Unit 216 Terrorism awareness

UAN:	H/503/5066
Level:	Level 2
Credit value:	1
GLH:	9
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Security.
Aim:	This unit is about understanding the history and awareness of international terrorism and its impact on modern day life in the UK.

Learning outcome
The learner will:
1. Understand the history of terrorism
Assessment criteria
The learner can:
1.1 define the term 'terrorism'
1.2 describe the origins of terrorism

Learning outcome
The learner will:
2. Understand the classifications of terrorist groups
Assessment criteria
The learner can:
2.1 explain the term 'state terrorism'
2.2 identify state sponsored terrorist groups
2.3 explain the term 'non-state terrorism'
2.4 identify non-state terrorist groups
2.5 explain the differences between non-state terrorism and religious terrorism
2.6 identify religious terrorist groups.

Learning outcome
The learner will:
3. Understand the current threats to the UK
Assessment criteria
The learner can:
3.1 describe the current threats in the UK from terrorist activities
3.2 explain the term 'espionage' and its impact on commercial security
3.3 explain the term '**cyber threat**'
3.4 explain target awareness in relation to:
• suspicious activity/persons/objects

• public buildings
• transport systems
• critical national infrastructure (CNI).

Range
Cyber threat
E-crime, key logging, phone tapping and hacking.

Learning outcome
The learner will:
4. Understand how to report suspicious activity/objects and suspected threats
Assessment criteria
The learner can:
4.1 explain the different **reporting options and actions** to follow in relation to suspicious activity/objects and suspected threats.

Range
Reporting actions
Dynamic risk assessment, SAFER – Stand back, assess (Person object place), find help, evaluate, respond.
Reporting options
Emergency calls/services, provide witness statement.

Learning outcome
The learner will:
5. Understand different government threat levels relevant to the UK
Assessment criteria
The learner can:
5.1 state the current government threat level in the UK
5.2 explain the different current threat levels in use in the UK.

Unit 301 Assist with the implementation of safety and security at a live event

UAN:	K/601/6223
Level:	Level 3
Credit value:	3
GLH:	24
Aim:	This unit is about assisting with the implementation of safety and security at a live event.

Learning outcome
The learner will:
1. Be able to contribute to carrying out risk assessments in relation to security and safety at a live event
Assessment criteria
The learner can:
1.1   liaise with others to identify at least two potential security **threats/risks** for a given event.
1.2   identify at least two **special requirements or instructions** and communicate them to the appropriate people in line with organisational procedures
1.3   identify and locate appropriate **visual security notices** as directed
1.4   describe the **types of insurance** that would be needed for the given live event
1.5   describe the organisation's procedures for dealing with security at live events.

Range
Threats/risks
Crowd dynamics, alcohol, drugs, public order, type of event (festivals, sports, community)
Special Requirements/Instructions
Licensing, event management plan (EMP) ie - lost child procedure, site evacuation, alcohol and drugs policy, search policy, security management
Visual security notices
Warning boards, CCTV in use signs, anti-theft, public information
Types of insurance
Public liability, employer liability, vicarious liability

Learning outcome
The learner will:
2. Be able to evaluate security arrangements
Assessment criteria
The learner can:
2.1 carry out an evaluation of the security for a live event based on **risk assessments and licensing objectives**
2.2 evaluate the range of safety equipment and notices.

Range
Risk assessment and licensing objectives
Event capacity, free/paid event, enclosed/open event, dry/alcohol event, day/night event, security manning, first aid, removal/securing of physical risk
Safety equipment and notices
Fire extinguishers, entry/exit signs, first aid equipment, security control point, lost children point, passes/wristbands, emergency exits, emergency assembly point, personal protective equipment (PPE)

Learning outcome
The learner will:
3. Be able to make recommendations about the potential for crime and disorder
Assessment criteria
The learner can:
3.1 assess the potential for **crime and disorder** relating to a given live event
3.2 make recommendations and **report** these to an appropriate person in the agreed format
3.3 implement recommendations within the limits of responsibility.

Range
Crime and disorder
Theft, assault, robbery, burglary, drunkenness, drugs (possession/supply), public order, trespass, criminal damage
Report
Daily occurrence book (DOB), witness statement, incident reports (oral or written)

Appendix 1   Conflict management for the private security industry scenario declaration

The Conflict Management unit covers a number of security roles performed in a diverse range of environments. Although the environments may contrast there are common elements to most security roles in terms of communication and conflict management and these can be defined in the generic core of learning objectives set out below.

Delivery of this unit to Security Guards and Close Protection Officers the below scenarios must be covered:

- **Enforcement Scenario:** A situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as, access control and identity checks.
- **Defusing Scenario:** A situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.
- **Confronting Scenario:** A situation that requires non aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.
- **High Risk Scenario:** An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

Delivery of this unit to Door Supervisors the below scenarios must be covered:

- **Refusing entry to a customer:** learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.
- **Ejecting a customer from the venue:** learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.
- **Incidents inside the venue:** learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict

Centre Declaration

We as the centre understand what is required of us on delivering the Conflict Management for the Private Security Industry unit and can confirm that the relevant scenarios will be delivered to all learners during the delivery of the Conflict Management for the Private Security Industry unit.

By signing this we confirm that all learners taking this unit will participate and contribute to these scenarios to a satisfactory level.

Centre Name:	
Centre Number:	
Centre Contact Name:	
Centre Contact Signature:	
Date:	

This declaration must be signed on centre approval and a copy must be sent to your Quality Team. If this is not full approval cannot be provided and this will cause a delay in when the first cohort of learners can be registered.

Appendix 2   Role play to accompany the delivery of the qualification

Role play to accompany delivery of the searching content in the door supervision specialist unit.

1. All learners should have the opportunity to perform a practical demonstration of searching. This document gives guidance on the use of role play in the delivery of the content on searching.

2. Each awarding body will be monitoring that the role play activity has been taken place, and will supply instructions as to how to record the delivery of this requirement.

The Role Play

3. During the delivery of the content relating to searching, each learner should have the opportunity to demonstrate their understanding of how to conduct a search.

4. The role play should be set up so that each learner has the chance to play a door supervisor responsible for letting customers in to a bar, pub or club.

5. Training providers can develop their own role plays, but must ensure that scenarios represent a typical search. The scenario must also allow the door supervisors to explain to a customer what their right to search is, and shows that they know the appropriate method of searching.

6. Each participant in the role play should be given a brief beforehand. An example of a brief for the door supervisor is as follows;

   - You are the door supervisor working on the door of a busy night club. The venue policy is that all bags carried by customers must be searched as a condition of entry to the club. There have in the past been incidents where customers have taken bottles of their own drink into the club. This has led to very drunk customers and to bottles being left in the club premises. A customer wants to gain entry to the club. He/She is carrying a bag/handbag. You are responsible for ensuring the customer is searched appropriately.

7. The second participant in the role play must be given a compatible brief that allows the scenario to work and reflect a realistic situation. An example of a brief that would complement the above would be;

   - You are a customer wanting to enter the club. You have a bag/handbag on you. You do not have anything in the bag/handbag that you consider will cause problems. You do however have some private correspondence in the bag, and you are not keen for a stranger to go through your possessions. You do really want to get into the club and join your friends, but you don't see what right the door supervisor has to look at your belongings.

8. Where the training provider has developed their own scenario, then a copy of this must be retained so that the awarding body has a record.

Role play to accompany delivery of the searching content in the security guarding specialist unit.

1. All learners should have the opportunity to perform a practical demonstration of searching. This document gives guidance on the use of role play in the delivery of the content on searching.

2. Each awarding body will be monitoring that the role play activity has been taken place, and will supply instructions as to how to record the delivery of this requirement.

The Role Play

3. During the delivery of the content relating to searching, each learner should have the opportunity to demonstrate their understanding of how to conduct a search.

4. The role play should be set up so that each learner has the chance to play a security guard given the role of searching an individual making their way in to a building.

5. Training providers can develop their own role plays, but must ensure that scenarios represent a typical search. The scenario must also allow the security guard to explain to a customer what their right to search is, and shows that they know the appropriate method of searching.

6. Each participant in the role play should be given a brief beforehand. An example of a brief for the security guard is as follows;

   - You are the security guard controlling access and egress to a construction site. There have been thefts of fittings from the site recently, and a new policy has been introduced whereby all bags belonging to workers on the site will be searched as they leave the site. You are responsible for conducting a search.

7. The second participant in the role play must be given a compatible brief that allows the scenario to work and reflect a realistic situation. An example of a brief that would complement the above would be;

   - You are a worker on a construction site. You are on your way home. You have your bag with some personal items in. You have nothing to hide, but don't like the idea of a stranger looking through your bag. You don't want to trouble for yourself but wonder what gives the guards the right to look through your bag.

8. Where the training provider has developed their own scenario, then a copy of this must be retained so that the awarding body has a record.

Appendix 3   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
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **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	T: +44 (0)844 543 0033 **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 **E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: centresupport@cityandguilds.com**
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	T: +44 (0)844 543 0000 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: walledgarden@cityandguilds.com**
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery	T: +44 (0)207 294 8128 **E: business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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