Pearson
BTEC Level 2 Certificate in Principles of Providing Security Services

Specification

BTEC Specialist qualification

First teaching January 2015

Issue 3

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 2 Certificate in Principles of Providing Security Services (QCF)

The QN remains the same.

Summary of Pearson BTEC Level 2 Certificate in Principles of Providing Security Services specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page/section number
Qualification GLH has been amended from 129 to 134	Section 2
Changes to the GLH for Unit 1	Section 3
Changes to the credit value for Units 6 and 7	Section 3

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.
Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

• Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

• Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

• Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2   Qualification summary and key information

Qualification Number (QN)	601/5081/6
Accreditation start date	01/01/2015
Approved age ranges	16-18 19+
Credit value	15
Assessment	Centre-devised assessment (internal assessment) **and** Pearson-devised assessment (onscreen testing)
Total Qualification Time (TQT)	150
Guided learning hours	134
Grading information	The qualification and units are at pass grade
Entry requirements	Learners should have language skills to the equivalent of the following: • A BI level qualification on the Home Office's list of recognised English tests and qualifications • An ESOL qualification at Entry 3 or higher (e.g. Level 1 or 2) on the Ofqual register taken in England, Wales or Northern Ireland • An ESOL qualification at Scottish Qualifications Framework levels 4, 5 or 6 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland • Functional Skills Entry Level 3 in English • SQA Core Skills at Scottish Qualifications Framework Levels 4, 5 or 6 Centres must also follow our access and recruitment policy (see *Section 10 Access and recruitment*).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 2 Certificate in Principles of Providing Security Services is for learners who work in, or who want to work in, security services.

It gives learners the opportunity to:

- engage in subject-specific learning that is relevant to their job role
- develop generic and transferable knowledge and skills that are essential for successful performance in working life
- aid career progression by giving them the opportunity to develop knowledge and skills relevant to supervisory roles
- achieve a nationally recognised level 2 qualification
- achieve a nationally recognised level 2 apprenticeship as it is part of the apprenticeship for Providing Security Services.

Apprenticeships

Skills for Security, the Sector Skills Body for the security sector, approves the Pearson BTEC Level 2 Certificate in Principles of Providing Security Services as a knowledge component for the Intermediate Apprenticeship in Providing Security Services.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF), which expired on 31/12/2014. Information about how the new and old units relate to each other is given in *Annexe B*.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 2 Certificate in Principles of Providing Security Services can progress to:

- Pearson Edexcel Level 2 Certificate in Providing Security Services

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

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

- Pearson BTEC Level 2 Award in Disengagement and Non-restrictive Physical Intervention Skills

- Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills

- Pearson BTEC Level 2 Award for Working as a Security Officer within the Private Security Industry

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

Industry support and recognition

This qualification is supported by Skills for Security, the SSB for the security industry.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in security and loss prevention and common core. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

How learners can get an SIA Licence

This qualification relates to the National Occupational Standards in security and loss prevention and common core. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

Some learners will already hold a licence before they are registered on the Pearson BTEC Level 2 Certificate in Principles of Providing Security Services.

Other learners will not hold a licence, but will want to apply for one after they have completed the Pearson BTEC Level 2 Certificate in Principles of Providing Security Services. Before they can apply for a licence, these learners will need to register on a relevant licence-to-practise qualification, for example:

- Pearson BTEC Level 2 Award in Security Guarding

- Pearson BTEC Level 2 Award in Door Supervision

- Pearson BTEC Level 2 Award in CCTV Operations (Public Space Surveillance)

After they register, learners will be granted exemptions from any units that they have already achieved – no additional learning or assessment will be required for these units.

3   Qualification structure

Pearson BTEC Level 2 Certificate in Principles of Providing Security Services

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	15
Number of mandatory credits that must be achieved	6
Minimum number of optional credits that must be achieved	9
Minimum number of optional credits that must be achieved from Group B	1
Minimum number of optional credits that must be achieved from Group C	6

1	K/506/7176	Working within the Private Security Industry	2	1	1
2	Y/506/7125	Conflict Management within the Private Security Industry	2	1	8
3	A/501/6295	Solving Work-Related Problems	2	2	20
4	F/501/6413	Building Working Relationships with Customers	2	2	20

5	Y/506/7108	Working as a Security Officer within the Private Security Industry	2	1	10
6	M/616/8620	Working as a CCTV Operator within the Private Security Industry	2	1	14
7	T/616/8618	Working as a Door Supervisor within the Private Security Industry	2	1	12

8	K/502/5817	Understand Security and Loss Prevention in a Retail Business	2	2	15
9	Y/501/5915	Learning with Colleagues and Other Learners	2	2	20
10	R/501/5895	Communicating Solutions to Others	2	2	20
11	J/501/5912	Effectiveness at Work	2	1	10
12	R/501/6058	Working in a Team	2	3	30
13	L/501/6107	Building Working Relationships with Colleagues	2	2	20
14	D/501/6113	Setting and Meeting Targets at Work	2	2	20
15	Y/501/5896	Contributing to Meetings	2	1	10
16	K/501/5904	Developing Personal Skills for Leadership	2	2	20
17	D/501/5916	Practising Leadership Skills with Others	2	2	20

4 Assessment

External assessment

Pearson sets and marks the externally assessed onscreen tests. These tests must be taken by the learner under examination conditions.

The table below gives information about the onscreen tests available for this qualification.

Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	5th January 2015

Length of assessment	The external assessment will be 45 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	5th January 2015

Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	5th January 2015

Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	5th January 2015

Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	5th January 2015

The onscreen tests assess all the learning outcomes in the identified units to meet the standard specified by the related assessment criteria. All the amplification in each unit is mandatory for the tests. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions. Centres need to make sure that learners are:

● fully prepared to sit the onscreen tests

● entered for the tests at appropriate times, with due regard for resit opportunities as necessary.

All centres offering onscreen assessment must comply with the Joint Council for Qualifications (JCQ) document *Instructions for the Conduct of Examinations (ICE)*. The current version of this document is available on our website at: qualifications.pearson.com

Internal assessment

The following units are assessed internally through a Portfolio of Evidence only.

Unit 3: Solving Work-Related Problems

Unit 4: Building Working Relationships with Customers

Unit 8: Understand Security and Loss Prevention in a Retail Business

Unit 9: Learning with Colleagues and Other Learners

Unit 10: Communicating Solutions to Others

Unit 11: Effectiveness at Work

Unit 12: Working in a Team

Unit 13: Building Working Relationships with Colleagues

Unit 14: Setting and Meeting Targets at Work

Unit 15: Contributing to Meetings

Unit 16: Developing Personal Skills for Leadership

Unit 17: Practising Leadership Skills with Others

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

6   Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.

- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.

2 Delivery of the qualification outside the Apprenticeship:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9   Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: qualifications.pearson.com

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Working within the Private Security Industry

Unit reference number: K/506/7176

Level: 2

Credit value: 1

Guided learning hours: 1

Unit aim

This unit is for individuals who wish to work in the private security industry and who require an SIA licence to practise. It covers the following areas of knowledge that are common across different sub-sectors: door supervision, security guarding, CCTV operations and vehicle immobilisation.

In this unit, you will look at the key areas of understanding and knowledge that are common across the security sector, including how the security sector operates, the key legislation that applies to the industry, and how to keep yourself and others safe in the workplace. You will also learn about standards of behaviour, effective communication and customer care.

Essential resources

For this unit, centres must conform to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Know the main characteristics of the private security industry	1.1	Identify the key purposes of the private security industry	□ Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs)
				□ Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents)
				□ Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies)
				□ Provide personnel and appropriate protection systems for people, property and premises
		1.2	State the functions of the Security Industry Authority (SIA)	□ Protect the public and regulate the security industry (licensing, industry regulations)
				□ Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses)
				□ Monitor the activities and effectiveness of those working in the industry (inspections, updating and improving legislation)
				□ Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes)
				□ Keep under review the private security industry and the operation of the legislative framework

		1.3	Identify standards of behaviour required of a security operative	□	Personal appearance (smart, presentable attire, meet employer guidelines, carry SIA licence while on duty)
				□	Professional attitudes and skills (act without discrimination; with professionalism, courtesy, personal integrity and understanding, moderate language, be alert and fit)
				□	General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines)
				□	Organisation/company values and standards (adhere to employer standards, procedures and policies; awareness of employer culture and values)
		1.4	Identify different sectors within the private security industry	□	Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, key holding
				□	Other sectors: private investigation; events security (stewarding); electronic security and fire security systems, dog handling
		1.5	Identify the benefits of linking with crime reduction initiatives	□	Crime reduction initiatives: National Pubwatch, local Pubwatch initiatives; Crimestoppers; partnership working (initiatives to radio link with other venues); Red and Yellow cards; cooperating with local authority and police)
				□	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

2	Understand legislation as it applies to the individual in carrying out a licensable activity	2.1	Identify the differences between civil and criminal Law	☐ Main features of 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: trespass, breach of contract
				☐ Main features of 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: 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	State the main aims of the Private Security Industry Act 2001	☐ Raise standards in the private security industry
				☐ Increase public confidence in the private security industry
				☐ Increase public safety
				☐ Remove criminal elements from the private security industry
				☐ Establish the SIA (Security Industry Authority)
				☐ Establish licensing

		2.3	Identify key legislation relating to promoting equality and diversity in the workplace	□ Key Legislation: Equalities Act 2010; Human Rights Act 1998
				□ Protection from discrimination in the workplace:
				• protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity
				• direct and indirect discrimination
				□ Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal
				□ Employer's duty to make reasonable adjustments

3	Understand the importance of safe working practices to comply with legal requirements	3.1	State the importance of health and safety in the work environment	□ Duty of care
				□ To keep employees and customers safe
				□ To avoid damage to equipment and property
				□ To comply with legislation; consequences of failure to comply (prosecution, fines, business closure)
				□ To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation's image and reputation)
		3.2	State the meaning of '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: deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities
		3.3	Identify the responsibilities of employees, employers and the self-employed under health and safety at work legislation	□ Responsibilities of employees and the self-employed: to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to follow processes and procedures put in place by their employer
				□ Responsibilities of employers: to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs
		3.4	Identify methods for safe manual handling	□ 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 movements; avoidance of twisting; push rather than pull

		3.5	Recognise 'risks' in relation to health and safety at work	□	Definition of risks: likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard
				□	Risk factors: drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures
				□	Risks to health and safety: injury, ill health, fatality
				□	Risk assessment process: identify hazards; evaluate risks (low, medium, high); record findings; review and implement changes to remove or minimise hazards
		3.6	State how to minimise risk to personal safety and security	□	Awareness of potential hazards
				□	Understanding the risk assessment process
				□	Following health and safety and organisational procedures and policies
				□	Use of appropriate personal protective equipment, personal alarms and mobile phones, radios
				□	Procedures for lone working
		3.7	Identify typical workplace hazards	□	Definition of 'hazard': potential source of harm; adverse health effect on a person or persons
				□	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	Identify safety signs and signals	□	Types of safety signs: prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety
				□	Types of safety signals: hand; acoustic

		3.9	State reporting procedures for health and safety accidents and incidents	□	Reportable incidents and accidents under RIDDOR: work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas-related incident
				□	Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents)
				□	Reporting methods: online; telephone; by post
		3.10	Identify who to contact in first aid situations	□	First aid situations: bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke
				□	Who to contact: designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation, supervisor

4	Understand fire procedures in the workplace	4.1	Identify basic fire safety measures	□ Control of fuel and ignition sources (bins and waste disposal)
				□ Safe storage of flammables
				□ Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire blanket/extinguishers sprinkler systems)
				□ Staff training
				□ Avoidance of overloading electrical points
				□ Fire plan: fire walls; fire doors; emergency exits
		4.2	Identify the elements that must be present for fire to exist	□ Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)
		4.3	Identify classifications of fire	□ A – Ordinary combustible: includes paper, wood, textiles, rubber
				□ B – Flammable liquids, e.g. petrol, paint, solvents
				□ C – Flammable gas, e.g. butane, propane
				□ D – Metal fires, e.g. powdered and metal shavings, alkali-based metals
				□ Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel)
				□ F – Hot cooking oils
		4.4	Identify basic fire fighting equipment	□ Equipment: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)

		4.5	State the different types of fire extinguishers and their uses	□ Water: use with paper, wood, fabric
				□ General foam: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary)
				□ CO_2 gas: use with electrical fires (primary)
				□ Wet chemical: cooking oil fires
				□ Powder: use with most fires, including liquid and electrical fires
		4.6	State the actions to be taken upon discovering a fire	□ Sound the alarm and 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	State the importance of understanding fire control panels	□ Ensure full understanding of extent of area of incident
				□ To pass on correct message to emergency services (materials, chemicals stored in affected area)
				□ To act according to the notifications
				□ To take necessary precautions as signalled by the systems
		4.8	State the importance of understanding fire evacuation procedures	□ To keep self and others safe
				□ To save time in an emergency
				□ To assist emergency services
				□ To confirm evacuation

		4.9	Identify the role and responsibilities of a fire marshal	□	Daily duties to check:
					• exit doors are available for use, unlocked and unobstructed
					• escape routes are clear of storage and combustible materials
					• fire extinguishers are in position with seals in place
					• fire safety signs are in position
					• fire alarm call points are unobstructed
					• fire-resisting doors are closed and functioning properly
					• any malfunction of the weekly fire alarm test is reported
				□	In event of emergency:
					• on hearing the alarm
					• check allocated area to ensure that everybody has left, take roll call
					• take control of the evacuation and ensure that anybody with evacuation difficulties is aided
					• proceed to the assembly area and report to the fire co-ordinator

5	Understand emergencies and the importance of emergency procedures	5.1	Identify responses to different types of **emergencies**	□ Definition of emergency: situation that is unexpected, threatens safety or causes serious disruption and requires immediate action
				□ Types of emergencies: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat
				□ Responses to emergencies:
				• 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
		5.2	State how to make emergency calls	□ Stay calm
				□ Dial appropriate emergency telephone number and ask for relevant emergency service
				□ Provide relevant information: location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident
		5.3	Identify actions to be taken in the event of personal injury	□ 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 (name and address of person injured, details of the incident that caused injury, witnesses)

			5.4	Identify factors which may indicate **individuals** could be **vulnerable** and at risk of harm	□ Individuals: adults, young people and children who the private security operative may come into contact with while on duty
					□ Factors indicating vulnerability: 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	State actions to take when individuals have been identified as vulnerable and at risk of harm	□ Seeking help of street pastors, street marshals 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 Ambulance
					□ Calling the police
			5.6	Identify how to report indicators of child sexual exploitation	□ Indicators of child sexual exploitation:
					• children and young people in the company of older people or antisocial groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars
					□ Reporting:
					• contact the police or call Crimestoppers
					• report as soon as possible

			5.7	Identify 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, with 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	Identify actions to be taken in the event of a security threat	□	Ensuring a visible presence of vigilant security staff; regular patrols
					□	Maintaining organised search procedures
					□	Ensuring emergency exits are secured when not in use
					□	Know and follow relevant procedure for your place of work (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	State the importance of a business continuity plan	□	Ensures important business operations continue in event of an emergency or incident
					□	Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure

6	Understand the importance of communication skills and customer care	6.1	State the basic elements of communication	□	Communication process: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback
		6.2	Identify the different types of communication	□	Non-verbal communication: body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication
				□	Verbal communication: speaking (tone); listening
		6.3	State the importance of communication in delivering customer care	□	Features of effective communication: choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding
				□	Importance of effective communication: greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations
		6.4	Identify different types of customers and how their needs can vary	□	Types of customer: internal and external, direct and indirect
				□	Customer needs/expectations: information, assistance, directions, product and/ service
				□	Customers with particular needs: physical difficulties; learning difficulties; sensory impairment; English as second language; under influence of drugs and/or alcohol; speech impediment

		6.5	State the principles of customer care	□	Principles: establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable
				□	Dealing with problems: acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through
		6.6	Identify best practice in relation to telephone communications	□	Best practice: polite and professional approach and language; appropriate greeting when answering phone; 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	Identify best practice in relation to radio communications	□	Check equipment; battery charged; check all parts are in working order
				□	Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings
				□	Methods used to communicate clearly and accurately over a radio network: 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
				□	How to deal with an emergency incident: local organisational protocols (identification of self, call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident
		6.8	Recognise the call signs of the NATO phonetic alphabet	□	Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated

Information for tutors

Delivery

If units were to be taught individually, it would make most sense for this unit to be delivered before any of the specialist units as it provides a general introduction to the security industry.

Delivery of all or part of this unit could, however, be integrated into teaching of other units so that they are taught simultaneously.

The unit amplification specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria.

The unit amplification must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards, CCTV operators or vehicle immobilisers).

Delivery should, if possible, be exemplified and contextualised using material that is most relevant for the needs of the specific leaner group. It is also possible to teach mixed groups containing people who are working towards different qualifications.

For learning outcome 1, learners should be given a broad overview of the key purposes of the private security industry, the functions of the Security Industry Authority (SIA) and the main aims of the Private Security Industry Act 2001.

They should have an awareness of the different sectors in the private security industry.

Learners should be provided with the SIA Standards of Behaviour for Security Operatives *(see Annexe E)* and understand the importance of complying with SIA standards and demonstrating appropriate skills and qualities as required of their role.

Learners should be provided with local examples of crime reduction initiatives and have an understanding of how these initiatives can benefit both the security industry and those working in that industry.

For learning outcome 2, learners will not be tested on the names or dates of health and safety laws or regulations. However, tutors need to understand the following legislation as it is from these acts that the *Unit content* is derived:

- *Health and Safety at Work 1974*
- *Control of Substances Hazardous to Health 2002*
- *Manual Handling Operations Regulations 1992*
- *Workplace (Health, Safety and Welfare) Regulations 1992*
- *Control of Noise at Work Regulations 2005*
- *Reporting of Injuries, Diseases and Dangerous Occurrences 1995*
- *Management of Health and Safety at Work Regulations 1999*

For learning outcomes 3, 4, 5 and 6, the use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification.

Case studies, access to actual equipment and real company documentation would be beneficial if available.

There are a number of opportunities for practical learning activities, such as role playing of customer care and health and safety scenarios.

Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 75 minutes and is worth 60 marks. The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray Debra - *Door Supervision and Security Guarding* (Pearson Education Limited 2011) ISBN: 9781446900109

Andy Walker and Jason Dyson - *Door Supervisors Course Book* (Highfield November 2013, 7th Edition) ISBN: 9781909749276

Websites

www.hse.gov.uk/index.htm - Health and Safety Executive: information about health and safety legislation

www.hse.gov.uk/pubns/indg143.pdf - HSE guide to Manual Handling

www.sia.homeoffice.gov.uk/ - The Security Industry Authority: security industry regulator

www.skillsforsecurity.org.uk - Skills for Security: standards setting body for the security sector

Unit 2:   Conflict Management within the Private Security Industry

Unit reference number: Y/506/7125

Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit forms part of the SIA licence-to-practise qualifications for door supervisors, security officers and vehicle immobilisers. It covers the principles of conflict management which security operatives are required to know and understand.

It is better if potential conflict can be avoided altogether, so you will be taught techniques to prevent potential conflict situations arising. You will also learn about how to manage conflict that does occur, particularly ways of assessing risk to yourself and about how to behave in a way that will defuse the situation.

Once a situation has been defused, the next stage is about solving problems and you will be taught about the strategies that you can use to do this. You will also learn about post-incident considerations, such as sources of support and why it is important to share good practice.

Essential resources

For this unit, centres must adhere to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand the principles of conflict management appropriate to their role	1.1	State the importance of positive and constructive communication to avoid conflict	□ Constructive communication: be positive, listen, appropriate to the situation, calm, clear and polite
				□ Importance: good communication skills are vital to defuse and avoid conflict; to maintain a secure environment, to avoid risks to staff and customers
		1.2	State the importance of employer policies, guidance and procedures relating to workplace violence	□ Meeting health and safety at work legislation
				□ Sets an expectation for both staff and customers as to what behaviour is and is not acceptable
				□ Staff will be aware of their responsibilities in regards to workplace violence
				□ Staff will be aware of the procedures to follow in the event of a violent situation
				□ Sets out reporting procedures
				□ Helps reduce risk of litigation and harm to self and others
		1.3	Identify factors that can trigger an angry response in others	□ Common triggers include: feeling embarrassed, insulted, threatened, fear of loss of face, being ignored, being patronised, peer pressure, fear of not being taken seriously
				□ Alcohol, drugs and medical conditions may increase the chances of triggering an angry response

		1.4	Identify factors that can inhibit an angry response in others	□ Inhibiting factors: self-control, fear of confrontation and/or retaliation
				□ Personal values
				□ Potential social or legal consequences
		1.5	Identify human responses to emotional and threatening situations	□ Threatening situations: freeze, flight, fight, fright, faint response (fear, anger, aggression, shock)
				□ Emotional situations: upset, anger, frustration
				□ Positive responses: distraction, deflection, empathy, staying calm
				□ Negative responses: avoidance, distancing, rumination, worrying

2	Understand how to recognise, assess and reduce risk in conflict situations	2.1	State how managing customer expectations can reduce the risk of conflict	□	Managing expectations: understand customer expectations, show understanding and care about their concerns, explain how help can be given and when, offer alternative options, explain procedures
				□	Reducing the risk of conflict: customers' frustrations/anger are acknowledged, clear communication of actions being taken and next steps, demonstrating care and consideration of customer concerns, giving an explanation of decision- making process and involving the customer in decision making, timescales and outcome; customer concerns are addressed, customer feels more valued
		2.2	Identify the stages of escalation in conflict situations	□	The attitude–behaviour cycle; how threat levels can escalate in a confrontation (frustration, anger, aggression, violence); how own actions can lead to escalation in a situation (an unsympathetic or rude response)
		2.3	State how the application of dynamic risk assessment can reduce the risk of conflict	□	Dynamic risk assessment: definition; identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing
				□	Reducing risk of conflict: identifies potential threats; ready to adapt response to situation; possibility of removing hazards/threats; maintaining control
		2.4	State the importance of positioning and exit routes	□	To maintain personal space, maintain a non-aggressive stance; avoids blocking; avoids being hemmed in; reduces the likelihood of feeling intimidated; reduces likelihood of a fight
				□	To ensure an exit route visible to all parties; exit strategy for getting out of a situation; discussing approaches; aggressors have an exit route; ensure you have an exit route available

3	Understand how to communicate in emotive situations to de-escalate conflict	3.1	State how to use non-verbal communication in emotive situations	□ Use of non-verbal communication: body language (stance, positioning, personal space, movements, hand gestures, eye contact); voice (pitch, inflection, volume)
		3.2	State how to overcome communication barriers	□ Communication barriers: physical barriers; psychological barriers
				□ How to overcome communication barriers:
				• physical barriers (speak clearly, adopt non-aggressive stance, use of gestures and signs, maintain space, move to quieter/lighter space)
				• psychological barriers (active listening, empathising, speaking clearly, make sure actions are non-threatening, explain what actions are being taken, move to a quieter/lighter space)
		3.3	Identify the differences between assertiveness and aggression	□ Aggressive behaviour: threatening tone and positioning, gestures and words intended to hurt or intimidate,
				□ Assertive behaviour: firm but fair, calm, appearing confident, normal positioning and body language, polite, managing expectations and finding common ground
		3.4	Identify ways of defusing emotive conflict situations	□ Empathy, maintaining self-control, building rapport, positive communication, active listening
				□ Working for win-win outcome (negotiation and compromise)
		3.5	Identify approaches to take when addressing unacceptable behaviour	□ Non-aggressive body language, empathy, being positive and assertive, actively listening, verbal warning
				□ Follow appropriate organisational policies and procedures (refuse, admittance, ask to leave, call police if necessary, ejection)

		3.6	State how to work with colleagues to de-escalate conflict situations	☐	Positioning of staff members in a confrontation (work in close proximity to colleagues to provide assistance)
				☐	Be ready to step back and hand over to a colleague before switching back where appropriate
				☐	Be ready to support colleagues who are dealing with anger or potential conflict
				☐	Look beyond the outward signs of anger and upset to identify what the underlying issues are
				☐	Use of dynamic risk assessment
4	Understand how to develop and use problem solving strategies for resolving conflict	4.1	State the importance of viewing the situation from the customer's perspective	☐	Establish needs/wants, anticipate customer reaction
				☐	Provides explanation for the conflict; shows understanding, enables empathy, builds rapport with the customer; customer feels valued
				☐	Helps to defuse conflict situations
		4.2	Identify strategies for solving problems	☐	Diagnosing the problem, providing information, suggesting solutions, identifying ways forward, seeking a resolution acceptable to both parties
		4.3	Identify win-win approaches to conflict situations	☐	Based on problem solving, negotiation, maintaining a relationship, working together, focusing on interests not positions, generating options which offer gains to all parties
				☐	Both sides come out of encounter accepting the result

5	Understand good practice to follow after conflict situations	5.1	State the importance of accessing help and support following an incident	□ Sources of support: colleagues, management and counsellors □ Support, reassurance, dealing with shock □ Reduces the chances of long-term problems (depression, anxiety, fear, post-traumatic stress)
		5.2	State the importance of reflecting on and learning from conflict situations	□ Recognise and acknowledge trends □ Recognise poor practice □ Make improvements to both personal and organisational practice □ Sharing good practice □ Increasing safety for staff and customers □ Reducing potential conflict situations
		5.3	State the benefits of sharing good practice	□ Helps prevent reoccurrence of the same problem □ Improved procedures for conflict situations □ Develop common response to situations □ Supports development of individuals; improves working relationships; improves future performance
		5.4	State why security operatives should contribute to solutions to recurring problems	□ To increase safety for staff and customers □ To identify procedures or methods to deal with situations effectively □ To help reduce stress (employee and customer) □ To improve the customer experience

Information for tutors

Delivery

Delivery of all or part of this unit could be integrated into the teaching of other units so that they are taught simultaneously. For example, *Unit 1: Working within the Private Security Industry* covers communication and customer service skills, both of which are key considerations in learning about conflict management.

The Unit amplification section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. The unit amplification must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards or vehicle immobilisers). However, teaching should be exemplified and contextualised using material that is most relevant for the needs of the group. Centres should ensure that learners take part in relevant role plays and should record which scenarios have been used with each learner group. Exemplar scenarios are given in *Annexe C.*

Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth 35 marks. The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray D, Burke A and Element A – *BTEC Level 2 Award Door Supervision and Security Guarding Candidate Handbook* (Pearson Education Limited, 2011) ISBN: 9781446900109

Walker A and Dyson, J – *Door Supervisors Course Book*, 7th edition (Highfield, 2013) ISBN: 9781909749276

Websites

www.hse.gov.uk/index.htm - Health and Safety Executive – information about health and safety legislation

www.sia.homeoffice.gov.uk/ - Security Industry Authority – the security industry regulator

www.skillsforsecurity.org.uk - Skills for Security – standards setting body for the security sector

Unit 3: Solving Work-Related Problems

Unit reference number: A/501/6295

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

Problem-solving skills are highly sought after by most employers. In this unit, learners will apply problem-solving skills to situations that arise at work. Learners will consider common types of workplace problems, the reasons why problems may be encountered and learn how to find and use sources of help effectively when problem solving. They will also evaluate possible solutions, and plan and apply appropriate solutions to work-related problems.

Essential resources

Learners will need access to appropriate sources of information about workplace problems and how to solve them.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand that both individuals and organisations encounter workplace problems	1.1	Explain the main reasons that individuals encounter problems in the workplace	□	Reasons for individual problems: conflict or differences of opinion; new situations or change in current situation; communication difficulties and misunderstandings
		1.2	Describe some of the common types of problems that an organisation or company might need to solve	□	Problems for companies/organisations to solve: e.g. how to increase profits, how to reorganise a team or division, how to meet new legal requirements, how to deal with potential hazards to staff/customers
2	Use sources of help effectively	2.1	Explain how sources of help available to both individuals and to organisations can help in solving work-related problems	□	Sources of help: for individuals, e.g. colleagues, managers, workplace procedure manuals, instruction manuals, training manuals, staff handbook, human resources department, complaints policy, union representative; for organisations or companies, e.g. training, consultants, experts, advisory organisations, staff suggestions
		2.2	Extract relevant information or advice from several different sources to help solve workplace problems	□	How to extract information/advice: decide which sources are relevant; extract relevant information from sources; compare and contrast advice

3	Consider possible solutions to workplace problems	3.1	Describe possible solutions to different workplace problems	☐	Solutions to workplace problems: e.g. meet with union representative to discuss pay and conditions, update staff handbook to reflect recent changes in working conditions, consult staff about revised rotas
		3.2	Rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order	☐	Ranking solutions according to likely effectiveness: factors to consider when ranking possible solutions e.g. timeframe and resources needed, cost implications, short-term versus long-term solution, probability of solving whole or part of the problem, legal implications
4	Apply appropriate strategies to solve workplace problems	4.1	Plan how to execute the solutions they consider most likely to work	☐	Planning how to execute solutions: a strategy for problem solving (define the problem clearly, find out all information required, use all sources of help, consider all possible solutions, consider repercussions of different approaches such as advantages and disadvantages of possible solutions); how to apply a problem-solving strategy (choose action after considering all relevant information, amend action if necessary, review effectiveness of strategy)

Information for tutors

Delivery

This unit has links to *Unit 10: Communicating Solutions to Others*.

Delivery methods could include learner-centred tasks such as group work, research activities and learner-led presentations. As many practical activities as possible should be included to help learners relate to the unit content.

The tutor/line manager could start delivering this unit by inviting guest speakers from different organisations, or from different departments within an organisation, to discuss the problems organisations may encounter. Learners could prepare questions for the speakers beforehand.

The main reasons why individuals encounter problems in the workplace could be explored through the use of different case studies (for example written or video). Appropriate clips from films or TV programmes could also be used. Learners could work in small groups and present their findings to the whole group.

Learners could work independently to explore sources of help for specific workplace problems. This research could include visits to specific kinds of workplace or different departments within a workplace. Learners could create guidelines to include relevant information or advice from several different sources to help solve workplace problems. The guidelines could function as a factsheet for other learners to follow for learning outcome 2.

For learning outcome 3, learners should use different methods to arrive at possible solutions. For example group discussion, research and investigation and scenario-modelling could be used to identify a range of possible solutions to workplace problems. In particular, at this level, it is important for learners to try to think through what might happen if they were to apply a particular strategy, in addition to using information or advice that they have gained from sources of help.

In groups, learners could discuss appropriate strategies for different workplace problems and report back to the whole class. Learners need to work towards planning their own strategies for solving workplace problems for learning outcome 4.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners must explain three reasons why individuals encounter problems in the workplace.

For assessment criterion 1.2, learners need to describe at least two of the common types of problem that an organisation or company might need to solve.

To achieve assessment criterion 2.1, learners will need to explain how two sources of help can aid individuals and how two sources of help will assist organisations to solve work-related problems.

The evidence for assessment criteria 1.2, 3.1, 3.2 and 4.1 could be presented in any format, for example a report, presentation or essay.

For assessment criterion 2.2, learners need to find out relevant information or advice to help them solve two identified workplace problems. They should then obtain advice from more than one source of information.

To achieve assessment criterion 3.1, learners must describe appropriate solutions to the two different workplace problems identified in assessment criterion 1.2. Learners' 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 assessment criterion 2.2.

Assessment criterion 3.2 requires learners to indicate the effectiveness of the solutions to the two problems given in assessment criterion 3.1. They will need to evaluate the effectiveness of each solution by placing them in rank order and explain the chosen order.

Assessment criterion 4.1 requires learners to produce two brief plans: one plan for each of the highest-ranked solutions for assessment criterion 3.1. The plans should indicate the steps to take to solve the problems. 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.

Unit 4: Building Working Relationships with Customers

Unit reference number: F/501/6413

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

This unit focuses on helping learners develop the skills needed to provide good customer service, and on building their understanding of the importance of the customer to any organisation. Learners will be introduced to the concept of customer service standards and how organisations ensure they are delivered through the use of protocols. Learners will also have the opportunity to demonstrate effective communication with customers and gain an understanding of procedures for dealing with customer problems and complaints.

Essential resources

Learners will need access to examples of customer service protocols and will need to participate in a customer service activity, whether in a real workplace or simulated environment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1	Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation	□	Effects of employee self-presentation: customers form a negative or positive impression based on employee's self-presentation e.g. employee using aggressive tone of voice suggests that they are unwilling to help, employee thanking customer for their enquiry suggests that they think customer is important; customers form negative or positive view of organisation based on how the employee presents themselves e.g. employee not listening carefully to customer's request suggests that the organisation does not care about customers, employee whose personal appearance is tidy suggests that the organisation is well organised
		1.2	Explain why keeping customers satisfied is important to organisations	□	Importance of customer satisfaction: helps organisations to meet their financial or service goals and service level agreements; potential benefits to organisation of meeting financial or service goals e.g. staff bonuses, recruitment of new staff, opening new branches, promotion of existing staff, boost to organisation's image or reputation; potential negative consequences if organisations do not meet financial or service goals e.g. loss of contracts, employee jobs put at risk, pay freezes, damage to organisation's image or reputation

2	Understand why organisations normally have protocols for dealing with customers	2.1	Describe the key areas likely to be contained in a customer service protocol	☐	Key areas in customer service protocols: common key areas e.g. receiving enquiries by telephone/email/post/in person, following up customer enquiries, dealing with customer complaints, referring customers to other departments
		2.2	Explain why it is important for employees to follow customer service protocols	☐	Importance of following protocols: ensuring employees maintain high level of customer service; ensuring all employees know how to treat customers and what actions to take in various situations; negative implications of not following protocols e.g. unhappy customers, employee could face disciplinary action

3	Interact positively with customers in line with given protocols	3.1	Follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests	□	Dealing with common customer queries or requests: how to deal with customer queries or requests e.g. through training, use of reference documents; following organisation's protocols when dealing with customer queries or requests
		3.2	Communicate appropriately with customers	□	Communicate appropriately with customers: being helpful in manner, language and attitude e.g. listening carefully to the customer, asking for clarification if necessary, using a friendly, pleasant tone of voice so that customer feels welcome and at ease
		3.3	Explain the procedures within an organisation for dealing with customer problems and complaints	□	Dealing with customer problems and complaints: different ways of knowing organisation's procedures for dealing with customer problems and complaints e.g. via training, employee manuals, work shadowing, experience in the job role; different aspects of organisation's procedures for dealing with complaints and problems eg specific ways of reporting complaint or problem, fixed timelines for dealing with complaint/ problem, approved ways of resolving the problem or responding to the complaint
		3.4	Describe when it would be necessary to involve colleagues in assisting the customer	□	When to involve other colleagues in assisting the customer: referring customer to another colleague if you are unable or unauthorised to deal with their request or query; seeking the advice/help of other colleagues so that you can resolve customer request or query yourself, if appropriate

Information for tutors

Delivery

A good way to start this unit would be for learners to discuss their experiences of different organisations as a customer: which organisations have provided them with good, bad or indifferent customer service? What impact did this have on their impression of the organisation and their decisions about whether or not to remain a customer?

Guest speakers, learners interviewing someone in a customer service role, case studies and film or video clips could all aid learner understanding and enhance unit delivery.

It would be helpful if learners examined several examples of protocols to identify common themes or headings (for example phone etiquette, response to letters, face-to-face encounters, procedures for handling complaints). Learner engagement could be encouraged by making use of protocols drawn from workplaces members of the group have access to.

For learning outcome 2, learners could participate in tutor-facilitated or small-group discussions about the importance of customer service protocols. Learners should be made aware that an organisation's customer service protocol is the means by which it seeks to ensure consistently high standards of customer service across the organisation. It is also important for learners to think about the implications of not following customer service protocols, for example dissatisfied customers or possible disciplinary procedures if employees deviate from protocols, particularly if this happens regularly.

Learning outcome 3 may be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager, supervisor or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a workplace scenario which enables them to demonstrate customer service skills. Tutors/line managers may wish to spend time with learners in preparation for the demonstration or observation, for example carrying out a simulated activity in which the tutor, line manager or other observer helps or supports the learner.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners must explain the potential effect on the customer of both positive and negative employee self-presentation. One example of each is required. The 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. In achieving assessment criterion 1.2, learners must explain that satisfied customers are essential for an organisation as their custom helps the organisation to meet its financial or service goals. They must show that they understand that unsatisfied customers are likely to take their business elsewhere or make a complaint, and that this is detrimental to the financial or service goals of the organisation.

For assessment criterion 2.1, learners need to describe the key areas likely to be contained in a customer service protocol for a particular workplace. This should be a workplace which learners are familiar with, either through their current workplace experience or through considering examples of specific customer service protocols. The number of key areas will vary, depending on the workplace context, but typically learners will need to describe at least two key areas.

Assessment criterion 2.2 requires learners to give at least two reasons why it is important for an employee to follow an organisation's customer service protocols.

For assessment criterion 3.1, learners must follow a given protocol to deliver the aspects of customer service detailed in the assessment criteria. At least one customer query or request must be dealt with 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 tutor (in which case it should be realistic and based on actual protocols). Where learners are being assessed in the workplace, the protocol should, wherever possible, be the customer service documentation from that organisation.

For assessment criterion 3.2, learners will need to show that they can interact appropriately with customers. In a workplace or simulated scenario, their behaviour should demonstrate a helpful attitude towards customers by, for example, showing that they are listening to the customer's question, politely asking questions to find out further information if the customer's request is unclear, and offering to be of further assistance in the future. Two examples of helpful behaviour are required.

To achieve assessment criterion 3.3, learners are not expected to deal with customer complaints or solve problems, but need to show they understand how the organisation's policy requires them to act in the event of a customer complaint or problem. This needs to be evidenced via means such as a discussion with a tutor/line manager, a poster, leaflet, worksheet or written notes.

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

Suggested resources

Websites

www.keepcustomers.com – information about communication

www.worketiquette.co.uk – information about verbal communication

www.worketiquette.co.uk – information about the basics of work etiquette

Unit 5: Working as a Security Officer within the Private Security Industry

Unit reference number: Y/506/7108

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the specialist knowledge and understanding for areas that are relevant to the role of a security officer. Generic knowledge that applies across different parts of the security industry is covered in *Unit 1: Working in the Private Security Industry* and in *Unit 2: Conflict Management for the Private Security Industry*.

In this unit, you will be taught about the role of a security officer and the knowledge and behaviour required for that role. As a security officer, you will need to know about the law and the powers available to you when the law is broken as well as other related issues such as trespass, powers of arrest, evidence preservation and the law regarding the use of force. You will also learn about patrolling and how and when to conduct searches.

You will understand the functions and purpose of electronic and physical protection systems and managing entry to and exit from premises. Finally, you will learn about record keeping, including incident reports and notebook usage.

Essential resources

For this unit, centres must conform to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand the role of a security officer within the private security industry	1.1	Identify the duties and responsibilities of a security officer	□ Protect life and property
				□ Prevent loss, waste and damage
				□ Prevent and deter crime as part of the extended police family/other agencies
				□ Monitor and respond to incidents, safety risks and emergencies
				□ Control site access/egress
				□ Customer liaison
				□ Provide a safe and secure environment
		1.2	State the purposes of assignment instructions	□ Describes the security officer's roles and duties for a specific site
				□ Lists source of information and procedures
				□ Outlines actions to take in an emergency, including contact numbers
				□ Part of the contract between the "client/customer" and security company, meeting the needs of the client
		1.3	Identify the purposes of control rooms	□ Monitors activity on a site
				□ Provides assistance and emergency back up support for security officers
				□ Provides an additional resource (CCTV) to monitor remote, vulnerable and secure areas
				□ Co-ordination of radio and communications

		1.4	Identify items of equipment needed by a security officer when on duty	□	Communication equipment (radios; mobile phones)
				□	Personal protective equipment (PPE) (wet-weather gear, hi visibility clothing, safety footwear, disposable gloves)
				□	Site specific, and patrol equipment (keys, swipe cards, access fobs, torches)
				□	Notebooks, pens
		1.5	State the meaning of the term "confidentiality" within the context of a security officer's responsibility	□	Definition of confidentiality: non-disclosure of information to unauthorised persons
				□	Scope of confidentiality: compliance with Data Protection Act; information about procedures, systems, alarm codes and access codes, data and records
				□	Consequences of breaching confidentiality: (termination of contract; prosecution; loss of professional reputation; damage to organisational reputation, making the site vulnerable/ putting the site at risk)

2	Understand the law relevant to the role of a security officer	2.1	Identify common crimes that a security officer may encounter	□ Criminal damage, threats to damage □ Robbery, burglary theft □ Trespass □ Fraud □ Assault (ABH) (GBH) (Common) □ Anti-social behaviour
		2.2	Identify different types of trespass	□ Types of trespass: trespass to land, trespass to the person (assault, battery, false imprisonment), trespass to goods, aggravated trespass, raves, squatting, public assembly
		2.3	State actions to take when dealing with trespassers	□ Confirming that trespass has actually occurred □ Request trespassers to leave premises within a reasonable time; actions to take if trespassers refuse to leave (repeat request, escort from the premises, contact the police) □ Explain reasons for requesting to leave □ *Records that need to be made*: (incident report, notebook entries, daily occurrence log)
		2.4	State a security officer's power of arrest	□ Same powers of arrest as every citizen: Section 24A of PACE (as amended by the Serious Organised Crime and Police Act) □ Power of arrest: indictable offences (theft, burglary, criminal damage); (under Common Law); reasonable suspicion □ Conditions for arrest: police not practically able to make the arrest; suspect is causing injury to themselves or others, prevent the person from suffering physical injury, causing damage or loss of property or escaping before the police can take responsibility

		2.5	State arrest procedures to be followed by a security officer	□	The three fundamental pieces of information to be given to a person being arrested (to inform the person of – that they are being arrested, reason for the arrest and the offence they are believed to have committed); involvement of police
				□	Actions taken to arrest: (detention of individual; safety of self and others; use of reasonable and necessary force; protection of evidence; providing reason for arrest and supporting evidence to police)
				□	Monitoring after arrest: (individuals safety and welfare)
				□	Record details of arrest as soon as possible (date, reason and time of arrest, time and method of arrival at police station, details of arrested person); assist police with a statement if required
		2.6	Identify different types of evidence	□	Direct, circumstantial, hearsay, documentary, real, oral, forensic, testimony and physical
		2.7	State how to preserve evidence after an incident	□	Control the area (cordons, restricting access to authorised persons only, protect evidence from weather and interference)
				□	Ensuring continuity of evidence (accurate records, evidence bags) Call for support and inform management
				□	Record actions
		2.8	State crime reporting procedures	□	When and who to report to (in line with assignment instructions; organisational reporting procedures)
				□	What to report (notebook entries covering information; information about the incident, those involved, witnesses and actions taken How to report (formal incident report, police statement, site specific report)

		2.9	State the law relating to the use of force	□	Use of force: must be reasonable ,necessary, properly reported and recorded
				□	Force can be used to: protect self, make a lawful arrest and prevent crime, eject a trespasser (when all other methods have failed), prevent a breach of the peace
				□	Prosecution as a consequence of unnecessary or excessive force

3	Understand the importance of, and reasons for, patrolling	3.1	State the purpose of patrolling	□ Visual deterrent for criminal or illegal activity
				□ Monitor high risk areas
				□ Identify any weaknesses in site security and actions needing to be taken
				□ Identify hazards or potential hazards
				□ Checks on systems/equipment on site to ensure they are in working order
				□ Loss/waste prevention
		3.2	State the importance of different types of patrols	□ Definition of different types of patrols and importance of each type
				• first or Initial: identify problems/incidents that need to be addressed
				• routine: maintenance of security, deterrence of criminal activity
				• random: prevent patterns developing
				• final or handover: ensure all problems have been addressed prior to handover
				• snap, or "one-off" patrol: respond to specific incident or situation
		3.3	Identify actions to take before starting a patrol	□ Checks on patrol equipment (working order, adequacy, availability and presence) Check assignment instructions for frequency/requirements/route
				□ Communication with colleagues
				□ Ensure security of work area

		3.4	State patrolling procedures and techniques	□	Procedures: planning (variations of routes and timings, frequency and duration, retracing of steps); organisational procedures for patrols of internal and external areas
				□	Techniques: following assignment instructions; using relevant (mechanical or electronic) clocking devices to record patrol information; maintain regular contact with colleagues/control room; vigilance (intruders/fires hazards, health & safety hazards, checking fire exits, checking security of doors and windows)
		3.5	State the importance of local and site knowledge	□	Local and site knowledge: awareness of any local crime issues that may affect security of site, awareness of activities in the area that may affect vulnerability (football matches/sporting events, Government buildings nearby), Knowledge of the geography of the site (awareness of vulnerable areas, high-risk areas)
				□	Importance: better patrol planning; increased hazard awareness; increased ability to deal with incidents and emergencies; help to identify potential site security breaches
		3.6	State the importance of check calls	□	Definition of check calls
				□	Importance: maintains contact with colleagues/control room; contributes to safety of security officer; checks that all radio, mobile and landline phone systems are functioning; provides opportunity to identify any areas of poor radio transmission, and/or faulty communication equipment
		3.7	Identify common incidents encountered when on patrol	□	Suspicious people, vehicles, packages
				□	Breaches in site security(perimeter fences, broken windows, damaged locks ,open windows, unlocked doors, safety equipment not in the correct place fire extinguishers used as to keep doors open)
				□	Intruders

		3.8	State actions to take when incidents are encountered on patrol	□	Report to control room
				□	Call the emergency services
				□	Record details in notebook
				□	Write an incident report
				□	Challenge intruders, secure areas if able, lock door, close window

4	Understand access and egress control	4.1	State the purpose of access and egress control	□ Monitoring and control of movement of people and property; records people on site at any given time
				□ Provides information in the event of evacuation, emergency
				□ Maintains safety of people on site (staff/visitors, customers, contractors)
				□ Maintains security of site and property (authorised access only)
		4.2	Identify different methods of access and egress control	□ Signing in/signing out by staff/visitors, customers, contractors
				□ Visitor logs and passes
				□ Swipe cards, pin entry, biometric readers
				□ CCTV
				□ Mechanical devices, raised kerbs, cats claws, barriers, turnstiles, electronically controlled doors and access points
		4.3	State typical access and egress control duties of a security officer	□ Customer service role: first point of contact; providing directions
				□ Visitors and vehicles entry/exit: checking authority to enter premises; controlling issue/return of visitors passes; recording visitor information; refusing entry and removing unauthorised persons
				□ Staffing access points/checkpoints: use of key safes and key bunches; key issuing and return routines; key checks
		4.4	State the powers of entry of authorised persons	□ Authorised persons: HM Revenue and Customs, police, Health and Safety Inspectors, Fire Officers, Environmental health
				□ Powers of entry: do not have to give advance notice of visit; must provide valid proof of identity and sign in

5	Understand searching relevant to a security officer	5.1	Identify a security officer's right to search	□ Permission of person being searched
				□ As a condition of entry/admissions policy, contract of employment
				□ As stated in assignment instructions
				□ Searching cannot be carried out forcibly
				□ Special considerations when carrying out searches on young/vulnerable people (clear communication, check of understanding)
		5.2	Identify the different types of search	□ General, random, specific, routine and intelligence-based; searches of people, bags and vehicles, pat down
		5.3	Recognise hazards when conducting a search	□ Drugs, needles, sharp objects, weapons
				□ Confrontation, defensive, difficult behaviour
				□ Potential violence Malicious allegations, (defamation of character, victim of gossip, false accusation)
		5.4	State the precautions to take when carrying out a search	□ Precautions: use of personal protective equipment (PPE), (safety gloves); use of dedicated search area; conduct search in pairs and in view of CCTV
				□ Use self-search techniques (remove coat, empty pockets/bag)
		5.5	State how to search people and their property	□ Professionalism in personal/bag searches (permission, empathy, politeness, keeping control of the process)
				□ Following best practice: follow search policy, same-sex searching, use of appropriate, presence of witness/CCTV, use of dedicated search area; maintaining a search log; follow policy for searching children and young people

		5.6	State how to search vehicles	□	Ensure own health and safety (correct clothing and footwear; avoid inhaling vehicle fumes; ensure engine off, handbrake on, be aware of other moving vehicles; be visible to other drivers; constantly monitor for hazards and risk in the search area)
				□	Vehicle searching procedures: self-search; use of designated areas; instructions and information for the driver; level and type of search in line with assignment instructions; areas of vehicle to be searched (under seats, behind panels under floor covering
		5.7	Identify actions to take in the event of a search refusal	□	Explain reasons for search
				□	Ask for reason for refusal
				□	Follow assignment instructions
				□	Record details in search register
				□	Report to management
				□	Refuse entry
		5.8	Identify search documentation that a security officer is required to complete	□	Search register
				□	Incident log
				□	Details to be entered in a search register (date and times, details of person being searched, vehicle registration, name of person(s) carrying out search, witnesses, type of search, signatures)
		5.9	Identify actions to take if a prohibited or restricted item is found during a search	□	Follow assignment instructions
				□	Inform control room/senior management
				□	Seize/secure, item where appropriate
				□	Record details of find
				□	Inform police where appropriate

		5.10	Identify additional considerations to take when searching individuals	□	Cultural, religious, physical and learning disability, children and young people, elderly considerations, members of the opposite sex

6	Understand the purpose and functions of different types of electronic and physical protection systems	6.1	State the types and purposes of electronic and physical protection systems	□	Definition of the different types of systems: Access/egress control systems; safety systems (fire alarms, smoke detectors, gas detectors); security systems (intruder alarms, Electronic Article Surveillance (EAS), CCTV; maintenance systems
				□	Purpose of systems: control entry/exit of site/premises; monitor and record site activity, changes to site activity, observation of threats to site, intruders, fires, unidentified packages; provide information on faulty equipment; secure retail items
		6.2	State the features and functions of electronic and physical protection systems	□	Access/egress control systems: features (swipe cards, biometric readers, raised kerbs, key pads); functions (control access to/entry from premises)
				□	Fire systems: heat/smoke detectors, audible alarms, flashing lights, detection of a change of "state"; functions (alert personnel to respond, activate sprinklers, automatically close fire doors, stop the operation of lifts)
				□	CCTV systems: features (Pan, Tilt, Zoom (PTZ) cameras, fixed cameras which monitor and record activity on site), functions remotely, monitors multiple areas at once, set camera to monitor several different areas in turn, can monitor, manually, preset
				□	Maintenance systems: features (alarm which may also alert if specific equipment is turned off); functions (alert staff to faults with systems)
				□	Electronic article surveillance (EAS): features- tags fixed to merchandise, normally of high value items in retail stores, provide data on visitors, improve supply chain efficiencies, function - trigger alarm if item removed whilst tag still in place, deter theft, detect stolen property

		6.3	Identify how electronic and physical protection systems assist a security officer	▢ Alert security officer to incidents/breaches of security, deny unauthorised access to facilities, equipment and resources, protect personnel and property from damage or harm
				▢ Provide information of incidents on site that require action
		6.4	State actions to take in response to different types of alarm activations	▢ Identify the type of alarm activation and its location, planned, unplanned, manual, remote
				▢ Follow assignment instructions
				▢ Identify risk and hazards when responding to alarms
		6.5	State the meaning of the term "false alarm"	▢ Alarm activation without incident
				▢ Alarm activation requiring emergency services to attend unnecessarily: accidental triggering, prank triggering, perceived danger that fails to occur
		6.6	Identify potential threats to electronic and physical protection systems	▢ Physical: sabotage, vandalism, user error, weather conditions, accidental damage, wear and tear
				▢ Electrical: malfunction, power cuts, irregular fluctuations in voltage, tampering

7	Understand reporting and record keeping relevant to a security officer	7.1	Identify different types of reports	□ Incident reports □ Handover reports □ Police statements/MG11 □ Log book entries □ Search registers □ Visitor logs □ Site specific reports
		7.2	State basic report writing techniques	□ Planning: information to be conveyed; purpose of report; audience/recipients □ Report content: accurate; factual, not personal opinions; information that should and should not be recorded; signed and dated; writing style; entry format □ Timescales: timely; in line with organisational requirements □ Entry writing techniques: errors to be crossed through and initialled with no correcting fluids; no torn out pages, no blank lines, writing between lines
		7.3	State the purpose of notebooks	□ Aide memoire when patrolling □ Record routine and unusual events □ Used as evidence in Court/ criminal proceedings
		7.4	Identify information that should be included in notebooks	□ Routine information (Patrol routes, times on/off duty) □ Unusual events or occurrences, descriptions of people, details of people, names, addresses, ID numbers, telephone number, car registration, make, model, colour

		7.5	State the purpose of incident reports	☐	Potential for use as evidence in Court
				☐	Provides a written record of what has taken place
				☐	Protection of security guard and organisation (provide justification for actions taken)
				☐	Auditing and provision of monitoring information
		7.6	Identity information to include in incident reports	☐	Covering information
				☐	Information about the incident: date, time and location; those involved; details of witnesses; descriptions of people and vehicles; actions taken
		7.7	State the importance of hand-over reports and briefings	☐	Opportunity to share information: incidents since last on duty; details of ongoing incidents; specific duties for next shift; changes/activities on site (maintenance/building work/contractors working on site)
				☐	Ensure continuity of security on site
		7.8	Identify information that should be included in hand-over reports and briefings	☐	Handover any necessary information/documentation/equipment/keys
				☐	Highlight any vulnerable areas, secure and insecure areas, site hazards
				☐	Details of people still on site, expected visitors/deliveries

Information for tutors

Delivery

If units were to be taught individually, it would make most sense for this unit to be delivered after *Unit 1: Working within the Private Security Industry*, but *before Unit 2: Conflict Management for the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated into teaching of other units, so that they are taught simultaneously. It would be particularly appropriate for record keeping in learning outcome 7 to be linked to the theme of communication covered by learning outcome 6 in *Unit 2: Conflict Management for the Private Security Industry*.

There are also connections between the content of specific assessment criteria in different outcomes within this unit, which could therefore be taught together. For example, there is overlap between legislation in *Unit 2: Conflict Management for the Private Security Industry*, learning outcome 2 (assessment criterion 2.1) and learning outcome 2 in this unit.

The Unit content section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria. It is recommended that centres take account of the test weightings when deciding what emphasis to place on the teaching of each learning outcome.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies and real company documentation would be beneficial if available. Access to and practical demonstrations of equipment would be useful, particularly for learning outcome 5. There are a number of opportunities for practical learning activities, such as role-play search scenarios and incident report completion. Centres are reminded that the use of practical searching activities and role plays is an SIA mandatory requirement for delivery of assessment criteria 5.5 and 5.6. (*See Annexe D)*

Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 75 minutes and is worth 60 marks. The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray Debra - *Door Supervision and Security Guarding* (Pearson Education Limited 2011) ISBN: 9781446900109

Walker A and Dyson, J – *Door Supervisors Course Book*, 7th edition (Highfield, 2013) ISBN: 978-1-909749-27-6

Websites

www.hse.gov.uk/index.htm - Health and Safety Executive: information about health and safety legislation

www.sia.homeoffice.gov.uk/ - The Security Industry Authority: Industry regulator

www.skillsforsecurity.org.uk - Skills for Security: standards setting body for the security sector

Unit 6: Working as a CCTV Operator within the Private Security Industry

Unit reference number: M/616/8620

Level: 2

Credit value: 1

Guided learning hours: 14

Unit aim

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the knowledge and understanding for areas that are relevant to the role of a CCTV Operator.

This unit covers part of the specialist knowledge and understanding required to become a licensed CCTV Operator (operational skills will be covered in *Unit 3: Practical Operation of CCTV Equipment*), while generic knowledge relating to the wider security industry is dealt with in the *Unit 1: Working in the Private Security Industry*.

In this unit, you will be taught about the CCTV equipment available and how it is used. You will learn about the key documentation used in the work of a CCTV Operator as well as aspects of confidentiality and security that are essential to the job role. You will examine key legislation relating to the operation of a CCTV system and the role of the CCTV Operator. You will understand what your role and responsibilities will be as a CCTV Operator. Finally, you will cover those emergency procedures that are specific to CCTV control rooms, building on what you have learned about emergencies in *Unit 1: Working in the Private Security Industry*.

Essential resources

For this unit, centres must conform to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand the roles and responsibilities of the CCTV operator and other CCTV staff	1.1	Identify the roles and responsibilities of each member of the CCTV team	□	CCTV Owner: owns systems; registered data controller with the Information Commissioners Office (ICO); employs operating staff
				□	CCTV Manager: manages compliance with policies, legislations and guidelines; enforces best practice; ensures all documentation is up-to-date; manages employment of staff
				□	CCTV Supervisor: daily supervision of team and shifts; ensures systems operates in line with procedures and registered 'purposes of use'
				□	CCTV Operator: operation of equipment; observing, recording and reporting incidences and occurrences (screen monitoring, data processing, incident reporting, maintaining log books)
		1.2	State the meaning of "confidentiality" as it applies to the role of a CCTV operator	□	Confidentiality definition: compliance with Data Protection Act ; not disclosing information to unauthorised persons
				□	Levels of confidentiality: integrity of CCTV systems; recorded data and observed incidents
				□	Breach of confidentiality: potential inadmissibility of evidence; disciplinary action by employer

		1.3	State the CCTV operators' responsibilities regarding privacy issues	□ Respecting privacy as per the Human Rights Act (1998)
				□ Following Home Office guidance on what can and cannot be recorded
				□ Knowing the difference between private (not allowed to record) and public areas (allowed to record)
				□ Privacy blanking
				□ Knowing what not to record or view (voyeurism, private areas); can record if actions can be justified by crime and disorder and or safety reasons, on advice/with consent of police
		1.4	Identify the main types of incidents that a CCTV operator may assist with	□ Incidents definition: an event or occurrence viewed on screen
				□ Types of incidents: anti-social behaviour; civil (negligence, malpractice) or criminal activities (theft, burglary, criminal damage, assault, drug taking, taking without owner's consent); non-crime incidents
		1.5	Identify non-crime incidents and how the operator should deal with them	□ Non-crime incidents: arguments, spillages, intoxicated person(s), lost property, situations requiring first aid, unsecure areas, crowd management; missing person(s); accidents; traffic monitoring; emergencies (fire, flood)
				□ Dealing with non-crime incidents: inform supervisor, call first aider; inform health and safety officer; contact emergency services; assist emergency services by providing intelligence and information to appropriate authorities; searching and recording evidence
		1.6	Identify local crime and disorder issues that affect CCTV operations	□ Hot spots: places where crime is more likely to occur (car parks, near licensed premises, town centres, rear of buildings, shopping precincts, cash machines)
				□ Local crime and disorder issues: constantly crowded areas; high risk crime areas; high number of people who are unfamiliar with the local area; varying risk of crime depending on time of day or events (sporting events, concerts)

		1.7	Recognise indicators of a suspected Improvised Explosive Device (IED)	□	Possible indicators:
					• suspicious clothing (too much clothing for the weather conditions, suspicious bulges in clothing)
					• unattended bags or packages (protruding wires, weeping, almond or motor oil smell, ticking sound, smoke)
					• suspicious items inside or under a vehicle (wires, aerials, batteries, smoke)

2	Understand CCTV codes of practice, operational procedures and guidelines	2.1	Identify the purpose of codes of practice, operational procedures and guidelines	□ Codes of Practice: The Information Commissioner CCTV Code of Practice; Home Office Surveillance Code of Practice (12 guiding principles)
				
				   • purpose: to interpret the legal requirements; help CCTV operators understand their legal obligations; reassure and give the public confidence; ensure good practice
				
				□ Operational procedures and guidelines: SIA Standards of Behaviour; organisational policies and work standards; organisational procedures and assignment instructions
				
				   • purpose: guide and direct CCTV operational staff; compliance with legislation; protection for staff and CCTV owner/operator against malpractice claims; establishes best practice; define the boundaries between stakeholders in the system

		2.2	Identify the impact of codes of practice, operational procedures and guidelines on CCTV operations	□ Impact of Codes of Practice: raises industry standards; reduction in complaints; consistency across systems and industry; increased protection and confidence of the public; greater accountability □ Impact of operational procedures and guidelines: ensure evidence is admissible in court; improves efficiency; reduces legal implications for non-compliances □ Consequences of non-compliance: lack of consumer confidence; potential breach of human rights; can bring about civil or criminal proceedings on the CCTV operative

		2.3	State why the control room is kept as a secure environment	□ Compliance with Data Protection legislation
				□ Security of data and systems
				□ Security of staff if incidents occur
				□ Ensures continuity in monitoring during an emergency
				□ To prevent unauthorised entry, to monitor, control and record entry and exit, maintain confidentiality
		2.4	Identify the key features of access control systems	□ Key features: air lock systems; swipe card readers; keypad coded access; proximity readers; cameras; intercoms; biometrics; access control log
		2.5	State the requirements for dealing with authorised and unauthorised visitors to the CCTV control room	□ Requirements for authorised visitors: identity checks; carry out signing in and out procedures; provide necessary information
				□ Requirements for unauthorised visitors: seek permission from line manager; refuse entry with explanation if permission not granted; complete incident report; inform others
		2.6	Identify reasons for targeting suspects and vehicles	□ Justification for continued targeting; targeting in line with Human Rights legislation
				□ Valid reasons: suspected individual with previous convictions; observed suspicious activity/behaviour (constant looking behind, repeated route, exaggerated actions, loitering, running); body language (staring, aggressive stance, space management, defensive stance); suspected criminal or antisocial behaviour; valid request by third party: vehicles (abandoned, where parked, driver behaviour, parked with engine running, driving around the same area frequently, slowing down, speeding up, carrying unusual objects, selling/conducting business from vehicle
				□ Invalid reasons: targeting on the basis of age, religion, ethnicity and gender; targeting in the basis of personal appearance and dress

		2.7	Identify the methods used when targeting suspects and vehicles	□ Facial recognition or ANPR for vehicles
				□ Deploying cameras appropriately so target is not lost
				□ Zooming in to get an image for identification purpose
				□ Obtaining views suitable for investigations
		2.8	State the importance of accurate record keeping	□ Record-keeping: types of logs (CCTV authorisation form, access control log, daily occurrence log, incident log, media production, processing and movement log, maintenance and report log); rules for completing handwritten logs (chronological order, no blank lines, dark ink, no erasers, entries made at time of incident or soon after)
				□ Importance: maintain an audit trail; provide continuity of evidence; support and supplement images; compliance with legislation, (register with the Information Commissioner's Office and adhere to the Data Protection Act 1998, Criminal Procedure and Investigations Act 1996) and/or policies and procedures; effective handover

3	Understand relevant legislation and how it impacts on CCTV operations	3.1	Identify how Data Protection legislation impacts on the role of the CCTV operator	☐	Data Protection Act (1998): controls the processing of all written or visual subject data - eight data protection principles; data should be:
					● obtained for specified and lawful purposes
					● adequate, accurate and kept up to date
					● kept secure
					● not disclosed to unauthorised individuals
					● processed fairly and lawfully
					● not be kept for longer than is necessary
					● not transferred outside of EU
				☐	Impact on the CCTV Operator role: must follow the 8 principles; adhere to CCTV Code of Practice; use of surveillance equipment only for the purpose intended; correct use of signage; training to recognise privacy requirements
		3.2	Identify how Freedom of Information legislation impacts on the role of the CCTV operator	☐	Freedom of Information Act (2000): right of access to non-personal information held by or on behalf of public authorities; principles of the Act (disclosure of information, all requests treated equally, access of information to all, non-justification of request);
				☐	Provisions under the Act: organisations affected; type of information to be requested; access rights (who can request and how to request)
				☐	Impact on the CCTV Operator role: information requested from local authorities and public bodies; CCTV operators may be required to search recordings and collate information

			3.3	Identify how Human Rights legislation impacts CCTV operations	□	Human Rights Act (1998): European Convention on Human Rights: key articles related to CCTV operations (personal freedom, freedom from discrimination, respect for privacy); organisations affected ; qualified rights as against absolute rights
					□	Impact on the CCTV Operator role: monitoring and surveillance that is proportional, legal and non-discriminatory; awareness of infringement of rights (respect for privacy, right to a fair trial); applying the article 8 test (necessity, legal/lawful, proportionate)
			3.4	Identify the main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act	□	Regulation of Investigatory Powers Act (RIPA) (2000): sets out a regulatory framework for the use of covert investigatory techniques by public authorities; police and intelligence services protection from breaches of 'legality' principle under European Convention for Human Rights.
					□	Surveillance under RIPA: techniques (telephone taps, undercover observations, CCTV observation); types (covert; intrusive, directed)
					□	Protection of Freedoms Act (2012): approval from Justice of the Peace, only for investigating offences that carry a custodial sentence of 6 months or more (crime threshold), or offences relating to underage sale of tobacco or alcohol
			3.5	State how main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act impact on CCTV operations	□	Impact of Regulations Investigatory Power (RIPA) (2000): authorisation required for use of CCTV systems in covert/directed surveillance operations; authorisation levels (Police Superintendent, Justice of the Peace, Secretary of State/senior police officer, Police Inspector); grounds for authorisation (national security, prevention and detection of crime, preventing disorder, protecting public health and safety)
					□	Impact of Protection of Freedoms Act (2012): empowers the commissioner's code (regulates use of CCTV; internal controls, considering privacy, selection and positioning of cameras, recording and storing images, publicising use)

		3.6	State how to conduct surveillance planning	□	Establish user security needs
				□	Assess threat, vulnerability and risk
				□	Define operational requirements
				□	Ensure compliance with legislation and regulations
				□	Check and gain authorisation required (police, security services, local authorities)
		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	□	Police and Criminal Evidence Act (1984): core framework of police powers and safeguards; main provisions (police search powers, powers to gain entry to search premises, treatment of suspects, handling of exhibits seized from searches)
				□	Impact on the CCTV Operator's role: must act to protect 'continuity of evidence'; unless provable urgency, police data request must still meet the requirements (planned viewing, viewing copy, declaration on initial disclosure, working copy, evidence must be handed over; media log recording; evidence of lawful request stored)
				□	Criminal Procedures and Investigations Act (1996): gives direction on the evidence gathered in an investigation that must be disclosed; format of evidence (photographs, video, written statements)
				□	Impact on the CCTV Operator's role: only relates to evidence handed over and disclosed by the police (initial disclosure); all evidence must be disclosed used and unused, including rough notes which must be kept

		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	□ Impact of Criminal Procedures and Investigations Act:
				• following procedures for securing evidence to avoid contamination
				• storing evidence correctly and in line with procedures to ensure continuity of evidence
				• writing statements as soon as practicable
				• hand over to relevant authority in line with access requirements
				• maintaining audit trails
				• following bagging and tagging procedures and other forms of evidence preservation
				□ Impact of Police and Criminal Evidence Act:
				• police have powers to seize evidence of criminal activity (voyeurism, unauthorised covert surveillance, intrusive surveillance, unauthorised recording, unauthorised disclosure)
		3.9	Identify the responsibilities of the CCTV operator to produce statements and give evidence in court	□ Requirements of a witness statement: compliance with Section 9 of the Criminal Justice Act (1967) (signed, declaration of truthfulness, served properly to other parties, no objections to the submission of evidence); chronological sequencing of events; accurate identification of people and events
				□ Attendance at court: when summoned to appear; behaviour (professional manner and appearance, clear communications, polite, availability for consultation); procedures for giving evidence (oath/affirmation, confirmation of name and address, facing the bench, giving factual evidence, permission to leave); consequence of failure to comply (court taking action)

		3.10	Identify how the Sex Offenders legislation impacts on CCTV operations	□ Sexual Offences Act (2003):
				- types of sexual offences: rape, sexual assault, prostitution, trafficking, exposure - main provisions: defines consent, defines age of child at under 18, requirements for notifications, registration of offenders
				□ Impact on the CCTV Operator role: may receive targeting requests; requirements for release of images to authorised parties for ID or appeals for witnesses; confidentiality of information
				□ Safeguarding requirements:
				- safeguarding children and young people, and others, including voyeurism - limits what can be viewed and recorded (considerations to take before viewing CCTV material)

4	Understand the importance of communication within CCTV operations	4.1	State how CCTV operators interact with third parties during an incident	□ Third parties: police, Health and Safety Executive, ambulance service, fire service, media
				□ Communication methods: radio, phone, in person, video link
				□ Ways of interacting: receiving and acting on information; providing accurate descriptions; responding to requests for information; proactive monitoring and reporting
		4.2	Identify ways in which the CCTV operator can assist statutory enforcement agencies	□ Relevant statutory enforcement agencies: police, HM Revenue and Customs, Trading Standards, Border Agency, Health and Safety Executive, Local Authorities
				□ Ways to assist: pre-warning of potential trouble to prevent escalation; assisting in targeted operations; monitoring the movement of people and vehicles to protect public safety; supporting evacuations in emergency situations; tracking of suspects; recording and provision of evidence; monitoring traffic
		4.3	Identify actions to take on receiving a request for assistance from the police and other partners	□ Record receipt of the request
				□ Communicate with team/supervisor
				□ Pass on information accurately
				□ Protect confidentiality
				□ Allow police and other parties to take control

		4.4	State the importance of team working		□	Understanding the reporting chain
					□	Sharing/access to information
					□	Maximises efficiency
					□	Pooling of different strengths
					□	Sharing tasks and responsibilities
					□	Work towards aims and objectives (Operating procedures and code of practice)
					□	Improves communication
		4.5	Identify the importance of dedicated communication links with third parties		□	Types of dedicated links: police and council control rooms, links with partnerships, emergency centres, communication networks (police dispatch systems, video, telephone, radio)
					□	Importance: effective incident management; existing audit trail; secure link to protect confidentiality; improved communication; faster and more accurate information; quicker command and control of incident
		4.6	State the importance of accurate and timely communication up and down the reporting chain		□	Individuals in the reporting chain: supervisor, manager, owner (data controller), members of security team and emergency services
					□	Importance: protect the integrity of the CCTV system and operators; avoid risks to the safety and security of others; compliance with legislation and/or policies and procedures (Data Protection Act 1998 and Privacy and Electronic Communications Regulations 2003); dealing with incidents effectively; continuity of evidence

5	Understand emergency procedures in the CCTV control room	5.1	State the actions to take when an evacuation of the control room is ordered	□ Carry out allocated task, if applicable
				□ Follow procedures for securing and exiting control room: equipment, keys, control logs, transferring control to remote centre (if applicable), securing evidence, doors, windows, lights, personal belongings)
				□ Follow evacuation procedures
				• dispersal/assembly
				• fire (doors and windows left closed)
				• suspected bomb (doors and windows left open)
				□ Actions on evacuating the control room
				• go to muster point or location specified by emergency services
				• assist others where appropriate and safe to do so
		5.2	State the procedures to follow on re-occupying the CCTV control room after an evacuation	□ Await authority to re-enter room
				□ Check operational status of CCTV system; fault finding routine
				□ Re-establish police control contact
				□ Review interim recorded data
				□ Updating logs
				□ Reporting of incident
		5.3	State how to carry out a search of the CCTV control room for a suspicious object	□ Routine and non-routine search
				□ Conducting searches: familiarity with search area layout; awareness of purpose of search; listening for suspicious sounds and take notice of unusual smells; systematic approach; awareness of possible areas of concealment; do not use mobile phones, radio equipment or alter environmental conditions

		5.4	Identify actions to take if a suspicious object is found in the CCTV control room	☐ Follow organisational procedures
				☐ Do not touch
				☐ Keep persons away from potential danger area
				☐ Call the police on land line (not two way radio or mobile phone)
				☐ Leave internal doors open (except fire doors)
				☐ Shut down gas (if applicable)
				☐ Inform management
				☐ Cordon off the building
				☐ Evacuate if applicable
				☐ Liaise with police on their arrival
		5.5	State the actions to be taken in the event of a systems failure	☐ Adherence to relevant policies and procedures (fault reporting, contingency plans, health and safety requirements,)
				☐ Monitor all external access points
				☐ Maintain integrity of evidence

6	Understand the characteristics of a CCTV system	6.1	State the purposes of a CCTV system	□ Assisting in the prevention and detection of crime and anti-social behaviour
				□ Assisting in promotion of community safety/safety of the public
				□ Recording information to be used as evidence
				□ Prosecution of offenders
		6.2	Identify the main components of the CCTV system	□ Cameras (CCD, PTZ camera)
				□ Lenses (zoom, varifocal)
				□ Operator control systems (keyboard, joystick, touch screen)
				□ Display systems (overview monitor, spot/event monitor, multiplexer, quad)
				□ Transmission systems (co-axial and fibre-optic cables, wireless, twisted pair, microwave, radio)
				□ Recording systems (time-lapse, real-time)
				□ Printer
		6.3	Identify the main types of CCTV cameras	□ Technology: analogue, digital
				□ Images: monochrome, colour resolution, switching
				□ Dome positioning: fixed, Pan Tilt Zoom; Mobile
				□ Housing: rectangular, shoe box
				□ Lighting: low light, infra-red light, adjusting

		6.4	Identify current and emerging CCTV technologies	□ Automatic Number Plate Recognition (ANPR)
				□ Biometrics: facial recognition, iris scanning, fingerprint readers, palm print reader, voice recognition, visual Recognition
				□ Digital Recording
				□ Algorithms
				□ Thermal scanning
				□ Voice recording in control room
				□ Use of telephone and microphone by operators

7	Understand health and safety relevant to the CCTV operator	7.1	State procedures for lone working	□ Risk assessment and training
				□ Safety awareness: regular check calls; use of personal alarms; follow safe routines; being systematic; use of PPE
				□ Monitoring response systems; electronic devices for reporting to control room
				□ Reporting and recording (logs)
		7.2	State the guidelines for CCTV operators under the Display Screen Regulations	□ Health and Safety (Display Screen Equipment) Regulation 1992
				□ Duties of employers and employees: carry out risk assessment of work station, training, regular breaks, correct lighting, eye sight test
		7.3	Identify the reasons for operator check call systems	□ To ensure safety and security of operator and other staff monitored by control room
				□ To protect lone workers, raising the alarm if a check call is missed
				□ To ensure there is the required staff coverage for the site monitored
		7.4	State the key indicators of stress and how these can be managed	□ Key indicators of stress: physical (aches and pains, nausea, dizziness, chest pains; behavioural (change in eating and sleeping patterns, nervous habits, alcohol or drug use); emotional (mood swings, depression, low self-esteem, sense of loneliness); psychological (constant worrying, anxiety, inability to concentrate)
				□ Stress management techniques: physical (exercise, relaxation techniques); attitudinal (positive attitude, time management, problem solving); lifestyle (healthy diet)

		7.5	State the purpose of a risk assessment	□	Identify hazards
				□	Determine level of risks
				□	Determine measures to be taken to minimise risk
				□	Reduce and prevent accidents
				□	Comply with health and safety regulations

Information for tutors

Delivery

If units are to be taught individually, it would make most sense for this unit to be delivered after *Unit 1: Working in the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated into teaching of other units, so that they are taught simultaneously. This would be particularly appropriate for learning outcomes 6 and 7, which centres could choose to link to the practical skills in Unit 2. There are also opportunities to link the teaching of learning outcome 5 to *Unit 1: Working in the Private Security Industry* unit that deal with emergency procedures.

The Unit content section of the unit specifies the underpinning knowledge and understanding required for learners to be able to meet the assessment criteria.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies and real company documentation would be beneficial if available. Access to and practical demonstrations of equipment are important, particularly in learning outcomes 1 and 6.

Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 75 minutes and is worth 60 marks. The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Websites

www.informationcommissioner.gov.uk Information Commissioner's Office

www.gov.uk/government/uploads/system/uploads/attachment_data/file/204775/Surveillance_Camera_Code_of_Practice_WEB.pdf

www.gov.uk/government/uploads/system/uploads/attachment_data/file/118173/local-authority-england-wales.pdf

Other

Training materials for this unit are available from SAFE Ltd (www.safe-training.com)

Unit 7: Working as a Door Supervisor within the Private Security Industry

Unit reference number: T/616/8618

Level: 2

Credit value: 1

Guided learning hours: 12

Unit aim

This unit is intended for people who want to work in the private security industry and require a Security Industry Authority (SIA) licence to practise. The unit covers the knowledge and understanding relevant to the role of door supervisor.

The unit covers the specialist knowledge and understanding required to become a licensed door supervisor. The generic knowledge that applies to different parts of the security industry is covered in *Unit 1: Working in the Private Security Industry* and in *Unit 2: Conflict Management for the Private Security Industry*.

In this unit, you will be taught about the role of a door supervisor and the behaviour required for the role. As a door supervisor you will need to know about the law and the powers available to you when the law is broken. You will also need to know about related issues such as crime scene preservation and record keeping. You will learn about arrest, the law of force, types of assault, and drug and licensing laws. You will gain understanding of your role when dealing with emergencies, when helping to keep vulnerable people safe, the importance of queue management and venue capacity.

Essential resources

For this unit, centres must conform to the requirements stipulated by the SIA in the *Introduction to Learning Leading Towards Licence-linked Qualifications* (available from the SIA website) with regard to facilities, trainer qualifications, sector competence of trainers and examination facilities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand the role and objectives of a door supervisor	1.1	State the role of a door supervisor	□ Work under the direction of the Designated Premises Supervisor □ Ensure customers and other members of staff on the premises are safe • control entry and access • maintain order on premises • deal with unacceptable behaviour • ensure those on the premises comply with the law • comply with licensing objectives • carry out security checks before opening • carry out searches as required • deal with emergencies calmly and effectively in line with organisational procedures □ Record incidents and preserve crime scenes
		1.2	State the objectives of a door supervisor	□ Provide effective customer service □ Ensure that venue policies are adhered to □ Comply with SIA Standards of Behaviour for Door Supervisors □ Be vigilant in order to deter and detect crime □ Contribute to the safety and security of staff and customers

		1.3	State the importance of an admissions policy	□ Ensure compliance with the law
				□ Maximise safety and security of those within the venue
				□ Comply with age restrictions
				□ Maintain dress requirements
				□ Allow for searching to detect and prevent illegal or prohibited items
				□ Provide justification for refusals/ejections
				□ Deter unacceptable behaviour
				□ Manage customer expectations
				□ Ensure that all customers are dealt with fairly and equally
2	Understand civil and criminal law relevant to a door supervisor	2.1	State the law relating to the use of force	□ Use of force must be reasonable, necessary, fully justified, proportionate, properly reported and recorded
				□ Force may only be used: 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/excessive force
		2.2	Identify different types of crimes against the person as defined by law	□ Murder/homicide, culpable homicide, aggravated assault (serious assault), assault, rape, sexual assault
		2.3	Identify common crimes against property that a door supervisor may come across	□ Wilful fire raising, malicious mischief, vandalism, breach of peace, housebreaking, theft, robbery
		2.4	State the definition of an 'offensive weapon'	□ Definition (any object made or adapted for use to cause injury to the person, or intended by the person having it with them for such use)

3	Understand searching relevant to a door supervisor	3.1	State the differences between general, random and specific searches	□ General: when every customer is searched
				□ Random: when a random selection of customers are searched
				□ Specific: when specific individuals at the venue are searched for specific reasons
		3.2	Identify a door supervisor's right to search	□ No automatic legal right to search
				□ As a part of the admissions policy
				□ As a condition of entry, only with the consent of the person prior to the search
				□ Only in a public place with a witness
				□ Can only search outer clothing, pockets and bags
				□ If permission withdrawn, the search must be stopped
		3.3	Recognise possible hazards when conducting a search	□ Needles, sharp objects, weapons
				□ Malicious allegations (defamation of character, victim of gossip, false accusation)
				□ Confrontation, defensive, difficult behaviour
				□ Violence
		3.4	State the precautions to take when carrying out a search	□ Use appropriate personal protective equipment (PPE) (needle proof gloves)
				□ Use of a dedicated search area
				□ Conduct search in pairs; in view of CCTV, a witness
				□ Use self-search techniques (customer empties own pockets, removes coat, empties any bags)

		3.5	State how to search people and their property	□ Follow organisational search policy
				□ Obtain permission of person being searched prior to the search
				□ Only same-sex searching
				□ Follow policy on searching children and young people
				□ Maintain a search log
		3.6	Identify reasons for carrying out a premises search	□ Ensuring evacuation routes are clear
				□ Checking safety of equipment
				□ Identifying potential hazards
				□ Search for drugs and/or weapons
				□ Search for suspicious packages and objects
		3.7	Identify actions to take in the event of a search refusal	□ Explain conditions of entry
				□ Explain reasons for search
				□ Deny entry
		3.8	Identify search documentation that a door supervisor is required to complete	□ Search log, search report, incident log, pocket book
		3.9	Identify actions to take if a prohibited or restricted item is found during a search	□ Follow venue's policy
				□ Non-illegal items against entrance policy: follow venue policy (return item and refuse entry; inform supervisor, hold item securely, record and return on exit)
				□ Illegal items: seize item, call police if appropriate, handing-over both person and item to police; record the find in line with venue policy

		3.10	Identify additional considerations to take when searching individuals	□ Cultural (wearing of turban, dishdasha)
				□ Religious (prayer times, symbols such as symbolic kirpan (short dagger))
				□ Disability (items potentially secreted in aids – wheelchair, walking stick)
				□ Children and young people (ensuring young person is able to give consent or waiting for parent or guardian to consent on their behalf)
4	Understand powers of arrest relevant to a door supervisor	4.1	Identify offences for which a door supervisor can make an arrest	□ Door supervisors have only the same powers of arrest as every citizen e.g. that any person can arrest a person who is in the act of committing an offence,
				□ Criminal law offences: breach of the peace, theft, malicious mischief, rape, murder, assault
		4.2	Identify the limitations to a door supervisor's powers of arrest	□ Legal requirements (limited to indictable offences)
				□ Other available options (arrest by police, giving a warning)
				□ Policy of premises and local police
				□ Knock-on effects (being taken away from main duties, risks of violence)
		4.3	State why an arrest should only be made as a last resort	□ Human rights issues (e.g. serious matter to take away a person's liberty), risk of false arrest, risk of prosecution, personal safety could be compromised
		4.4	State arrest procedures to be followed by a door supervisor	□ Conduct the arrest as discreetly as possible, identify self, inform person that they are under arrest and give reason; show firmness of intent, use of reasonable force only if necessary detain the person safely, treat fairly, avoid use of aggression
		4.5	Identify procedures to take following an arrest	□ Ensure welfare of person arrested and own safety; separate if more than one person; inform police; detention and supervision until police arrive; preservation of evidence; incident report; assist police with a statement if required; attend court at a later date if required

5	Understand drug-misuse issues and procedures relevant to the role of a door supervisor	5.1	Identify key areas of drug-misuse legislation	□ Misuse of Drugs Act 1971 (possession of drugs; intent to supply; supply; manufacture; use of premises) □ Classification of drugs (A, B, C)
		5.2	Recognise the indicators of drug misuse	□ Physical symptoms (dilated pupils, sniffing, watering eyes, running nose) □ Behavioural signs (excessive giggling, non-stop talking, moving, sleepy, gagging inexplicable fear, tearfulness, aggressiveness) □ Physical evidence of drug use (torn-up card, papers, folded card/foil, empty sweet wrappers, syringes, spoons, traces of powder on face, surfaces)
		5.3	Identify common types of illegal drugs	□ Common illegal drugs: cannabis, heroin, cocaine, amphetamine, methamphetamine, MDMA, rohypnol, ecstasy, ketamine, mephedrone, magic mushrooms, GHB
		5.4	Recognise 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	State the procedure for dealing with individuals found to be in possession of drugs	□ Seize drugs □ Secure the drugs □ Follow local policy with regards to refusal, ejection, calling the police □ Inform supervisor, manager and/or licence holder □ Record incident in line with local policy

		5.6	State the procedure for handling seized drugs	□ Think safety first (including use of safety gloves)
				□ Avoid contact with any contaminated materials
				□ Follow local policy
				□ Ensure drugs are put somewhere secure
				□ Ensure seizure is recorded correctly
				□ Inform supervisor, manager and/or licence holder
				□ Call the police
		5.7	State how to dispose of drug-related litter and contaminated waste	□ Drug-related litter: syringes, swabs, foils, spoons, plastic bottles, cans, blood-soiled tissues
				□ Use Personal Protective Equipment (e.g. safety gloves, needle-proof gloves)
				□ Use tongs, dustpan and brush to move
				□ Use sharps boxes/empty bottles for needles (report to local authority; collection scheme)

6	Understand incident recording and crime scene preservation relevant to the role of a door supervisor	6.1	Identify different types of evidence	□ Direct, circumstantial, hearsay, documentary, real, physical, material, oral (testimony), forensic
		6.2	State how to preserve evidence after an incident	□ Protect from weather or interference, cordon off the area and restrict access
				□ Store securely (safe), marked and recorded
				□ Show police any potential evidence
				□ Record actions
		6.3	Identify records to complete when an incident has occurred	□ Incident log (reports/books)
				□ Accident reports/books
				□ Personal notebooks
				□ Search registers
				□ Police witness statements
		6.4	Identify the reasons for recording incidents	□ Permanent written record
				□ Potential use as evidence
				□ To assist outside agencies or court cases
				□ To help justify actions taken
				□ To help prevent malicious allegations or civil actions

		6.5	Identify the types of incidents which need to be recorded	□ Ejections
				□ Arrests
				□ Use of force
				□ Accidents
				□ Drugs/weapons/property seizures
				□ Serious crimes
				□ Visits by officials, authorities
				□ Disputes or complaints
				□ Suspicious behaviour
				□ Any other emergencies
		6.6	Identify incidents when a door supervisor should call the police	□ Arrests
				□ Serious crimes
				□ Serious public order
				□ Other serious incidents outside of the venue
				□ Finding suspicious package/device
				□ Finding/seizing illegal drugs

		6.7	Identify the 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 (how to make an entry, corrections, information to record)
				☐ Records need to show when and where it happened, what happened, how it happened, what was seen and heard, what was done, what the result was, details of any witnesses, evidence or description, whether police were called

7	Understand licensing law and social responsibility relevant to the role of a door supervisor	7.1	Identify the licensing objectives	□ Under current legislation, the objectives are: (The Licensing (Northern Ireland) Order 1196): □ Prevent crime and disorder □ Public safety □ Prevention of public nuisance □ Protection of children from harm □ Protecting and improving public health
		7.2	State the rights and duties of licensees and door supervisors as their representatives	□ Door supervisor acts as representative of licensee □ Refuse entry to premises □ Eject from premises □ Licensee: ensure premises comply with licensing objectives and all other relevant legislation; decides on admission policy and other house rules, withdraw consent to be on the premises □ Door supervisors: act on behalf of licence holder (to refuse entry, to withdraw consent to be on premises, to eject), prevent breaches of law
		7.3	State the law in relation to refusing entry and ejecting customers	□ Any person can be refused entry to licensed premises by the licence holder and any member of their staff who is authorised by the licence holder or the premises manager □ Refusal to leave the premises when asked constitutes trespass, lawful ejection using reasonable force permissible
		7.4	Identify police powers regarding licensed premises	□ Right of entry to licensed premises at any time to investigate licensable activities or licensing offences □ Power to search at any time (drugs offences, breach of the peace) □ Reasonable force may be used □ Power to close venue for reasons of disorder and public safety or noise

			7.5	State the law regarding children and young persons on licensed premises	□	Licensing offences relating to children and young people include:
						• sale of alcohol
						• serving alcohol
						• collecting alcohol
						• young people drinking alcohol with meals
						• unaccompanied children
			7.6	Identify acceptable forms of proof of age	□	Passport, photo-card, driving licence, proof-of-age scheme cards - Challenge 25 (Validate UK, Young Scot and Citizen Card) or any card bearing the PASS logo
			7.7	State conduct that is unlawful under licensing, gaming and licensing of sex establishments legislation	□	Allowing anyone under 18 years to enter the premises
					□	Drunkenness and disorderly conduct
					□	Serving someone who is drunk
					□	Serving alcohol to someone under the legal age
					□	Permitting a young person to use a Category C gaming machine
					□	Unlawful soliciting on licensed premises
					□	Controlling prostitutes on licensed premises
					□	Running a sex establishment without a licence
					□	Contravention of other licence terms, conditions and/or restrictions

		7.8	State the powers of entry of authorised persons	□	Authorised persons: licensing authorities' agent, fire safety inspector, fire service, environmental health officer, H M Revenue and Customs, local authority agent
				□	Right of entry:
					• at any reasonable time
					• to investigate licensable activities
					• If offences are suspected
					• issue closure orders
					• to revoke licences

8	Understand emergency procedures which should be followed by a door supervisor	8.1	State the importance of knowing the venue's evacuation procedures	□ Procedures for different types of evacuations (emergencies; fires, bomb threats, floods, fights, serious crimes) • where entrances and all fire exits are • how people react in emergencies • role of the door supervisor in specific emergences □ Importance: to help keep people safe; to ensure orderly and timely evacuation of premises; to help defuse panic
		8.2	State the role of a door supervisor when dealing with threats of terrorism	□ Maintain vigilance to identify suspicious behaviour and vehicles □ Carry out search procedures □ Make regular patrols □ Implement evacuation procedures where required
		8.3	Identify sources of information on terrorism awareness	□ National threat levels □ Local information (police intelligence) □ Home Office and security services websites □ National and local anti-terrorism initiatives

		8.4	Identify appropriate responses to situations requiring first aid	□	Assess the scene for hazards
				□	Protect self and others from cross-infection and/or injury
				□	Clear others from the scene and ensure access for first aiders
				□	Get help (first aiders, emergency services, additional staff)
				□	Report completion following any accident or incident
				□	Only if appropriately first-aid trained and qualified
				□	Carry out assessment of casualty including level of consciousness and breathing
				□	Administer first aid if appropriate
				□	Place casualty in the recovery position if appropriate

9	Understand how a door supervisor can help to keep vulnerable people safe	9.1	Recognise the risks to vulnerable people being ejected from, or refused entry to a venue	□ Factors which make people vulnerable: • being under the influence of drink or drugs • being alone • being too young to look after themselves □ Risks: • receiving unwanted attention • being assaulted • domestic violence • becoming the target of a sexual predator • of self-harm
		9.2	Identify actions that can be taken by a door supervisor to protect vulnerable people	□ Call friend or relative to assist them □ Call a licensed taxi to take them home □ Ask street pastors or street marshals to assist □ Call the police
		9.3	Recognise behaviours that could indicate potential sexual predators	□ Behaviours often include: • a lone male seen pestering a customer or member of staff • heavily intoxicated female leaving with a male • regular attendee often leaving with different intoxicated females • finding a date-rape type drug on a person during a search

10	Understand queue management and venue capacity responsibilities relevant to a door supervisor	10.1	Recognise the benefits of queue control	□ Assessment of attitude and behaviour of customers
				□ Helps to enforce admissions policy
				□ Improves safety (prevents collisions, prevents arguments/fights, reduces crime)
				□ Reduces potential for excessive queue lines
				□ Provides good customer service (increases efficiency, reduces customer waiting time, enhances customer experience)
		10.2	Indicate why communication is important throughout the queuing process	□ Manages customer expectations
				□ Enables a positive reaction to unexpected situation
				□ Helps reduce potential conflict
				□ Provides good customer service
				□ Builds positive relationships
		10.3	Identify why managing venue capacity is important	□ To comply with health and safety legislation, fire-safety regulations, licensing laws
				□ To manage entry and egress from premises
				□ To avoid risk of overcrowding
				□ Ensures customer safety and enjoyment
				□ To allow safe evacuation in case of an emergency

Information for tutors

Delivery

Although this is a knowledge-based unit, delivery should draw on scenarios and real examples of what the learner may experience in the role of door supervisor.

Delivery of all or part of this unit could be integrated into teaching of other units so that they are taught simultaneously. For example *Unit 1: Working within the Private Security Industry* covers legislation, incidents and emergencies, licensing and customer care, all of which are relevant to the delivery of this unit.

For learning outcome 1, learners could be given the SIA Code of Conduct for Security Operatives and asked to discuss in groups how it applies to their role as a door supervisor. Learners should be clear about the importance of premises admission policies in maintaining security at any venue where they may work. This could be taught in conjunction with learning outcome 3, using a role play to demonstrate correct searching procedures and how customers should be handled in the process.

Learning outcome 2 builds on learning from *Unit 1: Working within the Private Security Industry*. Learners should be introduced to different types of crime and be clear about the use of force in their role. A talk by a police officer could be used to cover this, with learners asking questions and taking notes. This could be taught alongside learning outcome 4, with the speaker outlining powers of arrest for door supervisors and the procedures that must be followed to make a citizen's arrest, as a last resort.

In learning outcome 5, learners are introduced to the issues related to misuse of drugs that they may encounter in their role. Learners could examine the materials available on the Metropolitan Police website (see *Suggested resources*). Learners could prepare a presentation on how to identify indicators of drug misuse and how to deal with the seizure of illegal substances.

For learning outcome 6, learners could role play the management of an incident, for example dealing with an abusive customer. They could then complete exemplar documentation such as incident logs, providing evidence that they can manage incidents, preserve evidence and record those incidents, and understanding when to call the police.

For learning outcome 7, the tutor could outline the licensing law as appropriate to the door supervisor's role and the premises they are supervising. Learners could then go on to look at given scenarios and specify which laws are relevant and how they apply.

Learners will have a clear understanding of their role, and of the limitations of their role, from studying *Unit 1: Working within the Private Security Industry*. For learning outcome 8, learners should describe how they would deal with emergencies, emphasising that first aid should be administered only by those who are trained and qualified. This could be done in the form of a flow chart or report.

For learning outcome 9, learners will gain an understanding of the factors that make a person vulnerable and how they should deal with these to ensure the safety of those who may be vulnerable. The tutor could outline the main points relevant to door supervisors using the *OPG Safeguarding Vulnerable Adults Procedures and Guidance* available on the website www.justice.gov.uk (see *Suggested resources*) and then lead a class discussion to determine how learners would deal with specific scenarios.

For learning outcome 10, the tutor could give learners examples of situations in which queues were managed efficiently and situations where they were managed poorly. Learners could then be asked to discuss their strategies for queue management. Tutors could then give learners examples of venue capacity procedures, which they could summarise in a leaflet aimed at new door supervisors. Learners will be able to draw on their knowledge from *Unit 1: Working within the Private Security Industry* when considering the importance of effective communication with customers in managing queues.

Assessment

This unit is externally assessed through a paper based or an onscreen test. Pearson will set and mark this test. The test lasts for 75 minutes and is worth 60 marks. The assessment is available on demand.

The test uses the individual assessment criteria and the associated Unit amplification. Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the *BTEC Security Qualifications Centre Management Handbook*, which is on the Pearson website.

Suggested resources

Books

Gray Debra – *Door Supervision and Security Guarding* (Pearson Education Limited 2011) ISBN: 9781446900109

Andy Walker and Jason Dyson – *Door Supervisors Course Book* (Highfield November 2013, 7th Edition) ISBN: 9781909749276

Websites

http://content.met.police.uk/Site/drugsdirectorate - drugs action and advice from the Metropolitan Police website

www.hse.gov.uk/index.htm - Health and Safety Executive – information about health and safety legislation

www.justice.gov.uk/downloads/protecting-the-vulnerable/mca/sva-procedures-guidance-1208.pdf - comprehensive document from the Office of the Public Guardian (OPG), detailing how to deal with vulnerable people

www.sia.homeoffice.gov.uk/ - The Security Industry Authority – Industry regulator

www.skillsforsecurity.org.uk - Skills for Security – standards setting body for the security sector

Unit 8: Understanding Security and Loss Prevention in a Retail Business

Unit reference number: K/502/5817

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

Retail businesses can easily become targets for criminal activity. Retailers need to be aware of the security issues facing them and how to reduce the level of risk. Knowing how to deal with incidents and protect their premises is key to success.

In this unit learners will develop an understanding of the types of criminal activity and merchandise most at risk of theft. It will consider how crime can affect the success of a retail business and the damaging effects upon employees.

This unit also covers how retailers focus on security measures and place security procedures and practices high on their agenda. Learners will gain an understanding of how having security precautions and measures in place will reduce these security risks and safe-guard employees.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Know the range of security risks faced by a retail business	1.1	Describe the types of criminal activity which commonly occur in retail businesses	□	Commonly occurring criminal activity: shoplifting; fraud; cash theft; equipment theft; stock theft; vandalism; antisocial behaviour; threatening behaviour; burglary; product contamination
		1.2	Identify the types of merchandise at greatest risk of theft and the reason for this	□	Merchandise at greatest risk of theft and the reason for this: merchandise that is easy to conceal and/or with high resale value eg alcohol, cigarettes, batteries, razor blades, DVDs, mobile phones, watches, jewellery, fragrances, meat, make-up, clothes
2	Understand the effect which crime has on a retail business and its staff	2.1	Describe how crime can affect the profits of a retail business	□	Effect of crime on profits: need to employ security staff and invest in security equipment; working time lost through implementing improved security measures; working time lost through managing a security incident; financial losses from damage and from stolen stock, cash, equipment
		2.2	Describe how crime can affect people working in retail	□	Effect of crime on people: effects of feeling unsafe and threatened (de-motivation, loss of confidence, stress-related illnesses, low productivity, staff absences, staff turnover); time wasted on dealing with crime

3	Know what actions can be taken to prevent crime in a retail business	3.1	Outline actions and precautions typically taken to secure: • Stock • Premises • Cash • People • Information	☐ Actions and precautions typically taken to secure stock: (CCTV, signs, secure storage, dummy packets, electronic article surveillance, staff awareness, safe storage of keys, restricted areas, store watch associations, restriction of customer numbers) ☐ Actions and precautions typically taken to secure premises: (use of off-site storage, store room, CCTV, shutters, alarm systems, security signs, staff awareness, security lighting, removal of climbing aids outside, door locking system restricting ingress and egress by customers) ☐ Actions and precautions typically taken to secure cash: (keep off site, cash draw limits, security signs, CCTV, vary cash transfer times, validation methods, security pens) ☐ Actions and precautions typically taken to secure people: (CCTV, security signs, staff awareness and training, personal attack alarms, personal protective equipment) ☐ Actions and precautions typically taken to secure information: (use of locked cabinets, locked office, locked storeroom, computer password protection, hard drive back-ups, filing of hard copies)
		3.2	Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock	☐ Actions and precautions to reduce staff theft and the resulting loss of stock: staff purchase policies; regular spot checks; neutral person serving family and friends; requiring staff to leave through the front door; bag search; locker searches; policies on personal belongings on the shop floor

4	Know how security incidents should be dealt with	4.1	Describe what action should be undertaken in the event of an observed or suspected theft	□	Action in the event of an observed or suspected theft: action by security staff on identifying a potential suspect (maintain careful and discreet observation, early communication to nominated person if available); action by security staff after a suspect has passed through the checkout area (follow organisational policy with regard to challenging, searching and apprehension of suspect); action by security staff to manage any possible confrontation and own personal safety; preservation and continuity of evidence/stolen items
		4.2	Describe the steps employees should take to safeguard their own personal security	□	Steps employees should take to safeguard their personal security: be vigilant; take care entering and leaving the store; recognise suspicious behaviour; discourage theft; comply with company guidelines; avoid divulging personal details
		4.3	State when security incidents should be referred to senior staff	□	Security incidents that should be referred to senior staff: suspected staff theft; incidents where there is a significant threat to personal safety of self, colleagues or customers; defective security equipment; suspect packages

Information for tutors

Delivery

When delivering this unit, tutors should refer to examples of real retail outlets, ideally those that differ in terms of size, location and goods sold.

For learning outcome 2, visits to or from loss prevention staff in retail outlets would be invaluable. Access to security logs and stock loss information would support understanding.

Either before or during delivery of learning outcome 3, learners could carry out first-hand research by visiting different retail stores and noting down all the security features they observe. Learners could also be provided with a checklist of security features and carry out an assessment of the effectiveness of a store's security measures. Where possible, they should have opportunities to meet with employees who have faced or dealt with crime activity. Although not required for assessment purposes, learners would benefit from having the opportunity to practise undertaking bag and locker searches in a role-play situation.

For learning outcome 4, it would be useful to use information from several retailers, which might reveal a range of approaches to dealing with theft, and differing policies for referring incidents to senior staff. When teaching learners about which incidents that should be referred to senior staff, it should be understood that this does not in itself prevent security staff from taking action. For example, it might be the case that, when a security guard believes that a threat to a someone's personal safety might develop, an appropriate course of action is first to quickly alert senior staff of the need for support, and then to attempt to deal with the situation.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners should describe common types of criminal activity that occur in at least two example retail outlets (each from a different retail sector), including information about who the likely perpetrators are for each activity (staff, customers or others). For assessment criterion 1.2, learners could present the information in list form along with the reasons for this.

Evidence for assessment criteria 2.1 and 2.2 could derive from case studies, visits to retail outlets or information provided by visiting speakers. Where possible, learners should give examples and detail to back up their descriptions, and could refer to one or more retail outlets. For assessment criterion 2.1, learners need to show that they are aware that crime has an impact on the bottom line, although they do not need to quantify the different effects. Some learners may attempt to quantify the financial consequences of crime, and this should be encouraged, but it is not required in order to achieve this assessment criterion.

For assessment criteria 3.1 and 3.2, it is recommended that learners refer to at least one specific retail outlet, outlining the actions and precautions taken in each of the areas listed in the Unit Content (a-e) for assessment criterion 3.1. If there are actions and precautions that are not taken, these should also be noted. Evidence could be gathered in different ways, for example from visits to these outlets or information provided by visiting speakers.

Evidence for assessment criteria 4.1, 4.2 and 4.3 could be presented in different ways, for example in the form of staff guidance with a list of 'do's and don'ts'.

Suggested resources

Websites

www.brc.org.uk – British Retail Consortium

www.retailsecurityportal.com – Retail Security Portal

Unit 9: Learning with Colleagues and Other Learners

Unit reference number: Y/501/5915

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

Colleagues and other learners are a valuable resource in the learning process, and this unit introduces learners to the importance of this resource. Learners will have the opportunity to demonstrate that they can work as part of a group in a learning and development context, understanding learning goals and interacting appropriately with their peer group. Learners will also reflect on their experience of learning with colleagues or other learners.

Essential resources

Learners should have situations where they can learn alongside colleagues or other learners.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand the importance of learning with colleagues or other learners	1.1	Explain why learning with their colleagues or other learners is important for their own development	□	Importance of learning with others: finding more effective answers and solutions to tasks or problems through interaction with colleagues or other learners e.g. solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others e.g. patience, empathy, tolerance, flexibility, loyalty, reliability
2	Plan the learning they will undertake with colleagues or other learners	2.1	Describe a learning goal which they will be able to undertake with colleagues or other learners	□	Learning goals: identifying an aspect of their learning they can undertake with colleagues or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study
		2.2	Explain how they will work towards achieving the learning goal	□	Working towards the learning goal: e.g. attending a training course and attempting all tasks given on the course, completing assigned part of group/team project, compiling list of questions to ask visiting speaker during question and answer session
3	Be able to interact appropriately with colleagues or other learners in a learning situation	3.1	Respond appropriately to advice from others	□	Responding appropriately to advice from others: thanking someone for their advice; asking an appropriate question about the advice offered; being polite in expressing disagreement with the advice
		3.2	Express beliefs and opinions to others appropriately	□	Expressing beliefs and opinions: preferences and dislikes; relevance of an aspect of learning; how useful the learning was
		3.3	Give helpful feedback to others	□	Giving helpful feedback: feedback to other learners on how useful learning was, what could be improved or changed

4	Review the learning they have undertaken with colleagues or other learners	4.1	Give examples of how they have learned with colleagues or other learners	□	Examples of learning with others: informal learning situations e.g. team-building activities or development activities, day-to-day working with a team of people at the same level; formal learning situations e.g. training courses, induction days, classes, workshops
		4.2	Reflect on their experience of learning with a group of other colleagues or other learners	□	Reviewing the learning experience with others: deciding whether the experience of learning with others was successful e.g. whether the group task was achieved, whether the learner found out new information from others or acquired new skills from working with others; considering anything that could have been done better e.g. the learner should have paid more attention to the suggestions and ideas of other learners or colleagues in the group

Information for tutors

Delivery

Tutors should encourage learners to talk about the importance of learning with their colleagues or other learners. They could consider, for example, how it helps their own development to learn with people at a similar level. Learners could think about how they benefit from learning alongside people working at the same level as them (for example team colleagues or other learners) and people who have the same level of experience as them (for example people they come into contact with during activities such as workplace training courses or on induction sessions). These should be people familiar to the learner and who they come into contact with, although this may not necessarily be on a day-to-day basis.

For learning outcome 2, tutors/line managers may wish to discuss and agree the learning goals in advance with learners. For example, this could be about learning a new skill or developing their communication skills, learning a new IT package or finding out information relevant to their work. A group or team development session (run informally or formally as appropriate to the learning) would also be useful for learning outcome 2. This could be a formal training course, workshop or an induction session which learner plan to attend with the agreement of their line manager/tutor.

The interaction for learning outcome 3 may be demonstrated during an activity such as a training course or in a team building/development session in which the learner's peers are also present.

For learning outcome 4, learners might find it helpful if tutors encourage them to reflect on questions about how and what they have learned with their colleagues or other learners. This could include 'What types of activity did I/the group carry out?' 'How did this help my learning?' 'What new skills/information did I learn?' 'Did I learn anything useful that I did not expect to learn?' 'Did I make the progress I expected towards my goal, and, if not, what else do I need to do?'

Learners should also be given the opportunity to reflect on their learning experience with others. They could consider what they thought the benefits were of learning in a group situation rather than learning on their own. Learners could also think about whether or not the learning experience was a positive one, and, if not, what benefits they see in learning alone.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for assessment criterion 1.1 could come from a group discussion which shows the individual contribution of the learner, or from an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate form. It may also be supported by written notes from the learner or tutor/line manager. To achieve assessment criterion 1.1, learners need to describe why learning with other learners or colleagues is important for their personal development.

Evidence for assessment criteria 2.1 and 2.2 could come from a one-to-one discussion between the tutor/line manager and learners in which they describe a learning goal they will be able to undertake with their peers and explain how they will work towards achieving the learning goal.

Evidence for assessment criteria 3.1, 3.2 and 3.3 could come from either an observation of the learner by the tutor, line manager or other designated person, or from written evidence. Evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other colleagues or learners, along with supporting notes. If in written format, evidence of learners' communication must be provided (for example copies of emails, letters and non-confidential workplace documentation) with a supporting commentary from the tutor/line manager, if appropriate. At least one example of each kind of behaviour is required.

Learners should be able to respond appropriately to advice from others in the group, for example on how to do something better. The advice given by others could be directed to the learner individually or to a group that the learner is part of. Learners should also show that they are able to express beliefs and opinions to others appropriately. Their beliefs and opinions could relate to the general learning situation or to their own learning. Additionally, learners must show they are able to give helpful feedback about their learning in an appropriate way. For example, if learners are filling in feedback forms at a training course, they could provide helpful suggestions about how to improve the course and what they found useful or not. The information should be able to be used by others to improve on training or development situations.

Evidence for assessment criteria 4.1 and 4.2 could come from a one-to-one discussion between the tutor/line manager and the learner, or from a small-group discussion in which the learner gives at least one example of how they have learned with colleagues or other learners (for assessment criterion 4.1). Assessment criterion 4.2 requires learners to reflect on their shared learning experience, describing at least one example of what they have learned, understood or gained from the experience of working/learning with others.

Suggested resources

Websites

www.lifecoachexpert.co.uk – life coach expert

www.mindtools.com – website containing management, career and thinking skills

Unit 10: Communicating Solutions to Others

Unit reference number: R/501/5895

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

Being able to solve problems and share solutions with others is a valuable skill for employability, learning and for life in general. In this unit, learners will find out why a problem requires a solution, how to communicate possible solutions to others in an appropriate way, and how to deal with responses to what has been presented. Additionally, learners will review the effectiveness of their performance in presenting a solution to others and suggest possible areas for improvement.

Essential resources

Learners should be able to access appropriate sources of information on communicating solutions to problems.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand why they need to solve a problem	1.1	Describe a possible problem to solve	□ Possible problems to solve: e.g. differences of opinion, new situations, misunderstandings, poor instructions, lack of communication, inadequate management, unforeseen events or emergencies, changes in situation or environment, need for new services/processes/products, need to improve or change a current situation, need to test or check new ideas, need to find information
		1.2	Explain why the problem requires a solution	□ Reasons why the problem requires a solution: e.g. lack of communication could lead to missed deadlines, inadequate management or knowledge means potential for poor quality work, a project cannot be undertaken unless sufficient knowledge/funding/resources are available, changes in technical equipment could lead to problems in using a product
		1.3	Describe a way to solve the problem	□ Ways to solve problems: e.g. rewrite staff manual in plain English, consult staff about revised rotas, investigate possible effects of changing technical equipment before changing the equipment, submit an application for funding for a project, enrol on a training course to improve customer service skills

2	Communicate the solution effectively to others	2.1	Using appropriate communication methods, explain to others how the problem was solved	□ Methods of presentation: verbal presentation; written presentation e.g. by email, project, report with recommendations
		2.2	Use appropriate information to support their explanation	□ Appropriate information: background research/information; evidence of where the solution has been used before successfully; what has improved since the problem was solved or what could improve once the problem is solved; who provided support, guidance or advice
3	Provide appropriate responses to questions or objections	3.1	Identify possible questions or objections to their solutions to a problem	□ Possible questions/objections: e.g. wanting more detail about the solution, having a different view from that presented, not agreeing with the view presented, finding problems with the proposed solution
		3.2	Plan how to deal with feedback and questions from others in the group	□ Planning how to deal with questions: predicting questions; preparing possible answers
		3.3	Respond appropriately to questions or objections from others	□ Responding appropriately to questions or objections: listening carefully to questions/objections; giving clear and accurate information; offering to provide further information if necessary; dealing with questions politely and tactfully; taking on board other people's views
4	Evaluate their performance	4.1	Evaluate how effective their performance was	□ Carrying out an evaluation: discussion with tutor/line manager either formally or informally; using a checklist or appropriate evaluation form; identifying what went well and what did not go well
		4.2	Suggest areas for improvement	□ Suggesting areas for improvement: e.g. not interrupting those asking questions about the solution, speaking more slowly when explaining how the problem was solved

Information for tutors

Delivery

This unit has links to *Unit 3: Solving Work-related Problems*.

For learning outcome 1, tutors/line managers might find it useful to give learners the opportunity to take part in group or teamwork where the contribution of each group member can be assessed. It should be noted that all of the Unit Content for this learning outcome is in the form of examples. Tutors should contextualise the delivery to learners' own workplace, where possible, helping the group to identify a problem.

For learning outcome 1, tutors/line managers could guide learners to carry out some simple research into methods to use in solving the problem. This could include tutor prompts of where to find appropriate information to solve a problem requiring background research, prompts of who to contact for support or guidance either within or outside of the organisation (for example the human resources department for a problem with annual leave or sickness absence), or prompts regarding how learners might tackle the problem, for example comparing advantages and disadvantages of different approaches.

Opportunities for developing and practising the communication skills needed for learning outcomes 2 and 3 may be achieved, for example, by organising learners into groups and then asking one member from a group to present their solution to another group. This could be done informally and within small groups so that learners feel confident in their presentation. Learners could also choose other ways to communicate, for example if the people that learners need to contact are not immediately available, they could draft an email or report which describes the problem and solution. There are links here to the principles of report writing which learners will have dealt with in *Unit 5: Working as a Security Officer within the Private Security Industry*.

For learning outcome 4, tutors/line managers and learners would probably find it most appropriate to discuss their performance in a one-to-one or small-group situation.

Depending on the context used within the unit, tutors/line managers may wish to access a range of information when delivering this unit. For example, the unit could be used as part of a crime prevention survey/exercise or within the workplace to encourage learners to develop problem-solving and communication skills.

Learners should use appropriate texts, websites and magazines. Valuable information can also come from line managers, guest speakers and visiting experts.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learning outcomes 1 and 2 can be assessed orally, in writing or a combination of both.

If assessed orally, then evidence for assessment criteria 1.1, 1.2 and 1.3 could come from a group discussion which shows the learner's individual contribution, or from an individual discussion with the tutor/line manager. Evidence for assessment criteria 2.1 and 2.2 can come from a one-to-one discussion with the tutor or by the learner delivering an oral presentation, for example to the tutor, line manager or peers. For both learning outcomes, evidence may take the form of a taped discussion, video evidence or a witness statement by the tutor.

If the assessment for learning outcomes 1 and 2 is to be done in writing, then learners and tutors could agree an appropriate format or formats. This would be a good opportunity for learners to practise report writing, but other formats might be appropriate, for example emails or PowerPoint presentation, or a combination of methods.

The problem described by learners should not be overly complex and learners must be able to describe at least one way in which the problem could be solved. The solution does not need to be sophisticated, but must evidence that the learner has arrived at the solution through some research or discussion with others. The learner needs to explain why the problem is actually a problem. For example, something may be a problem because it results in a piece of work being completed too slowly and so a deadline is missed or something might be a problem because it presents a security risk.

Evidence for assessment criteria 3.1, 3.2 and 3.3 could come from either an observation of the learner by the tutor, line manager, supervisor or other designated person, or from written evidence. The learner must identify two possible questions and/or objections that others might have concerning the solution they are presenting. The learner must also be able to plan how they would respond to these questions/objections and then show they can respond in the appropriate way as intended. Whether interacting with others via written means or face-to-face, learners need to respond clearly and politely to any questions or objections raised.

Observation could take the form of a witness statement, observation notes or a video of learners' presentations to the group with supporting notes. If in a written format, evidence of learners' communication should be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for assessment criteria 4.1 and 4.2 could come from a one-to-one discussion between the tutor/line manager and the learner in which the learner evaluates how effective they were in communicating their solution to others. Assessment criterion 4.1 requires learners to identify at least one aspect that was successful (for example the learner was able to answer all the questions raised by others) and one that was less successful (for example the learner forgot to run a spelling check on their presentation documents). For assessment criteria 4.2, learners need to suggest at least one area for improvement in their performance (for example have more supporting information available when presenting a solution).

Suggested resources

Websites

www.tellmehowto.net – website where people share hints and tips

www.worketiquette.co.uk – information about communicating effectively

Unit 11: Effectiveness at Work

Unit reference number: J/501/5912

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

In any workplace, it is important to work effectively to achieve personal, team and organisational goals. Understanding what makes an effective employee, and being able to demonstrate these skills, are essential aspects of employability.

This unit focuses on understanding the importance of positive attitudes and behaviours both within and outside the workplace. Learners will show that they understand and can demonstrate appropriate behaviours in the workplace. They will also need to show that they can represent their workplace appropriately with customers or others outside of the organisation. Learners will review the strengths and weaknesses of their conduct and suggest improvements to their performance.

Essential resources

Learners will need access to:

- copies of organisational procedures for different types of organisation as appropriate, for example training provider procedures for staff and/or learners relating to conduct and behaviour or if in the workplace, copies of workplace procedures

- relevant training or developmental courses relating to good conduct (for example assertiveness, communication skills etc)

- copies of documentation relating to appraisal systems.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand effective workplace behaviour	1.1	Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside the workplace	□	Different ways in which employees can behave effectively: interacting with other colleagues in the workplace e.g. communicating appropriately with other colleagues, managing your time and workload; interacting appropriately with customers in the workplace; paying attention to effective working guidelines in the workplace e.g. codes of conduct, personal reviews/appraisals, human resources guidelines; working outside of the organisation e.g. at venues on behalf of the organisation, behaving appropriately towards customers when visiting a client site, behaving appropriately when attending an external training course
2	Demonstrate effective working practice	2.1	Interact appropriately with a wide range of colleagues in the workplace	□	Interact appropriately with others in the workplace: interactions with different types of colleagues in carrying out day-to-day work e.g. senior managers, team members, line managers, unfamiliar colleagues
		2.2	Represent the workplace positively when dealing with customers or others outside the workplace	□	Represent the workplace positively when dealing with customers or others outside the workplace: importance of service level agreements and role of front line staff in helping to meet these; showing appropriate behaviour when on company/organisation business outside the workplace e.g. external meetings, training courses, visits to clients' premises
		2.3	Apply organisational procedures appropriately	□	Apply organisational procedures appropriately: following assignment instructions; applying procedures when carrying out your job e.g. following health and safety rules for dealing with hazardous substances, dealing with a customer enquiry according to policies and procedures, filling in the relevant form to request time off work

3	Evaluate their own practice	3.1	Describe what went well and what did not	□	Evaluation of own practice: identifying what went well e.g. dealing promptly with customers, receiving positive feedback from colleagues; identifying what did not go so well e.g. not understanding what was requested by senior colleagues or customers
		3.2	Suggest areas for improvement of their performance	□	Suggesting areas for improvement: e.g. better communication with other team members, asking supervisor for help when needed

Information for tutors

Delivery

The positive behaviours described in this unit are those expected of learners within an educational context as well as employees in a workplace. It is, therefore, likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or through discussion between the learner and their line manager, supervisor, tutor or another appropriate person familiar to the learner. Tutors/line managers could support the group or individual learner in facilitating a broad discussion about what they think it means to be an effective employee. This could include aspects such as their interactions with colleagues/customers and the way in which they manage their workload. Learners could create presentations, posters or leaflets to record their ideas.

It might also be useful for tutors/line managers and learners to discuss some workplace examples that show what different organisations and workplaces consider to be 'effective', which may offer interesting points of contrast and comparison with the security industry. For example, in the construction industry this might be about completing a job on time and to a certain quality, in a call centre this could relate to the number of calls dealt with and the quality of the service, in retail it could be about helping customers and improving sales figures.

Tutors/line managers could then move to discussing the conduct and behaviour expected of employees when working outside the organisation, for example when working with customers off-site or when attending training off-site.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a workplace scenario which enables them to demonstrate the relevant behaviours. Where demonstration of working practice is not in the workplace, learners should be encouraged to show that they can interact positively with unfamiliar people, for example visitors to the college/training venue.

Learners could undertake a range of day-to-day activities to practise following organisational procedures. They could use organisational systems appropriately (for example human resources systems such as timesheets, annual leave forms), using the correct forms and documents (for example daily occurrence documentation, incident sheets), using IT appropriately (for example email and the internet), telephone systems (for example voicemail, answering calls). There may be instances when learners can demonstrate other organisational procedures, for example if there is a fire drill they could show that they have understood and can act on the organisational procedures governing this.

For learning outcome 3, learners could evaluate their own practice through a one-to-one discussion with the tutor/line manager. Learners and tutors/line managers would discuss how the learner performed. Learners should have the opportunity to talk through how they might handle some aspects differently and improve in the future. The tutor/line manager might wish to support the learner in identifying appropriate people to seek advice or feedback from about their performance.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criterion 1.1, learners must be able to explain effective working. Evidence to support this could be records of group or individual discussion. These can be written by the tutor/line manager, by learners with sign-off from the tutor/line manager, or be via video or audio recording.

To achieve assessment criterion 2.1, learners must demonstrate effective working practice by interacting with a range of colleagues in the workplace, including people not familiar to them, for example a senior manager. It is important that learners are able to interact with colleagues who are at different levels of familiarity and seniority.

For assessment criterion 2.2, learners need to know how to represent the workplace positively when dealing with customers or others outside the workplace. They would not, however, be expected to represent an organisation at a high level or to take responsibility for decision making on behalf of an organisation. The learner does not have to be outside the workplace to demonstrate assessment criterion 2.2.

For assessment criterion 2.3, learners must be able to apply at least two organisational procedures appropriately.

The demonstration of assessment criteria 2.1, 2.2 and 2.3 should be observed by the tutor or by another person designated to assess the learner (this could be a line manager or supervisor, for example). The observation must form the basis of a discussion with the learner after demonstration of performance. The evidence could take the form of a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or it could be a video with supporting commentary from the tutor or line manager.

To achieve assessment criteria 3.1 and 3.2, learners must describe at least two aspects of their performance that went well (for example dealing with a customer promptly or receiving positive feedback from a colleague or customer on their performance), one aspect that did not go so well (for example getting nervous when speaking to a senior manager), and then suggest areas for improvement. Learners may reflect on their performance by discussing it with the tutor or other observers. Following these reflections, learners must independently identify and record any areas and strategies for improvement.

Evidence to support this can be written (for example written statements from the learner on their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review) or through video or taped discussion.

Written statements by the learner do not have to be lengthy and can be discussed and agreed with the tutor/line manager and the learner in advance.

Suggested resources

Websites

www.lifecoachexpert.co.uk – life coach expert

www.worketiquette.co.uk – information about working effectively

Unit 12: Working as a Team

Unit reference number: R/501/6058

Level: 2

Credit value: 3

Guided learning hours: 30

Unit aim

Team working skills are extremely valuable in the workplace and can also be transferred to other areas of life. In this unit, learners will consider the advantages of teamwork and why varied skills and strengths are needed by team members to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will gain an understanding of how to reflect on their own and the team's effectiveness in completing the task. They will consider their individual contribution to the team's performance and where the team could improve its team working skills.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand the advantages and disadvantages of having a team complete a task	1.1	Explain the advantages and disadvantages of having a team complete a task	□	Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued
				□	Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task may be better completed by one person
2	Understand the need for a team to work to an agreed code of conduct	2.1	Identify a code of conduct for effective teamwork	□	Code of conduct for teamwork: contents of a possible code e.g. every member should contribute, listen to views of all team members, value contributions of others, accept constructive criticism, consult with other team members, make decisions as a group, follow group decisions, carry out agreed responsibilities
		2.2	Explain the likely consequences of team members not following a code of conduct	□	Consequences of team members not following code of conduct: team task not completed on time; team task not completed correctly or to appropriate standard; conflict between team members; confusion about individual tasks and responsibilities; team members feel let down; team members feel reluctant or anxious about working or learning with other team members in future

3	Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1	Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team	□	Teamwork skills, strengths and experiences: practical skills e.g. ICT; numerical skills; interpersonal skills e.g. patient, friendly, enthusiastic, loyal; communication skills e.g. confident speaker, good listener; motivational skills e.g. good at encouraging or helping others, organisational skills
		3.2	Identify some relevant strengths, skills and experiences that other members bring to a particular team	□	Teamwork skills, strengths and experiences: practical skills e.g. ICT; numerical skills; interpersonal skills e.g. patient, friendly, enthusiastic, loyal; communication skills e.g. confident speaker, good listener; motivational skills e.g. good at encouraging or helping others, organisational skills
4	Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team	□	Agreeing roles and responsibilities: on the basis of the objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members
		4.2	Explain how each role contributes to the team's objectives and the completion of the team task	□	How individuals contribute to team/task: matching skills and strengths of team members to individual tasks e.g. confident speaker suited to leading verbal presentation, someone with IT skills suited to searching for information online

5	Work positively as a member of a team	5.1	Describe ways in which respect was shown for the ideas and suggestions of others	□	Respect ideas and suggestions of others: listening politely to ideas and suggestions of others; not interrupting someone who is explaining their idea or suggestion; thanking other team members for their ideas or suggestions
		5.2	Identify relevant ideas and suggestions which were given and which helped the team to complete their task	□	Offering ideas or suggestions for team task: offering ideas on ways to speed up time needed to complete team task; making suggestions about how to improve quality of work the team is undertaking
		5.3	Describe ways in which help, support or advice was given to team members where appropriate	□	Giving help, support or advice to others: offering to help a team member who is having difficulty carrying out their task; suggesting a better way of doing something; agreeing to take on an extra task whilst fellow team member is absent
		5.4	Explain why it is important to respond positively to advice or constructive criticism	□	Responding positively to advice or constructive criticism: valuing advice or constructive criticism from others e.g. creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintaining positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism e.g. listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm or offensive remarks
		5.5	Complete tasks allocated to the required standard and on time	□	Completing own task successfully and on time: carrying out own task to appropriate standard within agreed timescales

6	Reflect on the performance of a team	6.1	Discuss how their individual performance contributed to the overall performance of the team	□	Individual performance as a team member: following code of conduct; completing individual task appropriately and on time; carrying out individual responsibilities; offering help, feedback or advice to others; contributing to success of whole task
		6.2	Outline ways in which the team as a whole performed effectively	□	Performance of team: extent to which team followed code of conduct; extent to which team worked well together and every team member made a contribution; whether team task was completed to satisfactory standard and on time
		6.3	Outline areas in which the team could improve its teamwork skills	□	Performance of team: extent to which team followed code of conduct; extent to which team worked well together and every team member made a contribution; whether team task was completed to satisfactory standard and on time

Information for tutors

Delivery

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask speakers about the advantages and disadvantages of teamwork for learning outcome 1. In understanding this concept, learners might find it helpful to look at scenarios which give different examples of tasks suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask questions of other colleagues regarding the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be agreed before delivering learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to an existing team known to the learner, the learner will need some time to get to know the other team members in order to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable, achievable and match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to identify consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager for this purpose. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to during the rest of the unit.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could analyse their own contribution to the whole task individually and report back for the team to discuss.

Learners could compile a logbook which could include the agreed roles and responsibilities of team members. The logbook will help the learner to monitor their performance which is required for learning outcome 5.

For learning outcome 6, learners could discuss the performance of individuals and that of the team as a whole as part of a group exercise. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

In order to meet assessment criterion 1.1, learners will need to explain three advantages and two disadvantages of teamwork. Practical examples of teamwork situations could be given to support the explanation.

For assessment criterion 2.1, the code of conduct could be produced as (for example) a leaflet or a poster and could relate to a specific task or team work in general. This must include three likely consequences of team members not following the code of conduct for assessment criterion 2.2.

Assessment criterion 3.1 requires learners to describe how at least one of their own strengths, skills and experiences are relevant to aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet assessment criterion 3.2. The evidence for assessment criteria 3.1 and 3.2 needs to be recorded in an appropriate format, such as a logbook.

To achieve assessment criterion 4.1, there must be evidence of the role played by individual learners in agreeing the roles and responsibilities of the team members, for example in the form of an observation record or witness statement completed by the tutor/line manager.

For assessment criterion 4.2, the learner must explain how each team member's role contributes to the team's objectives and the completion of the team task, for example in the form of a short essay.

The evidence required for assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5 may be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidence may be used, for example witness statement or observation.

Assessment criteria 6.1, 6.2 and 6.3 may be evidenced in group discussion, with responses recorded for verification purposes.

Suggested resources

Websites

www.lifecoachexpert.co.uk – life coach expert

www.projectsmart.co.uk/team-building.html – information on tam building

Unit 13: Building Working Relationships with Colleagues

Unit reference number: L/501/6107

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

This unit explores how colleagues rely on one another in a constructive working environment. Learners will consider the consequences of positive and negative behaviour of individuals for teams or organisations. A key focus of the unit is to help learners develop some of the most important behaviours needed to interact effectively with colleagues. This includes communicating clearly with colleagues, knowing how to resolve differences appropriately and being able to offer and receive help, ideas and suggestions when interacting with colleagues in the workplace.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand how people in the workplace depend on one another	1.1	Explain the interdependencies between different people in a workplace	□	Different people in the workplace depend on one another: in teams, departments and organisation as a whole; people need one another to perform individual roles in order to achieve collective work goals e.g. sharing of information to avert security breaches or to deal with hazards; interaction between different parts of organisation to support security personnel e.g. in provision of resources
2	Understand how an individual's behaviour affects other people at work	2.1	Describe how the positive behaviour of one person can affect others in the workplace	□	Implications of positive behaviour: consequences for individual colleagues e.g. raising a colleague's self-confidence by giving them positive feedback; consequences for a group e.g. boost given to team morale by individual member being cheerful and helpful
		2.2	Describe how the negative behaviour of one person can affect others in the workplace	□	Implications of negative behaviour: consequences for other individuals e.g. individual who uses sexist language finds that a colleague is uncomfortable working alongside them, individual who does not pass on accurate telephone messages to their line manager causes the line manager to waste time clarifying the messages; consequences for a group e.g. the organisation is not alerted to a security risk, a team is unable to carry out its work effectively because one team member continually turns up late for work

3	Be able to demonstrate positive behaviours that promote effective working with others	3.1	Communicate clearly with colleagues	□	Communicating clearly: verbal communication e.g. language level, punctuation (if written communication); non-verbal communication e.g. body language, tone of voice; place and time of communication
		3.2	Resolve differences with colleagues amicably	□	Resolving differences: appropriate behaviour when resolving differences in the workplace e.g. avoiding offensive language and shouting; resolving differences at appropriate time and in appropriate place e.g. not settling disputes in front of customers; knowing where to get support (if needed) in resolving the conflict e.g. line manager, human resources department, impartial mediator
		3.3	Offer help and guidance to colleagues and accept their help and guidance	□	Offering and receiving help and guidance: benefits of offering and receiving help and guidance for self and for the other individual/team/organisation e.g. learning a new skill from someone else which is useful for promotion, saving team time by showing others the most efficient method of doing something; knowing appropriate ways to offer/receive help and guidance e.g. asking someone if they would like help rather than telling them that they need help, thanking someone who has offered help or guidance, even if it is not needed; knowing appropriate sources for help and guidance e.g. line manager, supervisor, human resources department, a mentor or 'buddy' system
		3.4	Offer ideas, suggestions and opinions to colleagues	□	Offering ideas, suggestions, opinions to colleagues: offering ideas/suggestions/opinions to others in appropriate way e.g. using polite language, avoiding a rude, aggressive or patronising tone, enabling others to decline your offer of help or disagree with your opinions

		3.5	Consider the ideas, suggestions and opinions of colleagues and respond appropriately	☐ Listening to the ideas of others and responding appropriately: importance of paying attention to the ideas of others e.g. a way of showing respect to others, learning new information from the ideas put forward by others; showing others that you have paid attention to their ideas e.g. not interrupting someone who is talking, replying promptly to an urgent email or letter; responding appropriately to the ideas of others in the workplace e.g. carrying out a task on time if requested, asking a colleague for clarification if the idea they suggested is unclear

Information for tutors

Delivery

In order to help learners gain an insight into the various concepts covered in the unit, guest speakers from the world of work, or who are knowledgeable about workplace behaviour, could be invited to speak to learners about building positive relationships with colleagues. For example, employers and human resources staff could share their expectations in terms of how colleagues should treat one another and potential consequences of inappropriate behaviour.

For learning outcome 1, learners might find it helpful to discuss examples of team working and hierarchies within a selected organisation. Basic examples such as a production line are useful starting points and learners could then go on to consider more complex issues such as leadership, morale, group success and differing roles and responsibilities. For example, if security staff identify a hazardous situation (such as a discarded syringe) but the organisation does not respond with appropriate preventative resources, then the situation could be repeated. Learners could use methods such as posters, flowcharts or presentations to illustrate their findings in reference to the particular organisation.

For learning outcome 2, the concept of 'others in the workplace' could include peers, managers, supervisors, other colleagues, groups of people and individuals. Learners would find it helpful to first identify what constitutes positive and negative behaviour in terms of interrelationships. In thinking about negative behaviour in the workplace, learners should be encouraged to consider the effect of this behaviour on other people (for example a racist comment is likely to make other colleagues feel angry and unwilling to work with the individual or respect their views in the future), and on the organisation as a whole (for example refusing to help another colleague to solve a problem means company time is wasted).

For learning outcome 3, learners might want to think not only about how to give and receive help in the workplace, but also about the benefits of doing so, for example learning new skills, developing positive working relationships or saving valuable working time.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criterion 1.1, learners must explain at least two examples where achieving a workplace goal requires people to depend on one another to do their own individual jobs or tasks. The examples need not be complex or lengthy.

For assessment criterion 2.1, learners need to describe two examples of how an individual's positive behaviour impacts on another person or group of people (including the organisation as a whole). The positive behaviours should be in line with those stated in assessment criteria 3.1 to 3.5, but need not match them exactly. In achieving assessment criterion 2.1, learners may provide other examples such as motivational behaviour from managers or giving and receiving constructive feedback.

Assessment criterion 2.2 requires learners to describe two examples of how an individual's negative behaviour impacts on another person or group of people (including the organisation as a whole). Negative behaviour might include inappropriate language, rudeness, not listening to others, not fulfilling their own job role, discriminatory behaviour.

To achieve assessment criteria 3.1 to 3.5, learners must demonstrate, either in the workplace or through simulation, that they are able to work with their employers/managers and their peers. Witness statements, checklists or video evidence would be useful ways to record the behaviours referred to in assessment criteria 3.1 to 3.5. Evidence needs to be gathered from interactions with all types of colleagues. Learners should behave in a positive manner throughout the activities and have the opportunity to provide evidence of each of the behaviours set out in the assessment criteria.

For assessment criterion 3.1, learners must evidence an ability to communicate clearly with others. The learner's language, attitude and behaviour needs to be appropriate for the situation and should aid the clarity of the message being conveyed. The communication may be about a task, idea, enquiry, event, instruction or any other appropriate workplace occurrence.

To achieve assessment criterion 3.2, learners need to demonstrate, or refer to an example of when they resolved a difference or disagreement with a colleague in an appropriate way. In resolving the difference or disagreement, learners must demonstrate, or explain, how they always aim to resolve conflict in an appropriate way.

For assessment criterion 3.3, learners must demonstrate, or refer to, two examples (either real or simulated), of when they offered help and guidance to colleagues and at least one example of when they accepted help and guidance from colleagues. In both cases, the learner's behaviour must be positive and appropriate.

In achieving assessment criterion 3.4, learners need to show that they can put forward at least one idea, suggestion or opinion to colleagues. If the assessment is done in the workplace, the idea, suggestion or opinion should be communicated in a way that follows any relevant code of conduct or procedure for that workplace. In a simulated scenario, the idea, suggestion or opinion must be communicated in an appropriate way and in accordance with generally accepted norms and codes of conduct in the workplace.

Learners' responses to the ideas, suggestions or opinions of colleagues in assessment criterion 3.5, must demonstrate (either in a real or simulated scenario) that they have paid careful attention to the information put forward by their colleague. This could be done for example by giving an appropriate answer to a question asked by a peer, making appropriate references to what a colleague has previously communicated, asking a question to clarify something a colleague has said, accurately carrying out a task requested by a manager. Furthermore, the response must be appropriate in terms of the origin of the idea, suggestion or opinion. For example, if a request for a task to be carried out is put forward by a line manager, the learner's response would need to show they accept the authority of the line manager to delegate appropriate tasks to them. To achieve assessment criterion 3.5, the learner must demonstrate, or refer to, two examples where they responded appropriately to the ideas, suggestions or opinions of colleagues.

Suggested resources

Websites

www.lifecoachexpert.co.uk – life coach expert

www.worketiquette.co.uk – information about colleague relationships

Unit 14: Setting and Meeting Targets at Work

Unit reference number: D/501/6113

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

The ability to manage personal targets in the workplace is of both short-and long-term benefit to the personal and career plans of the individual. In this unit, learners will find out how to develop and present their personal targets in an appropriate way for a specific workplace situation, and in keeping with organisational targets. They will consider the process of reviewing targets, including when to review progress, recognising where progress has been made and where targets are yet to be reached.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand how to develop and confirm personal targets	1.1	Develop personal targets that are appropriate for a workplace situation	□	Developing personal targets: possible benefits of appropriate targets e.g. motivating the individual, relevant to job role and team/company goals, clarifying individual's aims, benefits to others, may be a step towards other future goals; how targets should be recorded e.g. setting series of manageable steps towards reaching a target and investigating resources/support needed to reach the target
		1.2	Identify relevant team or organisational targets which relate to own personal targets	□	Relating team or organisational targets to personal targets: need for personal targets to be in line with targets of a team or wider organisation; goal of the team/organisation should be linked to the goal of the individual; benefits of reaching individual targets for individual and team or wider organisation
		1.3	Confirm own personal targets with an appropriate person	□	Confirming targets: knowing who to agree targets with e.g. line manager; using appropriate documents and procedures e.g. appraisal documents, target setting forms, informal meeting with line manager
		1.4	Present own personal targets in an appropriate format to suit organisational requirements	□	Presenting personal targets in line with organisational requirements: following specific guidelines or instructions of organisation/department when using target documents and procedures e.g. appropriate language and terminology to fill in forms, write up notes after meeting with line manager, submit target document for sign-off by the agreed date

2	Review progress against own targets	2.1	Identify an appropriate review point	☐	When to review progress: need to identify an appropriate time to review progress e.g. mid-way through task/assignment, at the end of task or assignment, during scheduled performance review with line manager
		2.2	Review own progress with an appropriate person	☐	Reviewing progress: using relevant method and evidence to show what progress has been made e.g. using feedback from line manager and customers to gather evidence for personal conduct targets, using call log records to complete call centre target sheet; if target consists of a stepped approach, identifying which steps have been taken towards the target; relevance/appropriateness of personal targets e.g. considering whether progress achieved has benefited the individual, the team/organisation or both
		2.3	Discuss and agree with an appropriate person what has been achieved and what, if anything, is still to be achieved	☐	Progress still to be achieved: identifying and reviewing any aspect of the target still to be achieved; checking if the original target has changed in light of the review and, if so, whether this affects progress still to be achieved

Information for tutors

Delivery

The opportunity to draw on real-life scenarios and examples is inherent in each learning outcome and should be fully utilised by the tutor/line manager. This could be supported by assessment activities that are as practical and current as possible.

The unit focuses on learners being able to develop personal targets which relate to wider team or organisational targets. They therefore, require real-life or simulated opportunities to prepare, agree, present and review their personal targets in a format appropriate for a workplace situation. Examples of targets appropriate for a workplace situation are wide ranging and could include personal learning, training or qualification targets that are likely to enhance individual or group performance in the workplace.

Where the assessment criteria indicate that it is appropriate for the tutor to provide background information or a degree of support to the learner, a wide range of resources may be drawn upon, for example interviews with human resources staff or line managers, role plays, group discussions, presentations and case studies on target setting in real-life organisations, websites.

Group discussions and input from visiting speakers could be used to help learners think about how and why personal targets are set in the workplace. Answers could then be collated on a board or flipchart.

For learning outcome 2, learners should be encouraged to think about the wider implications of their review, for example how do their achievements reflect on the achievement of team targets? It is also important for them to think about whether the target is still current or whether it needs to be revised.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criterion 1.1, learners must set at least two targets that are appropriate for a real or simulated workplace situation. Some general support may be given to learners in developing their targets, but they must be able to participate fully in any discussion and make an independent decision on the appropriateness of the target.

For assessment criterion 1.2, learners need to show that their targets are linked to team or organisational targets. The targets may be simulated or drawn from an actual workplace. Although tutors/line managers may wish to provide general information about the targets to be set, the learner must be able to identify independently how the information relates to their own objectives and those of their team or organisation.

To achieve assessment criterion 1.3, learners need to discuss and confirm their personal targets with an appropriate person such as a tutor, line manager or other appropriate colleague.

Assessment criterion 1.4 requires learners to present their personal targets in a way which is suitable and appropriate for their workplace, for example using the appropriate documentation and language to describe their targets. Learners do not need to record their targets using formal documentation unless it is appropriate and useful to do so (for example the learner is in the workplace and undertaking a review of their objectives using formal documentation provided by the employer). Alternative methods may be used as evidence, for example a presentation, chart, poster, written statement provided by the learner, with supporting notes from the tutor/line manager.

For assessment criterion 2.1, learners need to decide when would be an appropriate time to review their personal targets. This may be at the end of a project or task, at the formal appraisal time or at a time agreed between the learner and their tutor/line manager or work colleague. Learners should be aware that the review will need to show that they have made some progress so they should plan the time of the review accordingly. The tutor/line manager may offer some general support to learners, but learners must make an independent decision about the most appropriate time for the review.

For assessment criterion 2.2, learners should review their progress through discussion with an appropriate person such as a line manager, supervisor or tutor, and carried out in accordance with the relevant procedures and documents for that workplace where applicable.

In order to achieve assessment criterion 2.3, learners must be discuss what they feel has been achieved towards the target and what, if anything, still needs to be done. It is not essential for the learner to have completed all the steps needed to achieve the target. But if there is still further progress to be made, learners should be able to confirm whether or not the original target is still relevant and appropriate to carry forward, clarify the next steps and record these in an appropriate format.

Evidence for assessment criteria 2.2 and 2.3 does not need to be recorded on formal workplace documentation unless it is appropriate and useful to do so. Appropriate alternative methods may be used, for example a presentation, chart, poster, written statement provided by the learner, with supporting notes from the tutor/line manager, evidence from tutorials or taped discussions verified by the tutor/line manager.

Unit 15:   Contributing to Meetings

Unit reference number: Y/501/5896

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

Making an effective contribution at a meeting can make an employee feel valued, increase their knowledge of the job, improve their confidence and develop their communication skills.

This unit has been designed to help learners understand the key aspects of meetings. This includes initial preparation, their role during the meeting and follow-up procedures. Learners will consider the importance of liaising with other colleagues, preparing the agenda and collating relevant documents. Learners will also develop their own ways of recording information during the meeting to help them follow the thread of the discussion.

In this unit, learners have the opportunity to develop the skills of preparing an agenda item, presenting the information and answering questions. They will also experience the challenge of reaching a decision.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Know key aspects of meetings	1.1	Describe key aspects of the meeting process and procedures	□	Key aspects of the meeting process and procedures: before a meeting e.g. arranging date and venue, sending invitations to delegates, liaising with chairperson on agenda and other documents, arranging refreshments, booking equipment if necessary; at the meeting e.g. ensuring room layout is appropriate, booked equipment is available, spare agendas and documents available, taking notes or minutes, meeting etiquette e.g. using correct type of language, allowing others to speak uninterrupted, being polite in challenging views of others; after the meeting e.g. ensuring the room is left tidy, removing all spare documents, typing up notes/minutes if required, sending notes/minutes to relevant people
2	Know solutions to common meeting problems	2.1	Describe appropriate solutions to common meeting problems	□	Common meeting problems: delegates turning up late or not at all; delegates being unprepared for the meeting; copies of agenda and notes not reaching relevant people; problems with meeting venue or meeting room equipment; too much on the agenda; someone dominating or obstructing the discussion; conflict between delegates; irrelevant discussion or questions raised
				□	Appropriate solutions to common meeting problems: contacting delegates before the meeting to check whether information has been received; re-confirming meeting room arrangements and equipment requirements before the day of the meeting; introducing a rota or time limit on individual contributions to prevent a few people dominating the discussion; referring an irrelevant question or agenda item to a different meeting or time for discussion

3	Be able to contribute to the discussion at a meeting	3.1	Record personal notes from the meeting	□	Recording personal notes: note taking techniques; why to record action points e.g. to act as own record if no minutes produced, to allow checking against formal minutes
		3.2	Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting	□	Contributing to discussions: listening to complex information; responding appropriately with clarity and conciseness; importance of turn taking and showing respect to others; importance of remaining calm and unemotional
4	Be able to take responsibility for an agenda item at a meeting	4.1	Present an agenda item at a meeting	□	Presenting an agenda item at a meeting: preparing relevant, accurate information; presenting information appropriately and effectively; leading discussion of an agenda item
		4.2	Answer questions to help move the discussion forward and reach decisions	□	Answering questions to move discussion forward and reach decisions: answering questions politely and accurately; giving an answer which provides the information needed to help make a decision; referring a question to someone else if they are better able to provide an answer; asking for clarification if the question is unclear; being honest and tactful if the answer to the question is unknown; inviting other delegates to contribute answers or opinions regarding the question asked

Information for tutors

Delivery

This unit is essentially a practical unit which gives learners the opportunity to practise the skills required for arranging and contributing to meetings.

Learners will need to know the protocols for arranging a meeting, namely what happens before a meeting, what happens during a meeting and the work that is undertaken after the meeting. They will also need to learn about the importance of liaising closely with the chairperson when compiling the agenda, ensuring the appropriate delegates are invited and the relevant documents are available for delegates. To assist learners in this, speakers could be invited to share their experiences of arranging and/or chairing meetings.

Learners will benefit from having the opportunity to arrange meetings either in a place of learning or in the workplace, where possible. This may be done in class time or during the working day. The meeting may only have one or two agenda items but the principles will be the same as those for larger, more formal meetings.

It is important that learners understand the topics that are likely to be covered under each agenda item. They should understand why they are attending the meeting (for example to get an update, to raise an issue on behalf of a team or for themselves, to present a brief item) and what they are planning to achieve by attending (for example to tell other team members about a piece of work they are doing, to get an answer to a question, to find something out).

It would be helpful for learners to think about how to deal with common problems that might arise in relation to preparing for and conducting meetings such as people turning up late, problems with venue or meeting room equipment, a delegate dominating a discussion or raising irrelevant issues. Film or TV clips of meeting scenes could be used as a way of starting a group discussion on potential meeting problems and how they could be solved. Alternatively, the group could be given examples of solutions to common meeting problems and discuss whether or not the proposed solutions would be effective and appropriate.

The unit also focuses on the learner's ability to present information at a meeting, which may or may not include the use of electronic equipment. Learners could be given the opportunity to prepare a visual presentation and deliver it as part of an agenda item. Time could be spent ensuring that learners can set up the equipment necessary for visual presentations. They should also be aware of how to access technical support if needed.

When contributing to meetings, learners should learn how to move discussions forward by avoiding repetition and suggesting new ideas. They should ask questions to help clarify what has already been said. They need to know how to adapt contributions in terms of tone, language and content according to the nature and purpose of the meeting. Expectations of their contributions should be consistent with the English functional skills standards at this level.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

In order to achieve assessment criterion 1.1, learners must describe key aspects of the meeting process and procedures. Learners could provide the information in the form of guidelines for a member of staff who is arranging a meeting for the first time. This would ensure that the all the relevant stages involved in the process are included.

For assessment criterion 2.1, learners must describe at least two appropriate solutions to one common meeting problem. Alternatively, they may describe two different meeting problems and suggest one solution for each problem. The solutions put forward need not be detailed or lengthy.

Taking notes at a meeting is an important personal record of the discussions and decisions made. Learners are not required to take formal minutes of the meeting in order to achieve assessment criterion 3.1. However, they are required to take personal notes. These notes must demonstrate their understanding of the purpose of the meeting, the key discussion points and the decisions and/or action points that were agreed. Voice recorders may be used to help the learner make their notes.

When attending meetings, it is important to have the confidence and subject knowledge to make an appropriate contribution to the discussion. For assessment criterion 3.2, learners should be observed participating in a meeting. At least two examples are required of an appropriate opinion, idea, comment or suggestion made to the discussion. A witness statement may be provided. Evidence must be available for internal and external verification purposes.

In order to achieve assessment criterion 4.1, learners must present a straightforward agenda item at a meeting. Presentation of the agenda item may be supported with visual aids, but this is not a requirement. The emphasis is on the learner taking the lead in presenting the agenda item and delivering the relevant information effectively. Additionally, the learner needs to demonstrate their knowledge of the subject area covered by the agenda item and be able to express their opinion clearly. The learner can achieve assessment criterion 4.2 by answering questions on their agenda item confidently and appropriately, including re-directing questions to more appropriate persons if necessary. Alternatively, assessment criterion 4.2 may be assessed when the learner is participating in other meetings. Evidence must be available for internal and external verification purposes.

Suggested resources

Websites

www.businessballs.com/meetings.htm – information on running meetings

www.effectivemeetings.com/meetingbasics/6tips.asp – tips for effective meetings

www.meetings.org/meeting4.htm – information on meetings and conferences

Unit 16: Developing Personal Skills for Leadership

Unit reference number: K/501/5904

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

The ability to understand and use effective personal leadership skills is often a desirable aspect of employability. Whether using these skills formally as a team leader or supervisor, or informally to lead a small group of people or convey instructions to others, it is important that learners develop and reflect upon their personal leadership abilities. In this unit, learners will gain an understanding of the main features of leadership and how to prepare themselves to demonstrate their leadership skills in an appropriate leadership activity.

This unit has particular links with *Unit 17: Practising Leadership Skills with Others*.

Essential resources

Learners will need the opportunity to participate in a group task in which it is appropriate for them to delegate tasks to others.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand the main features of leadership	1.1	Describe the main features of leadership	□	Main features of leadership: responsibility for others e.g. 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 e.g. helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions e.g. allocating work to the team; giving and receiving feedback e.g. 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 e.g. deciding on what a group of people need to do, who needs to carry out which task, solving problems
		1.2	Explain how their own skills and qualities relate to the main features of leadership	□	Own skills and qualities: how to review own personal development; identifying areas of strength and those areas which you are unsure of/less confident in; asking others for their feedback on your leadership skills

2	Plan how to demonstrate leadership skills	2.1	Describe the range of skills they will use to lead others	☐	Skills that could be put into practice: supporting others e.g. by motivating and encouraging, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities e.g. 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 e.g. by formal means such as written reports and appraisals or by informal means such as verbal feedback to individuals/team on task performance; making decisions, e.g. how to solve a problem, the best way of doing something
		2.2	Explain how they will put these skills into practice in order to lead others	☐	Skills that could be put into practice: supporting others e.g. by motivating and encouraging, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities e.g. 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 e.g. by formal means such as written reports and appraisals or by informal means such as verbal feedback to individuals/team on task performance; making decisions, e.g. how to solve a problem, the best way of doing something
3	Prepare for a leadership activity	3.1	Select a suitable activity to demonstrate their leadership skills	☐	Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about own particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately
		3.2	Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills	☐	Why the activity was selected: 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

Information for tutors

Delivery

In introducing this unit, tutors/line managers could help learners consider what leadership means in a broad context. This could be done in a group discussion in which the tutor asks learners to identify different types of leader, what a leader does (for example what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation. Learners could discuss the responsibilities leaders have towards their employees or to other people in relation to their safety and wellbeing, carrying out different tasks or activities in a way that benefits those they are leading, how leaders interact with other people to make decisions, their role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors could emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion, either within a group or with the tutor/line manager. They could be encouraged to think more generally about how they have demonstrated leadership skills in the past (for example they may have been a team sports captain or a leader in a social context, for example in guides or scouts). Learners could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people on different levels.

To assist learners in their planning for learning outcome 2, tutors may wish to give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed with their line manager/tutor in advance and be included in their plan as appropriate.

In preparing for a leadership activity (for learning outcome 3), learners might have the opportunity to practise leadership skills in the workplace. These opportunities may be identified with the help of a supervisor or other appropriate colleague. In a non-workplace setting, the tutor may wish to provide examples of real-life or simulated activities where leadership skills can be demonstrated; the learner may be supported to select an appropriate activity from the examples provided.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for assessment criteria 1.1 and 1.2 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence etc and may also be supported by written notes from the learner or tutor/line manager. Learners must describe at least three features of leadership and explain how these relate to their own skills and qualities.

For assessment criterion 2.1, learners need to plan how they will demonstrate some basic features of leadership, describing the range of skills they will use. Examples of the skills that may be included in the learners' plans are detailed in the unit content. The tutor may wish to support the learner by discussing and agreeing the skills they are planning to demonstrate.

Evidence for assessment criteria 2.1 and 2.2 could come via a group discussion which shows the learner's individual contribution or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, presentation, video evidence. Evidence could also come from written notes in the form of a plan or written notes of a discussion from the tutor/line manager. The learner must describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor may wish to support the learner in deciding how these skills could be put into practice.

In achieving assessment criterion 3.1, learners need to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the line manager or tutor and could also be a shared agreement with the group if this is appropriate.

For assessment criterion 3.2, learners should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or the activity was something they selected because they thought it would be useful for developing a new skill. The explanation may also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

Learners must also 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 either about practising a new skill or about confirming that they can demonstrate a recently acquired skill.

Evidence for assessment criteria 3.1 and 3.2 should come from a group discussion which shows the learner's individual contribution or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence or written evidence. It may also be supported by written notes from the learner or tutor/line manager. The tutor may need to guide the learner towards an activity that will allow them to demonstrate an appropriate range of skills. The learner must refer to at least two different types of leadership skills that could be demonstrated.

Suggested resources

Websites

www.lifecoachexpert.co.uk – life coach expert

www.tellmehowto.net – website where people share hints and tips

Unit 17: Practising Leadership Skills with Others

Unit reference number: D/501/5916

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

Working alongside others provides invaluable opportunities for learning how to lead. In this unit, learners will practise their leadership skills with other members of a group. They will gain an understanding of skills such as giving feedback, decision making and allocating tasks and responsibilities within a leadership context. In addition to developing their leadership skills through working with others, learners will evaluate their ability to lead others and suggest areas for improvement.

Essential resources

Learners will need the opportunity to participate in a group task that allows them to show leadership skills.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

1	Understand how to lead a group activity	1.1	Explain how their leadership skills will contribute to a given group activity	□	Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved e.g. giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively e.g. using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions
2	Demonstrate effective leadership skills with others	2.1	Give support to other members of the group	□	Giving support to others: motivating and encouraging; providing advice and guidance; discussing problems; showing regard for wellbeing, health and safety of team members
		2.2	Allocate tasks and activities appropriately to other members of the group	□	Allocating tasks and activities: 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
		2.3	Give and receive appropriate feedback	□	Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback e.g. verbal feedback to individuals, feedback to a team on performance of a task
		2.4	Make decisions about tasks and activities appropriately	□	Making decisions: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately

3	Evaluate their leadership performance	3.1	Carry out an evaluation of their leadership performance	☐	Carrying out an evaluation: different types of evaluation of leadership; formal evaluation e.g. assessment forms, checklists; informal evaluation e.g. discussion with tutor/line manager; using feedback from different sources when evaluating performance; identifying what went well e.g. successfully explained purpose of team task to the group; identifying what did not go so well e.g. did not give detailed enough instructions about the timescale for the task
		3.2	Suggest areas for improvement of their leadership performance	☐	Suggesting areas for improvement: based on their own assessment (and feedback from others, if appropriate) e.g. receive feedback and suggestions from all team members before deciding on the solution to a problem in the team task

Information for tutors

Delivery

In considering how to lead a group activity, learners could think about leadership in contexts that are familiar to them, for example in their immediate workplace. They could also discuss leaders in their local community or that they know socially.

For learning outcome 1, a suitable group activity could be identified in discussion with the group and the tutor/line manager, or tutors could provide examples of activities. The activity should be straightforward in nature and the leadership required should not be complex.

For learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small group context.

In supporting other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor/line manager could, therefore, encourage learners to take an appropriate level of responsibility for ensuring that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, the learner should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, in carrying out the activity and will need a clear idea of what the activity is and how they want to achieve it.

In allocating tasks and activities appropriately, it would be appropriate for learners to take some responsibility for making decisions about who should be allocated which activity. They may wish to review the strengths of group members and decide which members would be most appropriate to carry out the tasks. They could also discuss and agree their allocations with others and communicate why decisions have been made. Tutors/line managers may wish to support learners in discussing and agreeing allocations.

In giving and receiving feedback, learners will have the opportunity to demonstrate communication skills and also appropriate behaviour and attitudes in dealing with other members of the group. This would include giving feedback to others in an appropriate way that supports the aims of the group. Learners should also be able to receive feedback from others and show that they have considered the opinions and ideas of others.

In making decisions about tasks and activities, learners will need to be able to make decisions about straightforward issues, for example about which team members should do which piece of work, or about how long to spend on a given activity. Tutors/line managers should support the learner in making a decision and then agreeing with them the steps needed to make it.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for assessment criterion 1.1 could come from a group discussion which shows the learner's individual contribution or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence, or presentation in which learners explain how their leadership skills would contribute to the given activity. It may also be supported by written notes from the learner or tutor/line manager.

Evidence for assessment criteria 2.1, 2.2, 2.3 and 2.4 could come from an observation by the tutor, line manager or other designated person or from written evidence. Learners must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

Observation can take the form of a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

Evidence for assessment criteria 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small-group discussion in which the learner reviews their performance, describing what went well and what did not go so well. Learners need to discuss at least one aspect that they were pleased with (for example making a good decision which improved the group's performance) and one that they did not feel went so well (for example interrupting another member of the group). Learners must also suggest at least one area where their leadership performance could be improved.

Suggested resources

Websites

www.lifecoachexpert.co.uk – life coach expert

www.tellmehowto.net – website where people share hints and tips

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

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Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Certificate in Principles of Providing Security Services against the underpinning knowledge of the Pearson Edexcel Level 2 Certificate in Providing Security Services. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\#   indicates partial coverage of knowledge in the NVQ/competence-based qualification unit

A blank space indicates no coverage of the knowledge

1	Reducing the Risks to Health and Safety at Work	#	#			#	#	#	#									
2	Communicate Effectively with Others	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
3	Portray a Positive Personal Image	#	#		#	#	#	#	#									
4	Control Security Incidents	#				#	#	#	#									
5	Maintain the Security of Property and Premises through Observation					#			#									
6	Control Entry to and Egress from Premises					#												
7	Carry out Searches of People and their Property					#		#	#									
8	Provide Security at Licensed Venues								#									

9	Carry out Searches of Vehicles for Unauthorised Items				#											
10	Arrest by Security Operative				#			#	#							
11	Deal with Disorderly and Aggressive Behaviour				#			#								
12	Monitor Areas using CCTV Systems					#										
13	Maintain CCTV Recording Media Libraries and Preserve Potential Evidence					#										
14	Maintain the Operational Performance of CCTV Systems					#										
15	Provide Covert Security in Retail Environments								#							
16	Detect Loss and Theft in Retail Environments								#							
17	Control a Guard Dog Under Operational Conditions															
18	Deal with Lost and Found Property															
19	Maintain Understanding of Current Legislation and Regulation Relevant to the Security Officer Role				#											
20	Record Information Relevant to the Security Operative Role	#			#											

21	Preventing Unauthorised Items Passing through Ports																			
22	Respond to Keyholding Visit Requests																			
23	Visit Sites in Response to Keyholding Requests																			
24	Protecting from the Risk of Violence at Work		#																	
25	Promote a Healthy and Safe Workplace	#																		
26	Work Effectively with other Agencies					#	#	#												
27	Assess and Address Risk to the Environment	#																		
28	Use Radio Communications Effectively					#	#	#												

Annexe B

Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualification: Pearson BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF) (last registration 31/12/2014).

P																	
	P																
		F															
			F														
				P													
					P												
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																	F		
																		F	
																			F

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe C

Scenarios

Conflict management scenarios

This annexe contains guidance on scenarios for security guarding and door supervision. Trainers should refer to the section that is appropriate for their learners

Scenarios for security guarding

Below are categories of scenarios which should be used as the basis for role plays, case studies and discussions. The training should be tailored to respond to the specific workplace needs of learners (for example retail guarding or general guarding). The SIA requires that trainers use at least one scenario from each section below

Enforcement scenarios

A situation that requires the learner to demonstrate positive communication skills when dealing with people on routine matters, such as access control and identity checks

Defusing scenarios

A situation that requires the learner to demonstrate effective communication skills in calming an emotive situation, such as an angry customer

Confronting scenarios

A situation that requires non-aggressive but firm handling of unacceptable behaviour such as foul language or a breach of rules of entry

High risk scenarios

An obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice

Scenarios for door supervision

Below are examples of scenarios which should be used as the basis for role play, case studies and discussions. It is recommended that trainers use at least one scenario from each section

Refusal scenarios

1. Refusing entry to customers when the venue is full, explaining why no more people can come in and that they may be allowed in, if and when other customers leave

2. Refusing entry to someone who is obviously under the influence of drink or drugs. Some customers may complain, but go away while others will argue and may become aggressive

3. Refusing entry to someone who appears to be under the age of 18 (or 21) and who cannot provide appropriate ID

4. Refusing entry to someone who breaches the venue's dress code e.g. someone wearing trainers where this is not allowed

5. Refusing entry to someone who wants to come in free of charge, who either cannot pay the admission charge or who claims to be a friend of someone who works there

6. Refusing entry to someone who refuses to be searched as a part of the entry conditions

7. Refusing entry to someone found in possession of either an offensive weapon or drugs

8. Refusing entry to someone who is banned from entering the premises because of previous behaviour, or who is under a court exclusion order not to enter licensed premises, or who is on a Pub Watch ban

9. Refusing entry to someone who behaves aggressively at the point of entry, and is therefore not suitable to be allowed in

Ejection scenarios

1. Ejecting a customer for being suspected of theft, criminal damage, assault or possession of drugs inside the venue (where no police action is required). Some customers will leave when asked to do so while others will argue and/or may become aggressive

2. Ejecting a customer who breaches licensing laws by becoming very drunk, argumentative or aggressive inside the venue. Some customers will leave when asked while others will argue and/or become aggressive

3. Ejecting a customer for breaching a house rule such as repeatedly dancing on tables or carrying bottles/glasses on the dance floor

Incident scenarios

1. Advising a customer regarding unacceptable behaviour inside the venue, trying to stop the behaviour and warning the customer about further action if the behaviour persists

2. Dealing with a first aid incident where other drunken customers try to take over

3. Dealing with a domestic dispute which turns into a noisy incident inside the venue

4. Dealing with other disputes inside the venue, such as a customer arguing with bar-staff over incorrect change given or a complaint about poor service

5. Dealing with various aggressive arguments between customers, trying to prevent them from turning physical

6. Dealing with customers (usually drunk) who refuse to leave at closing time

7. Arresting a customer as a last resort. Some customers will comply with the arrest, while others will become argumentative or aggressive

Annexe D

Exemplar role play to accompany delivery of the searching content in the security guarding specialist unit

Personal Appearance

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

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

4. The role play should be set up so that learners have 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

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.

Annexe E

SIA Standards of behaviour for security operatives

Personal Appearance

A security operative should at all times:

- wear clothing which is smart, presentable, easily identifies the individual as a security operative, and is in accordance with the employer's guidelines
- wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side (except Close Protection Operatives)

Professional Attitude and Skills

A security operative should:

- greet visitors to the premises in a friendly and courteous manner
- act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the security operatives' responsibility
- carry out his/her duties in a professional and courteous manner with due regard and consideration to others
- behave with personal integrity and understanding
- use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues
- be fit for work and remain alert at all times
- develop knowledge of local services and amenities appropriately

General Conduct

In carrying out his/her duty, a security operative should:

- never solicit or accept any bribe or other consideration from any person
- not drink alcohol or be under the influence of alcohol or drugs
- not display preferential treatment towards individuals
- never abuse his/her position of authority
- never carry any item which is or could be considered to be threatening
- report all incidents to the management
- co-operate fully with members of the Police and partners, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the premises or the way they are run

Organisation/Company Values and Standards

A security operative should:

- adhere to the employing organisation/company standards
- be perceptive of the employing organisation/company culture and values
- contribute to the goals and objectives of the employing organisation/company

Annexe F

Standards of behaviour for CCTV operators

Personal Appearance

An operator should at all times:

- wear clothing which is smart, presentable and is in accordance with the employer's guidelines

- be in possession of his/her Security Industry Authority licence whilst on duty

Professional Attitude and Skills

An operator when on duty should:

- act fairly and not discriminate on the grounds of gender, sexual orientation, ethnicity, disability or any other difference in individuals, which is not relevant to the operator's duties

- carry out his/her duties in a professional and courteous manner with due regard and consideration to others

- behave with personal integrity and understanding

- use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues

- be fit for work and remain alert at all times

General Conduct

In carrying out his/her duty, an operator should:

- never solicit or accept any bribe or other consideration from any person

- not drink alcohol or be under the influence of alcohol or non-prescribed drugs

- not display preferential treatment towards individuals

- never abuse his/her position of authority

- never bring unauthorised equipment into the control room

- never remove equipment from the control room without authorisation

- comply fully with employer's codes of practice and guidelines

Organisation/Company Values and Standards

An operator should:

- comply with the employer's policies, procedures and objectives

Annexe G

Standards of behaviour for door supervisions

Personal appearance

A door supervisor should at all times:

- wear clothing which is smart, presentable, easily identifies the individual as a door supervisor, and is in accordance with the employer's guidelines

- wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side

Professional attitude and skills

A door supervisor should:

- greet visitors to the licensed premises in a friendly and courteous manner

- act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the door supervisor's responsibility

- carry out his/her duties in a professional and courteous manner with due regard and consideration to others

- behave with personal integrity and understanding

- use moderate language which is not defamatory or abusive when dealing with members of the public and colleagues

- be fit for work and remain alert at all times

- develop knowledge of local services and amenities appropriately

General conduct

In carrying out his/her duty, a door supervisor should:

- never solicit or accept any bribe or other consideration from any person

- not drink alcohol or be under the influence of alcohol or drugs

- not display preferential treatment towards individuals

- never abuse his/her position of authority

- never carry any item which is or could be considered to be threatening

- report all incidents to the management

- co-operate fully with members of the police, local authority, Security Industry Authority and other statutory agencies with an interest in the licensed premises or the way they are run

Organisation/company values and standards

A door supervisor should:

- adhere to the employing organisation/company standards

- be perceptive of the employing organisation/company culture and values

- contribute to the goals and objectives of the employing organisation/company