

Pearson BTEC Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6

Specification

BTEC Specialist qualification

First teaching February 2015

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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ISBN 978 1 446 93162 2

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Summary of specification Pearson BTEC Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6

Issue 2 changes

Summary of changes	Page number
The information under the heading English Language Pre-requisite for Learners has changed to reflect the updated information issued by the Security Industry Authority (SIA)	89

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Purpose of this specification

The purpose of a specification 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

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. 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.

BTEC Specialist Qualifications also provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

On successful completion of a BTEC Specialist Qualification, learners can progress to or within employment and/or continue their study in the same, or related, vocational area.

2 Qualification summary and key information

Qualification title	Pearson BTEC Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6
SQA accreditation code	R433 04
Qualification framework	Scottish Credit and Qualifications Framework (SCQF)
Accreditation start date	30/01/2015
Approved age ranges	18+ 19+
Credit value	4
Assessment	Centre-devised assessment (internal assessment) and Pearson-devised assessment (onscreen testing)
Guided learning hours	32
Grading information	The qualification and units are at pass grade.
Entry requirements	<p>Learners should have language skills to the equivalent of the following;</p> <ul style="list-style-type: none"> • a B1 level qualification on the Home Office’s list of recognised English tests and qualifications • A B1 Common European Framework of Reference for Languages (CEFR) • an ESOL qualification at (Entry Level 3) on the Ofqual register taken in England, Wales or Northern Ireland • an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland • Functional Skills Level 1 in English • SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5; and • Essential Skills Wales Communication Level 1. <p>Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).</p>

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6

SCQF accreditation code and qualification title

The qualification title, unit titles and SQA accreditation code will appear on each candidate's final certificate. You should tell your candidates this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Qualification objective

The Person BTEC Award in CCTV Operations (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6 is for learners who work in, or who want to work as a CCTV Operator.

It gives learners the opportunity to:

- develop knowledge related to the Private Security industry, including, the purpose of the industry, the functions of the regulator, governing legislation and the acceptable work practices, procedures and standard
- develop technical knowledge underpinning the role, duties and responsibilities of a CCTV Operative. This covers areas such CCTV codes of practice, operational procedures and guidelines, relevant legislation, emergency procedures and the importance of effective communication with third parties.
- develop their practical skills and their abilities in the functional aspects of the role, including, locating and tracking, lost contact drills and capturing images in the context of the CCTV
- achieve a nationally-recognised Level 6 qualification
- achieve a licence to practise
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Person BTEC Award in CCTV Operations (Public Space Surveillance) (Scotland), which has now expired. 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 this qualification can progress to other related security qualifications, should they wish to change career, such as the Pearson BTEC Award for Working as a Security Officer within the Private Security Industry (Scotland) at SCQF Level 6.

Industry support and recognition

This qualification is supported by the SIA, the regulator for the private security industry. The units in this qualification are written to meet the objectives of the SIA's Specification for Learning and Qualifications in CCTV Control Room Operators (PSS) (*See Annexe C*).

Relationship with National Occupational Standards

This qualification is designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS) in security.

NOS form the basis of National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs). BTEC qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

3 Qualification structure

Pearson BTEC Award in CCTV Operations (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6

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	4
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Unit	Unit code	Mandatory units	Level	Credit	Guided learning hours
1	UG47 04	Working as a CCTV Operator within the Private Security Industry	6	2	14
2	UG48 04	Practical Operation of CCTV Equipment within the Private Security Industry	6	1	8
3	UG44 04	Working within the Private Security Industry	6	1	10

Unit 3: Working within in the Private Security Industry is also a mandatory unit in other licence-linked qualifications. If learners have already completed this unit successfully as part of an SIA-endorsed licence-to-practise qualification in any of the following areas, they may not need to take it again.

- Door Supervision
- Vehicle Immobilisation
- Cash and Valuables in Transit
- Security Officer

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.

The table below gives a summary of the assessment methods used in the qualification.

Unit 1: Working as a CCTV Operator within the Private Security Industry	
Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	February 2015
Unit 3: Working within the Private Security Industry	
Length of assessment	The external assessment will be 75 minutes
Number of marks	60
Assessment availability	On demand
First assessment availability	February 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 re-sit 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: www.edexcel.com

Internal assessment

Centre-devised assessment (internal assessment)

Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry

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. Exemption from training attendance and assessment is permitted where the candidate has already achieved the relevant SIA unit, with identical SQAQCF code, when completing another BTEC Security programme. 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 at: www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the SCQF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

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

Pearson does not normally define the mode of delivery for BTEC qualifications. However, this qualification has been developed in conjunction with the Security Industry Authority (SIA), which has placed certain restrictions on how training may be delivered. In line with the SIA requirements, detailed in Section 12 of the *Requirements for Awarding Organisations and Training Providers in Annexe E*, centres can offer the following parts of this qualification by distance learning if that meets their learners' needs:

- the learning (**not** assessment) for the unit Working within the Private Security Industry.

All other learning must be completed face-to-face. Centres may adopt a flexible approach to delivery as long as it complies with the requirements of Section 12 of the *Requirements for Awarding Organisations and Training Providers in Annexe E*.

Contact time

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment, for example, direct teaching, class discussions and supervised practice activities. This time does not include:

- Breaks in the delivery of the course
- Checking ID.

The table below states the GLH and the required contact time for each unit in the qualification. It is important to note that these contact hours are a minimum figure stipulated by the SIA. Centres should regard this not as a requirement to use non-contact activities, but rather giving them the opportunity to do so if they choose. Centres can continue to delivering the entire programme as contact time.

Unit	Title	GLH	Minimum contact time
1	Working as a CCTV Operator within the Private Security Industry	14	14
2	Practical Operation of CCTV Equipment within the Private Security Industry	8	8
3	Working within the Private Security Industry	10	1

The stipulated contact time must occur over a minimum of three days. Each day should not exceed eight hours of learning. For further information on the delivery of the qualification, please refer to Sections 11 and 12 of the *Requirements for Awarding Organisations and Training Providers in Annexe E*.

Centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

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: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the SCQF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

SCQF level

All units and qualifications within the SCQF have a level assigned to them. There are nine levels of achievement, from Level 1 to Level 12. The SCQF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

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.

All legislation cited in the units is current at the time of publishing. The most recent legislation should be taught and assessed internally. Any external assessment will use the most recent legislation.

Unit 1: Working as a CCTV Operator within the Private Security Industry

SCQF level:	6
Credit value:	2
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.

Unit introduction

This unit covers part of the specialist knowledge and understanding required to become a licensed CCTV Operator (operational skills will be covered in *Unit 2: Practical Operation of CCTV Equipment*), while generic knowledge relating to the wider security industry is dealt with in the *Unit 3: 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 3: Working in the Private Security Industry*.

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 (see Annexe E)* 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.

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ <i>CCTV Owner</i>: owns systems; registered data controller with the Information Commissioners Office (ICO); employs operating staff □ <i>CCTV Manager</i>: manages compliance with policies, legislations and guidelines; enforces best practice; ensures all documentation is up-to-date; manages employment of staff □ <i>CCTV Supervisor</i>: daily supervision of team and shifts; ensures systems operates in line with procedures and registered 'purposes of use' □ <i>CCTV Operator</i>: 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	<ul style="list-style-type: none"> □ <i>Confidentiality definition</i>: compliance with Data Protection Act; not disclosing information to unauthorised persons □ <i>Levels of confidentiality</i>: integrity of CCTV systems; recorded data and observed incidents □ <i>Breach of confidentiality</i>: potential inadmissibility of evidence; disciplinary action by employer

Learning outcomes	Assessment criteria	Unit amplification
	1.3 State the CCTV operators' responsibilities regarding privacy issues	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Incidents definition:</i> an event or occurrence viewed on screen □ <i>Types of incidents:</i> 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	<ul style="list-style-type: none"> □ <i>Non-crime incidents:</i> arguments, spillages, intoxicated person(s), lost property, situations requiring first aid, unsecure areas, crowd management; missing person(s); accidents; traffic monitoring; emergencies (fire, flood) □ <i>Dealing with non-crime incidents:</i> 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	<ul style="list-style-type: none"> □ <i>Hot spots:</i> places where crime is more likely to occur (car parks, near licensed premises, town centres, rear of buildings, shopping precincts, cash machines) □ <i>Local crime and disorder issues:</i> 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)

Learning outcomes		Assessment criteria		Unit amplification
		1.7	Recognise indicators of a suspected Improvised Explosive Device (IED)	<ul style="list-style-type: none"> □ <i>Possible indicators:</i> <ul style="list-style-type: none"> • 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)

Learning outcomes		Assessment criteria		Unit amplification
2	Understand CCTV codes of practice, operational procedures and guidelines	2.1	Identify the purpose of codes of practice, operational procedures and guidelines	<ul style="list-style-type: none"> □ <i>Codes of Practice:</i> The Information Commissioner CCTV Code of Practice; Home Office Surveillance Code of Practice (12 guiding principles) □ <i>Purpose:</i> to interpret the legal requirements; help CCTV operators understand their legal obligations; reassure and give the public confidence; ensure good practice □ <i>Operational procedures and guidelines:</i> SIA Standards of Behaviour; organisational policies and work standards; organisational procedures and assignment instructions □ <i>Purpose:</i> 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	<ul style="list-style-type: none"> □ <i>Impact of Codes of Practice:</i> raises industry standards; reduction in complaints; consistency across systems and industry; increased protection and confidence of the public; greater accountability □ <i>Impact of operational procedures and guidelines:</i> ensure evidence is admissible in court; improves efficiency; reduces legal implications for non-compliances □ <i>Consequences of non-compliance:</i> lack of consumer confidence; potential breach of human rights; can bring about civil or criminal proceedings on the CCTV operative

Learning outcomes		Assessment criteria	Unit amplification
		2.3 State why the control room is kept as a secure environment	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Key features:</i> 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	<ul style="list-style-type: none"> □ <i>Requirements for authorised visitors:</i> identity checks; carry out signing in and out procedures; provide necessary information □ <i>Requirements for unauthorised visitors:</i> 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	<ul style="list-style-type: none"> □ Justification for continued targeting; targeting in line with Human Rights legislation □ <i>Valid reasons:</i> 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) □ <i>Invalid reasons:</i> targeting on the basis of age, religion, ethnicity and gender; targeting in the basis of personal appearance and dress

Learning outcomes		Assessment criteria	Unit amplification
		2.7 Identify the methods used when targeting suspects and vehicles	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Record-keeping:</i> 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) □ <i>Importance:</i> 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

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ <i>Data Protection Act (1998): controls the processing of all written or visual subject data – eight data protection principles; data should be:</i> <ul style="list-style-type: none"> • obtained for specific 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 □ <i>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</i>
		3.2	Identify how Freedom of Information legislation impacts on the role of the CCTV operator	<ul style="list-style-type: none"> □ <i>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);</i> □ <i>Provisions under the Act: organisations affected; type of information to be requested; access rights (who can request and how to request)</i> □ <i>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</i>

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.3 Identify how Human Rights legislation impacts CCTV operations</p>	<ul style="list-style-type: none"> □ <i>Human Rights Act (1998)</i>: 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 □ <i>Impact on the CCTV Operator role</i>: 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)
	<p>3.4 Identify the main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act</p>	<ul style="list-style-type: none"> □ <i>Regulation of Investigatory Powers Act (RIPA) (2000)</i>: 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. □ <i>Surveillance under RIPA</i>: techniques (telephone taps, undercover observations, CCTV observation); types (covert; intrusive, directed) □ <i>Protection of Freedoms Act (2012)</i>: 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.
	<p>3.5 State how main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act impact on CCTV operations</p>	<ul style="list-style-type: none"> □ <i>Impact of Regulations Investigatory Power (RIPA) (2000)</i>: 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) □ <i>Impact of Protection of Freedoms Act (2012)</i>: empowers the commissioner's code (regulates use of CCTV; internal controls, considering privacy, selection and positioning of cameras, recording and storing images, publicising use)

Learning outcomes		Assessment criteria	Unit amplification
		3.6 State how to conduct surveillance planning	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Police and Criminal Evidence Act (1984)</i>: 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) □ <i>Impact on the CCTV Operator's role</i>: 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) □ <i>Criminal Procedures and Investigations Act (1996)</i>: gives direction on the evidence gathered in an investigation that must be disclosed; format of evidence (photographs, video, written statements) □ <i>Impact on the CCTV Operator's role</i>: 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

Learning outcomes	Assessment criteria	Unit amplification
	<p>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</p>	<ul style="list-style-type: none"> □ <i>Impact of Criminal Procedures and Investigations Act:</i> <ul style="list-style-type: none"> • 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 □ <i>Impact of Police and Criminal Evidence Act:</i> <ul style="list-style-type: none"> • Police have powers to seize evidence of criminal activity (voyeurism, unauthorised covert surveillance, intrusive surveillance, unauthorised recording, unauthorised disclosure)
	<p>3.9 Identify the responsibilities of the CCTV operator to produce statements and give evidence in court</p>	<ul style="list-style-type: none"> □ <i>Requirements of a witness statement:</i> 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 □ <i>Attendance at court:</i> 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)

Learning outcomes		Assessment criteria	Unit amplification
		3.10 Identify how the Sex Offenders legislation impacts on CCTV operations	<ul style="list-style-type: none"> □ <i>Sexual Offences Act (2003):</i> <ul style="list-style-type: none"> • types of sexual offences: rape, sexual assault, prostitution, trafficking, exposure, voyeurism • main provisions: defines consent, defines age of child at under 18, requirements for notifications, registration of offenders □ <i>Impact on the CCTV Operator role:</i> may receive targeting requests; requirements for release of images to authorised parties for ID or appeals for witnesses; confidentiality of information □ <i>Safeguarding Vulnerable Groups Act)2006):</i> <ul style="list-style-type: none"> • safeguarding children and young people, and others • limits what can be viewed and recorded (considerations to take before viewing CCTV material)

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the importance of communication within CCTV operations	4.1	State how CCTV operators interact with third parties during an incident	<ul style="list-style-type: none"> □ <i>Third parties:</i> police, Health and Safety Executive, ambulance service, fire service, media □ <i>Communication methods:</i> radio, phone, in person, video link □ <i>Ways of interacting:</i> 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	<ul style="list-style-type: none"> □ <i>Relevant statutory enforcement agencies:</i> police, HM Revenue and Customs, Trading Standards, Border Agency, Health and Safety Executive, Local Authorities □ <i>Ways to assist:</i> 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	<ul style="list-style-type: none"> □ Record receipt of the request □ Communicate with team/supervisor □ Pass on information accurately □ Protect confidentiality □ Allow police and other parties to take control

Learning outcomes		Assessment criteria	Unit amplification
		4.4 State the importance of team working	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Types of dedicated links:</i> police and council control rooms, links with partnerships, emergency centres, communication networks (police dispatch systems, video, telephone, radio) □ <i>Importance:</i> 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	<ul style="list-style-type: none"> □ <i>Individuals in the reporting chain:</i> supervisor, manager, owner (data controller), members of security team and emergency services □ <i>Importance:</i> 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

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Carry out allocated task, if applicable □ <i>Follow procedures for securing and exiting control room:</i> equipment, keys, control logs, transferring control to remote centre (if applicable), securing evidence, doors, windows, lights, personal belongings) □ Follow evacuation procedures <ul style="list-style-type: none"> • dispersal/assembly • fire (doors and windows left closed) • suspected bomb (doors and windows left open) □ Actions on evacuating the control room <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ Routine and non-routine search □ <i>Conducting searches:</i> 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

Learning outcomes		Assessment criteria	Unit amplification
		5.4 Identify actions to take if a suspicious object is found in the CCTV control room	<ul style="list-style-type: none"> <input type="checkbox"/> Follow organisational procedures <input type="checkbox"/> Do not touch <input type="checkbox"/> Keep persons away from potential danger area <input type="checkbox"/> Call the police on land line (not two way radio or mobile phone) <input type="checkbox"/> Leave internal doors open (except fire doors) <input type="checkbox"/> Shut down gas (if applicable) <input type="checkbox"/> Inform management <input type="checkbox"/> Cordon off the building <input type="checkbox"/> Evacuate if applicable <input type="checkbox"/> Liaise with police on their arrival
		5.5 State the actions to be taken in the event of a systems failure	<ul style="list-style-type: none"> <input type="checkbox"/> Adherence to relevant policies and procedures (fault reporting, contingency plans, health and safety requirements) <input type="checkbox"/> Monitor all external access points <input type="checkbox"/> Maintain integrity of evidence

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the characteristics of a CCTV system	6.1	State the purposes of a CCTV system	<ul style="list-style-type: none"> <input type="checkbox"/> Assisting in the prevention and detection of crime and anti-social behaviour <input type="checkbox"/> Assisting in promotion of community safety/safety of the public <input type="checkbox"/> Recording information to be used as evidence <input type="checkbox"/> Prosecution of offenders
		6.2	Identify the main components of the CCTV system	<ul style="list-style-type: none"> <input type="checkbox"/> Cameras (CCD, PTZ camera) <input type="checkbox"/> Lenses (zoom, varifocal) <input type="checkbox"/> Operator control systems (keyboard, joystick, touch screen) <input type="checkbox"/> Display systems (overview monitor, spot/event monitor, multiplexer, quad) <input type="checkbox"/> Transmission systems (co-axial and fibre-optic cables, wireless, twisted pair, microwave, radio) <input type="checkbox"/> Recording systems (time-lapse, real-time) <input type="checkbox"/> Printer
		6.3	Identify the main types of CCTV cameras	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Technology:</i> analogue, digital <input type="checkbox"/> <i>Images:</i> monochrome, colour resolution, switching <input type="checkbox"/> <i>Dome positioning:</i> fixed, Pan Tilt Zoom; Mobile <input type="checkbox"/> <i>Housing:</i> rectangular, shoe box <input type="checkbox"/> <i>Lighting:</i> low light, infra-red light, adjusting

Learning outcomes		Assessment criteria		Unit amplification
		6.4	Identify current and emerging CCTV technologies	<ul style="list-style-type: none"> <input type="checkbox"/> Automatic Number Plate Recognition (ANPR) <input type="checkbox"/> <i>Biometrics</i>: facial recognition, iris scanning, fingerprint readers, palm print reader, voice recognition, visual Recognition <input type="checkbox"/> Digital Recording <input type="checkbox"/> Algorithms <input type="checkbox"/> Thermal scanning <input type="checkbox"/> Voice recording in control room <input type="checkbox"/> Use of telephone and microphone by operators

Learning outcomes		Assessment criteria		Unit amplification
7	Understand health and safety relevant to the CCTV operator	7.1	State procedures for lone working	<ul style="list-style-type: none"> □ Risk assessment and training □ <i>Safety awareness</i>: 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	<ul style="list-style-type: none"> □ Health and Safety (Display Screen Equipment) Regulation 1992 □ <i>Duties of employers and employees</i>: 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Key indicators of stress</i>: 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) □ <i>Stress management techniques</i>: physical (exercise, relaxation techniques); attitudinal (positive attitude, time management, problem solving); lifestyle (healthy diet)

Learning outcomes		Assessment criteria		Unit amplification
		7.5	State the purpose of a risk assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Identify hazards <input type="checkbox"/> Determine level of risks <input type="checkbox"/> Determine measures to be taken to minimise risk <input type="checkbox"/> Reduce and prevent accidents <input type="checkbox"/> 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 3: Working in the Private Security Industry*, but before *Unit 2: Practical Operation of CCTV Equipment 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: Practical Operation of CCTV Equipment in the Private Security Industry*. There are also opportunities to link the teaching of learning outcome 5 to *Unit 3: Working in the Private Security Industry* unit that deals 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.

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

Training materials

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

Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry

SCQF level: 6

Credit value: 1

Guided learning hours: 8

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 skills that are relevant to the role of a CCTV operator.

Essential resources

This unit covers the practical skills required to become a licensed CCTV Operator, and further develops the knowledge and understanding covered in *Unit 1: Working as a CCTV Operator within the Private Security Industry* and *Unit 3: Working within the Private Security Industry*. Building upon what you have covered in *Unit 1: Working as a CCTV Operator within the Private Security Industry* and *Unit 3: Working within the Private Security Industry*, you will learn about functional checks and about how to operate CCTV equipment in order to record images and ensure that evidential requirements are met. You will develop the skills required to deal with incidents, including giving descriptions, locating and tracking individuals and performing lost contact drills.

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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to use CCTV equipment	1.1	Explain the actions to be carried out when suspected criminal activity is detected by a CCTV operator	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise suspected criminal activity <input type="checkbox"/> Reporting incident if applicable <input type="checkbox"/> Using cameras appropriately, including wide angle views as well as specific close up views <input type="checkbox"/> Tracking <input type="checkbox"/> Real time recording <input type="checkbox"/> Gathering evidence <input type="checkbox"/> Being aware of Human Rights Act, Regulation of Investigatory Powers Act, Data Protection Act
		1.2	Explain how to work with the control room team to deal with multiple incidents	<ul style="list-style-type: none"> <input type="checkbox"/> Prioritising of incident <input type="checkbox"/> Best use of available equipment <input type="checkbox"/> Communication with team and statutory enforcement agencies (includes notifying if applicable) <input type="checkbox"/> Capturing and storing images for identification and evidential purposes <input type="checkbox"/> Completing relevant documentation <input type="checkbox"/> Post incident actions
		1.3	Identify body language and behaviours that could indicate unusual or suspicious activity	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Body language and behaviours:</i> repeated routes, concealing features and items

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to operate the CCTV system	2.1	Carry out functional checks of the CCTV system	<ul style="list-style-type: none"> <input type="checkbox"/> Routine and handover checks <input type="checkbox"/> Equipment to be checked (cameras, monitors, recording equipment, computer workstation, lights) <input type="checkbox"/> Recording procedures and forms to be completed
		2.2	Carry out equipment fault reporting procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Why faults must be reported/dealt with <input type="checkbox"/> Record faults identified; complete relevant documentation; handover <input type="checkbox"/> Common types of fault <input type="checkbox"/> Procedure for getting faults repaired <input type="checkbox"/> Who needs to be informed
		2.3	Use keypads and joysticks to operate cameras, monitors and associated equipment	<ul style="list-style-type: none"> <input type="checkbox"/> Cameras (Pan, Tilt, Zoom); switching cameras <input type="checkbox"/> Controls (keypads, joysticks) <input type="checkbox"/> Monitors <input type="checkbox"/> Incident handling (electronic, paper based)
		2.4	Give clear and accurate descriptions of people, vehicles and events	<ul style="list-style-type: none"> <input type="checkbox"/> Individuals/groups, (gender, age, build/weight, height, clothing, distinguishing features, ethnicity, hair style/colour) <input type="checkbox"/> Vehicles (colour, registration and type) <input type="checkbox"/> Provide location and directions <input type="checkbox"/> Type of incident, location, who/what is involved, describe event as it unfolds <input type="checkbox"/> Complete relevant documentation

Learning outcomes		Assessment criteria	Unit amplification
	2.5	Detect and track/follow a suspect on foot or in a vehicle	<ul style="list-style-type: none"> <input type="checkbox"/> Locate and track suspect using multiple cameras/real time recording (suspect moving from one camera field to another) <input type="checkbox"/> Positioning cameras, use of pan, tilt and zoom <input type="checkbox"/> Securing evidence for identification of suspect <input type="checkbox"/> Securing images of evidential quality <input type="checkbox"/> Communication with team and third parties <input type="checkbox"/> Contacting neighbouring control room if leaving area
	2.6	Use cameras to view a suspect entering or leaving an area	<ul style="list-style-type: none"> <input type="checkbox"/> Use of multiple cameras <input type="checkbox"/> Positioning cameras, pan, tilt and zoom <input type="checkbox"/> Communication with team and third parties
	2.7	Carry out a lost contact drill	<ul style="list-style-type: none"> <input type="checkbox"/> Checks of last location <input type="checkbox"/> Appropriate use of multiple cameras <input type="checkbox"/> Communication with team and third parties <input type="checkbox"/> Prioritising search area <input type="checkbox"/> Methodical and systematic searching <input type="checkbox"/> Zooming out and carrying out a 360 degree check <input type="checkbox"/> Contacting neighbour control room if relevant
	2.8	Use cameras to search the outside of buildings, streets and open spaces for suspicious items	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate use of multiple cameras to search area <input type="checkbox"/> Communication with team and third parties <input type="checkbox"/> Methodical/systematic searching <input type="checkbox"/> Zooming out and carrying out a 360 degree check <input type="checkbox"/> Actions if located; inform relevant authorities

Learning outcomes		Assessment criteria	Unit amplification
		2.9 Produce images for evidential purposes	<ul style="list-style-type: none"> □ Producing images of quality/size that could be used as evidence/identification, 100% □ Recognition of people and vehicles, 50% □ Showing close ups and or wide angle of incident □ Use of real time recording □ Use of multiple cameras □ Use of pan, tilt and zoom □ Appropriate paperwork □ Solid audit trail
		2.10 Record images onto storage media in an evidentially sound manner	<ul style="list-style-type: none"> □ Recording images onto storage media <ul style="list-style-type: none"> • using digital or analogue system • labelling/unique reference numbers • producing copies that could be used as evidence • continuity of evidence • appropriate paperwork □ Documentation associated with an incident <ul style="list-style-type: none"> • incident report/log • witness statement and other documentation for incident • documentation associated with recording and storing images

Learning outcomes		Assessment criteria	Unit amplification
		2.11 Overcome problems caused by weather, lighting and poor positioning when using CCTV equipment	<ul style="list-style-type: none"> □ Alterative position of camera (pan, tilt and zoom) □ Use of infra-red; black and white □ Use of ancillary equipment (alternative light sources, alternative cameras) □ <i>Monitor controls</i>: amending/changing light, camera tilt etc □ Recording and reporting procedures
		2.12 Complete documentation ensuring audit trail is sound	<ul style="list-style-type: none"> □ <i>Documentation</i>: associated with recording and storing images; witness statement; incident log □ Completing incident report/log □ Include any rough notes taken during incident □ Ensure documentation is accurate, detailed, audit trails is complete

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 as a CCTV Operator within the Private Security Industry* and *Unit 3: Working within the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated with the teaching of *Unit 1: Working as a CCTV Operator within the Private Security Industry*, so that they are taught simultaneously. There are clear links, in particular, between the learning outcomes of *Unit 1* and *Unit 2*; learning outcome 1 in *Unit 2* can be taught alongside parts of learning outcomes 1, 2 and 5 in *Unit 1*. In addition, parts of learning outcome 2 can be taught alongside parts of learning outcomes 5, 6 and 7 in *Unit 1*.

The Unit content section of the unit specifies the underpinning knowledge, understanding and skills required for learners to be able to meet the assessment criteria. Although this unit is assessed practically, it is underpinned by theory, for example connected to fault reporting procedures, the effects of poor lighting and weather, guidance about what is acceptable in terms of evidential requirements, signs of unusual behaviour and so on. The relevant underpinning knowledge and understanding will therefore need to be taught before practical application of the skills can be developed, and centres might choose to deal with some of this in a classroom environment before learners move into the CCTV suite.

Assessment

This unit will be assessed practically in a CCTV control room environment, and each of the assessment criteria must be met.

A selection of possible scenarios can be found in *Annexe F* and these can form the basis for assessment, customised to meet the needs of the learners. Other scenarios could also be developed by the centre to suit their learners. Centres should select one scenario. Some assessment criteria may not arise naturally from the scenario, in which case it will need to be supplemented by one-off tasks. Centres should look for ways of minimising the number of tasks and the amount of evidence produced; a single observation record can be used to cover separate assessment criteria.

Suggested evidence is indicated in the table below. However, this is not intended to be prescriptive, and other forms of evidence may be suitable.

Assessment criteria	Suggested evidence
1.1 Explain the actions to be carried out when suspected criminal activity is detected by a CCTV operator	Assessor's written record of discussion or question and answer session as follow up to the scenario-based task
1.2 Explain how to work with the control room team to deal with multiple incidents	Assessor's written record of discussion or question and answer session as follow up to the scenario-based task

Assessment criteria		Suggested evidence
1.3	Identify body language and behaviours that could indicate unusual or suspicious activity	Incident log related to scenario or observation record signed by assessor, related or unrelated to the scenario-based task or assessor's written record of discussion after the scenario-based task has finished
2.1	Carry out functional checks of the CCTV system	Observation record signed by assessor, supported by any relevant logs
2.2	Carry out equipment fault reporting procedures	Assessor's written record of discussion/Q&A or completed fault log
2.3	Use keypads and joystick to operate cameras, monitors and associated equipment is kept as a secure environment	Observation record signed by assessor related to the scenario-based task
2.4	Give clear and accurate descriptions of people, vehicles and events	Incident log related to scenario-based task or observation record signed by assessor related to the scenario-based task
2.5	Detect and track/follow a suspect on foot or in a vehicle	Observation record signed by assessor related to the scenario-based task
2.6	Use cameras to view a suspect entering or leaving an area	Observation record signed by assessor, related or unrelated to the scenario-based task
2.7	Carry out lost contract drill	Observation record signed by assessor, related or unrelated to the scenario-based task
2.8	Use cameras to search the outside of buildings, streets and open spaces for suspicious packages	Observation record signed by assessor, related or unrelated to the scenario-based task
2.9	Produce images for evidential purposes	Print out of images produced related to the scenario-based task
2.10	Record images onto storage media in an evidentially sound manner	Copy of tape/disc produced related to the scenario-based task
2.11	Overcome problems caused by weather, lighting and poor positioning when using CCTV equipment	Observation record signed by assessor, related or unrelated to the scenario-based task
2.12	Complete documentation ensuring audit trails is sound	Incident log/incident report form related to the scenario-based task

Essential resources

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

Learners must have access to a CCTV (PSS) control room environment with a minimum of two PTZ cameras. This may be provided by a simulated control room with operational CCTV (PSS) equipment or by access to a live environment where there is space for training and assessment.

Websites

<http://scienceandresearch.homeoffice.gov.uk/hosdb> - Home Office Scientific Development Branch

Training materials

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

Unit 3: Working within the Private Security Industry

SCQF level:	6
Credit value:	1
Guided learning hours:	10

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.

Unit introduction

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.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the main characteristics of the private security industry	1.1	Identify the key purposes of the private security industry	<ul style="list-style-type: none"> □ 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)	<ul style="list-style-type: none"> □ 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

Learning outcomes		Assessment criteria	Unit amplification
	1.3	Identify standards of behaviour required of a security operative	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Licensed sectors in manned guarding:</i> vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, key holding □ <i>Other sectors:</i> private investigation; events security (stewarding); electronic security and fire security systems, dog handling
	1.5	Identify the benefits of linking with crime reduction initiatives	<ul style="list-style-type: none"> □ <i>Crime reduction initiatives:</i> 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) □ <i>Benefits:</i> reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support monitoring activities; reduces risk of crime to own employer

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ <i>Main features of civil law:</i> 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 □ <i>Main features of criminal law:</i> 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	<ul style="list-style-type: none"> □ 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

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Identify key legislation relating to promoting equality and diversity in the workplace	<ul style="list-style-type: none"> □ <i>Key Legislation:</i> Equalities Act 2010; Human Rights Act 1998 □ <i>Protection from discrimination in the workplace:</i> □ 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 □ <i>Areas where equal opportunities legislation applies:</i> recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal □ Employer's duty to make reasonable adjustments

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ 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'	<ul style="list-style-type: none"> □ <i>Definition:</i> requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law □ <i>Exercising duty of care:</i> 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	<ul style="list-style-type: none"> □ <i>Responsibilities of employees and the self-employed:</i> 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 □ <i>Responsibilities of employers:</i> 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	<ul style="list-style-type: none"> □ <i>Assessment of load:</i> 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

Learning outcomes		Assessment criteria	Unit amplification
	3.5	Recognise 'risks' in relation to health and safety at work	<ul style="list-style-type: none"> □ <i>Definition of risks:</i> likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard □ <i>Risk factors:</i> drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures □ <i>Risks to health and safety:</i> injury, ill health, fatality □ <i>Risk assessment process:</i> 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Definition of 'hazard':</i> potential source of harm; adverse health effect on a person or persons □ <i>Typical workplace hazards:</i> 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	<ul style="list-style-type: none"> □ <i>Types of safety signs:</i> prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety □ Types of safety signals: hand; acoustic

Learning outcomes		Assessment criteria	Unit amplification
		3.9 State reporting procedures for health and safety accidents and incidents	<ul style="list-style-type: none"> □ <i>Reportable incidents and accidents under RIDDOR:</i> work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas-related incident □ <i>Procedures:</i> in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents) □ <i>Reporting methods:</i> online; telephone; by post)
		3.10 Identify who to contact in first aid situations	<ul style="list-style-type: none"> □ <i>First aid situations:</i> bleeding; seizures; fractures; unconsciousness; choking; shock; heart attack; stroke □ <i>Who to contact:</i> designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation, supervisor

Learning outcomes		Assessment criteria		Unit amplification
4	Understand fire procedures in the workplace	4.1	Identify basic fire safety measures	<ul style="list-style-type: none"> □ 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 □ <i>Fire plan</i>: fire walls; fire doors; emergency exits
		4.2	Identify the elements that must be present for fire to exist	<ul style="list-style-type: none"> □ <i>Components of fire</i>: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)
		4.3	Identify classifications of fire	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Equipment</i>: fire extinguishers (different colour codes); fire blankets; fire hose; sprinkler system (wet/dry risers)

Learning outcomes	Assessment criteria	Unit amplification
	4.5 State the different types of fire extinguishers and their uses	<ul style="list-style-type: none"> □ <i>Water</i>: use with paper, wood, fabric □ <i>General foam</i>: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary) □ <i>CO₂ gas</i>: use with electrical fires (primary) □ <i>Wet chemical</i>: cooking oil fires □ <i>Powder</i>: use with most fires, including liquid and electrical fires
	4.6 State the actions to be taken upon discovering a fire	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ To keep self and others safe □ To save time in an emergency □ To assist emergency services □ To confirm evacuation

Learning outcomes		Assessment criteria	Unit amplification
		4.9 Identify the role and responsibilities of a fire marshal	<ul style="list-style-type: none"> □ <i>Daily duties to check:</i> <ul style="list-style-type: none"> • 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 □ <i>In event of emergency:</i> <ul style="list-style-type: none"> • 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

Learning outcomes		Assessment criteria		Unit amplification
5	Understand emergencies and the importance of emergency procedures	5.1	Identify responses to different types of emergencies	<ul style="list-style-type: none"> □ <i>Definition of emergency:</i> situation that is unexpected, threatens safety or causes serious disruption and requires immediate action □ <i>Types of emergencies:</i> power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat □ <i>Responses to emergencies:</i> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> □ Stay calm □ Dial appropriate emergency telephone number and ask for relevant emergency service □ <i>Provide relevant information:</i> 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	<ul style="list-style-type: none"> □ 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)

Learning outcomes		Assessment criteria	Unit amplification
	5.4	Identify factors which may indicate individuals could be vulnerable and at risk of harm	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ <i>Indicators of child sexual exploitation:</i> <ul style="list-style-type: none"> • 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 □ <i>Reporting:</i> <ul style="list-style-type: none"> • contact the police or call Crimestoppers • report as soon as possible

Learning outcomes		Assessment criteria	Unit amplification
	5.7	Identify behaviours that could indicate suspicious or terrorist activity	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the importance of communication skills and customer care	6.1	State the basic elements of communication	<ul style="list-style-type: none"> □ <i>Communication process</i>: 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	<ul style="list-style-type: none"> □ <i>Non-verbal communication</i>: 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	<ul style="list-style-type: none"> □ <i>Features of effective communication</i>: choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding □ <i>Importance of effective communication</i>: 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	<ul style="list-style-type: none"> □ <i>Types of customer</i>: internal and external, direct and indirect □ <i>Customer needs/expectations</i>: information, assistance, directions, product and/ service □ <i>Customers with particular needs</i>: 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	<ul style="list-style-type: none"> □ <i>Principles</i>: establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable □ <i>Dealing with problems</i>: 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

Learning outcomes		Assessment criteria	Unit amplification
	6.6	Identify best practice in relation to telephone communications	<ul style="list-style-type: none"> □ <i>Best practice:</i> 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	<ul style="list-style-type: none"> □ Check equipment; battery charged; check all parts are in working order □ <i>Uses of phonetic alphabet:</i> enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings □ <i>Methods used to communicate clearly and accurately over a radio network:</i> 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 □ <i>How to deal with an emergency incident:</i> 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	<ul style="list-style-type: none"> □ <i>Call signs:</i> 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 learner 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 CCTV Operatives (see *Annexe D*) 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.*

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 – Industry regulator

www.skillsforsecurity.org.uk

Skills for Security – standards setting body for the security sector

13 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus
- BTEC: www.edexcel.com/btec
- Pearson Work Based Learning and Colleges: www.edexcel.com/about-wbl
- 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))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

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 at:
www.edexcel.com/resources/publications/Pages

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: www.edexcel.com/resources/Training.

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 at: www.edexcel.com/resources/Training. 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.

BTEC training and support for the lifetime of the qualifications

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.

To get in touch with our dedicated support teams please visit:
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Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at:
www.edexcel.com/Aboutus/contact-us/Pages
- **Ask the Expert:** submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Specialist qualifications in for Working as a CCTV Operator within the Private Security Industry (Scotland) at SCQF Level 6 against the National Occupational Standards in Security and Loss Prevention Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

NOS		BTEC Specialist units		
		Unit 1	Unit 2	Unit 3
SLP 6.1	Monitor property and premises using security and protection systems	#	#	#
SLP 6.2	Patrol designated areas to maintain security			
SLP 7.1	Control entry by employees			#
SLP 7.2	Control entry by visitors	#		#
SLP 7.3	Control entry and exit of vehicles			#
SLP 7.4	Respond to unauthorised entry to premises			#
SLP 8.1	Search people and their property for unauthorised items			#
SLP 10.1	Control entry and exit of vehicles			#
SLP 10.2	Search vehicles for unauthorised items			#
SLP 10.3	Respond to finding unauthorised items	#		#
SLP 11.1	Apprehend suspected people			#
SLP 11.2	Detain suspected people			#
SLP 11.3	Preserve the integrity of potential evidence	#	#	
SJ3.1	Present information to courts or other hearings	#		
SLP2.1	Provide written information related to your work	#	#	
SLP 2.2	Communicate effectively to work with others	#		#
SLP 2.3	Communicate using telecommunications	#		#
SLP 26	Record information relevant to your role	#	#	#

Annexe B

Unit mapping overview

The table below shows the relationship between the new SCQF qualification in this specification and the predecessor qualification: Pearson BTEC Award in CCTV operations (SCQF) (last registration 31/01/2014).

Old units \ New units	Unit 1	Unit 2	Unit 3
Unit 1	P	x	
Unit 2			x
Unit 3		P	

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))

SIA Specification for Learning and Qualifications in CCTV Control Room Operators (PSS)

Foreword

The SIA recognises that it is essential for all Close Circuit Television (CCTV) Operators to have undergone a structured programme of learning and education resulting in recognised qualifications if they are to be effective and professional in their role. Increasingly, industry stakeholders also recognise that the individuals who work to provide a more secure leisure environment must have a broad range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from CCTV operators will increase.

This document is intended to provide a clear specification on the approach that has been agreed by the SIA and industry stakeholders in relation to the core learning and resulting qualifications required by SIA licensing.

Section 1: Learning Programme Overview

Training leading to an SIA licence-linked qualification for vehicle immobilisers must include the following areas:

Session	Topic
Session 1	Introduction to the Roles and Responsibilities of the CCTV Operator and Other CCTV Staff
Session 2	Codes of Practice, Operational Procedures and Guidelines
Session 3	CCTV Equipment and its Operation
Session 4	Control Room Communications
Session 5	Legislation
Session 6	Dealing with Incidents
Session 7	CCTV Surveillance Techniques
Session 8	Emergency Procedures in the CCTV Control Room

Section 1: Learning Programme Overview

Training leading to an SIA licence-linked qualification for door supervisors must include the following areas:

Session	Topic
Session 1	Behavioural Standards
Session 2	Civil and Criminal Law
Session 3	Searching
Session 4	Arrest
Session 5	Drugs Awareness
Session 6	Recording Incidents and Crime Scene Preservation
Session 7	Licensing Law
Session 8	Emergency Procedures
Session 9	Dealing with vulnerable individuals
Session 10	Dealing with queues and crowds

Section 2: Learning Programme Details

Session 1: Introduction to the Roles and Responsibilities of the CCTV Operator and Other CCTV Team

Aim:

- To introduce and identify the purpose of a CCTV system and the roles and responsibilities of members of the CCTV team within the control room

Objectives:

By the end of this session learners will be able to:

- Describe the purposes of a CCTV system
- Explain the roles and responsibilities of each member of the CCTV team
- Identify the reporting procedures and explain the importance of the passage of accurate and timely information both up and down the reporting chain
- Explain the term 'confidentiality' within the operators responsibilities
- Explain the importance of the CCTV operator's Standards of Behaviour

National Occupational Standards:

SFS 4 Communicate effectively with others

Session 2: Codes of Practice, Operational Procedures and Guidelines

Aim:

- To understand the importance of codes of practice, operational procedures and guidelines in CCTV operations

Objectives:

By the end of this session learners will be able to:

- Explain why codes of practice, operational procedures and guidelines are necessary
- Identify what impact these documents have on CCTV operations
- Explain the value of these documents in helping to protect the CCTV system and staff from complaints and allegations of malpractice
- Describe how these documents help establish clear working relationships with partners
- Explain the value these documents can have in reassuring the public about CCTV operations
- Explain the importance of an awareness of security, confidentiality and Data Protection issues when using communications and computer equipment
- Explain why the control room is kept as a secure environment and the operation of access control systems
- Explain the actions to be carried out within the control room if an evacuation is ordered and the subsequent actions on evacuating the control room
- Describe the procedures to be followed on re-occupying the CCTV control room after an evacuation
- Explain the procedures for dealing with authorised visitors to the control room and the actions to be taken if unauthorised access is attempted

National Occupational Standards:

SFS SLP 15 – Maintain operational performance of CCTV systems

Session 3: CCTV Equipment and its Operation

Aim:

- To discuss and demonstrate how a CCTV system and its equipment operates

Objectives:

By the end of this session learners will be able to:

- Summarise how the components of a CCTV system works
- Demonstrate how to carry out functional checks
- Demonstrate the use of keypads and joysticks to operate the cameras, monitors and associated equipment
- Explain the characteristics of cameras
- Discuss how weather, lighting and poor positioning can affect camera images and how to overcome these problems
- Demonstrate how to record images onto storage media Demonstrate how to produce images for evidential purposes and ensure their secure management
- Explain what an audit trail is and the importance of maintaining records and creating audit trails
- Explain the equipment fault reporting procedures and the need for accurate records to be kept
- Explain the actions to be taken in the event of a systems failure
- Briefly describe current and emerging CCTV technologies

National Occupational Standards:

SFS CTV 13- Maintain CCTV recording media libraries and preserve potential evidence

Session 4: Control Room Communications

Aim:

- To discuss and demonstrate Control Room communication

Objectives:

By the end of this session learners will be able to:

- Explain the effective use of dedicated communication links with a third party and other staff
- Explain the techniques of customer service and Demonstrate effective correct radio procedures

National Occupational Standards:

SFS 4 Communicate effectively with others

SFS SLP13 – Monitor areas using CCTV systems

Aim:

- To explain the different types of legislation which impacts on CCTV Operations

Objectives:

By the end of the session learners will be able to:

- Explain how the Data Protection Act and Freedom of Information Act impacts on the role of the CCTV operator
- Explain how the Human Rights Act impacts on CCTV operations
- Explain the main provisions of the Regulation of Investigatory Powers legislation and how it impacts on CCTV operations
- Explain how PACE and CPIA impact on the collection, processing and security of evidence by a CCTV operator
- Explain the requirements for an operator to produce statements and attend court as a witness
- Explain the impact of the Sex Offenders Act on CCTV Operations including Voyeurism
- Discuss privacy issues and the operators responsibilities

National Occupational Standards:

SFS CTV 13 – Maintain CCTV recording media libraries and preserve potential evidence

Aim:

- To discuss and evaluate different types of incidents and how to deal with them

Objectives:

By the end of the session learners will be able to:

- Define an incident in the context of CCTV operations
- Describe potential local crime and disorder issues
- Explain how CCTV operations interact with the police
- Discuss the actions to be carried out when suspected criminal activity is detected by a CCTV operator
- Discuss the actions to be carried out on receiving a request for assistance from the police and other partners
- Explain how to deal with more than one incident at the same time
- List examples of statutory enforcement agencies and how CCTV can assist them in their operations
- Describe non-crime incidents and how the operator should deal with them
- Explain the importance of accurate and detailed note taking, record keeping and creating audit trails
- Explain the importance of team working and the passage of information between the team and other agencies

National Occupational Standards:

SFS 4 – Communicate effectively with others

SFS SLP 13 – Monitor areas using CCTV systems

SFS CTV 13 – Maintain CCTV recording media libraries and preserve potential evidence

Session 7: CCTV Surveillance Techniques

Aim:

- To discuss and demonstrate surveillance techniques

Objectives:

By the end of the session learners will be able to:

- Explain how to conduct surveillance planning
- State how to interpret body language
- Demonstrate how to give clear and accurate descriptions of people, vehicles and events
- Understand the reasons and methods used when targeting suspects, vehicles
Demonstrate how to detect and track/follow a suspect on foot or in a vehicle and produce quality evidence for subsequent investigations or prosecution
- Demonstrate how to deploy cameras to view a suspect entering or leaving an area
- Explain how to carry out lost contact drills
- Explain the basic indicators to recognise a suspected Improvised Explosive Device (IED)
- Explain how CCTV can assist external agencies during a security alert
- Demonstrate how to use cameras to search the outside of buildings, streets and open spaces for suspicious items and the actions to follow if found

National Occupational Standards:

SFS 4- Communicate effectively with others

SFS SLP 13 – Monitor areas using CCTV systems

Session 8: Emergency Procedures in the CCTV Control Room

Aim:

- To discuss emergency procedures in the CCTV Control Room

Objectives:

By the end of the session learners will be able to:

- Explain the actions to be carried out on receipt of a telephone bomb warning
- Explain how to carry out a search of the CCTV control room for suspicious objects and the actions to be taken if a suspicious object is found

National Occupational Standards:

SFS 2- Make sure your own actions reduce risks to health and safety

SFS 4- Communicate effectively with others

Session 9: Health and Safety at Work in the CCTV Control Room

Aim:

- To discuss Health and Safety in the CCTV environment

Objectives:

By the end of the session learners will be able to:

- Describe the guidelines for CCTV operators under the Display Screen Regulations
- Explain procedures for lone working and the reasons for operator check call systems
- Explain what risk assessments are, why they are necessary and how staff can contribute to them
- Describe the key indicators of stress and how to alleviate these factors

National Occupational Standards:

SFS 2– Make sure your own actions reduce risks to health and safety

SFS 4– Communicate effectively with others

Annexe D

SIA Standards of Behaviour Standards of Behaviour for CCTV Operators (PSS)

Personal Appearance

An operator when on duty:

- Wear clothing in accordance with the employer's guidelines.
- Display his/her Security Industry Authority licence whilst on duty, in accordance with the law.

Professional Attitude & Skills

An operator when on duty should:

- Act fairly and not discriminate in accordance with the law.
- 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 un-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.
- Not act in a manner which may endanger themselves or others.

Organisation/Company Values and Standards

An operator should:

- Comply with the employer's policies, procedures and objectives*

Where a contracting company is operating a CCTV system for a systems owner, policies, procedures and objectives should be agreed as part of the contract before taking over responsibility for the CCTV system.

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.

SIA Introduction to Learning Leading towards Licence-linked Qualifications: Requirements for Awarding Organisations and Training Providers

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Introduction

The SIA recognises that all holders of a front-line licence, with the exception of Key Holders, need to have undergone learning resulting in recognised qualifications if they are to be effective and professional in their role. Industry stakeholders also recognise that individuals who work to provide a more secure environment must have a range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from people working in the private security industry will increase.

This document provides an overview of the approach agreed between the SIA and awarding organisations in relation to the learning and resulting licence-linked qualifications needed for operatives to gain a front-line licence. The term awarding organisations in this document also refers to awarding bodies operating in Scotland. The requirements for the common industry knowledge and the specialist knowledge for each of the industry areas is detailed in the SIA documents 'Specification for learning and qualifications' and can be found on the SIA website. Each individual specification has been developed with industry and stakeholders, and reflects up to date and relevant core knowledge and skills used in industry.

1 Implications of the Private Security Industry Act 2001

Section 1 of the Private Security Industry Act 2001 specifies that the functions of the SIA include *"to set or approve standards of training"* and *"to make recommendations and proposals for the maintenance and improvements of standards in the provision of security industry services and other services involving the activities of security operatives"*.

The Act continues, in Section 7 to state that licensing criteria *"may include such criteria as the Authority considers appropriate for securing that those persons have the training and skills necessary to engage in the conduct for which they are licensed"* and later in Section 9, that the Authority may *"prescribe or impose conditions as to training"*.

The legislation applies to the whole of the UK. As a result the awarding organisations have produced content specific to the needs of the differing legal systems of the nations.

2 National Occupational Standards (NOS)

NOS are statements of competence and specify performance outcomes. A significant function of the standards has been as a key component for vocational qualifications. However, they have many other uses including training design, training needs analysis, appraisals, recruitment, skills matrices, skills benchmarking and quality assurance. The detailed specialist content of the SIA learning specifications has been mapped to the respective NOS.

3 English Language Pre-requisite for Learners

Security operatives are likely in the course of their work to be required to make calls to the emergency services, or need to communicate to resolve conflict. It is essential that security operatives are able to communicate clearly.

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

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

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- A B1 Common European Framework of Reference for Languages (CEFR)
- an ESOL qualification at (Entry Level 3) on the Ofqual register taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5; and
- Essential Skills Wales Communication Level 1.

4 Criteria for Learning Delivery

4.1 Facilities

Training for approved licence-linked qualifications must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment. This includes ensuring a minimum of three stairs are available for the demonstration of escorting an individual up and downstairs for the physical intervention skills unit.

Arrangements for the assessment/examination environment are described in 5 and 6 below.

Training facilities must comply with ongoing approval arrangements of the respective awarding organisation.

4.2 Trainers involved in the delivery of licence-linked qualifications

Approved trainers delivering programmes included in this specification must have successfully completed a formal teaching or training qualification.

Qualification requirements for Trainers

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

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

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting any SIA endorsed awarding organisation.

4.3 Qualifications for Trainers of Conflict Management

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

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

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

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

- a suitable teaching/training qualification as defined in 4.2
- a suitable level 3 qualification in conflict management training as defined in 4.3
- a level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF); and
- a current certificate (updated annually) from an approved level 3 programme provider that confirms the trainer's ability to deliver the skills in that approved level 2 programme (see 7 below).

4.5 Sector Competence for Approved Trainers

Trainers delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

Awarding organisations will require sufficient information about a trainer's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that trainers have the right occupational expertise, the SIA and awarding organisations require trainers new to the sector to have three years frontline operational experience in the last ten in the UK, relevant to the qualifications that they are delivering.

Existing trainers must demonstrate to the awarding organisations that they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars, and continuing work experience in the sector. Trainers must be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least thirty hours every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

4.6 Delivery of content specific to the devolved nations.

Whilst the learning and assessment outcomes apply across the UK, the awarding organisations have provided indicative content that is specific to each of the devolved nations. This content mainly deals with differences between the Law of England and Wales, and that of Scotland and of Northern Ireland. Where the indicative content allows for variations, training providers should deliver only the content that reflects the nation where the training is taking place.

5 Examination Venue Criteria

To gain approval for knowledge-based assessment, all examination venues must comply with the policy, standards and regulations specified by the appropriate Qualifications Regulatory Authority:

- The seating arrangement for candidates must ensure there can be no cheating or collusion between candidates’.
- Each candidate must be a minimum of 1.25 metres (centre to centre) each way from the next candidate’s chair.
- Each candidate must be seated at a separate desk, table or workstation of sufficient size to undertake a written examination.
- There must be a place for the invigilator to sit.
- Walls must be clear of any material that would provide help to the candidates.
- If the room or desks are changed after approval, this should be done in agreement with awarding organisation procedures.
- Awarding organisations retain the right to make spot checks on examination days to ensure the approved room and numbers are being adhered to.
- The awarding organisation must be made aware of the training and assessment venues in advance. Only these can be used; not substitutes, unless there has been an emergency, such as fire in which case this must be notified to the awarding organisation before the examination commences.
- Invigilation can only be carried out by an individual that does not have an interest in any of the candidates passing the qualification. This means that a trainer may not invigilate when the learners take their exam for the subject(s) which the trainer has delivered.

6 Additional Centre and Venue Criteria for Delivery of Physical Intervention Training

6.1 Insurance Requirements

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

- Employers Liability
- Public Liability
- Professional Indemnity

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

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

6.2 Venue Requirements for physical intervention skills training

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

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

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

- size and suitability of training rooms, ensuring that learners have space to demonstrate techniques safely
- ratio of trainers to learners (1 trainer to maximum 12 learners for the delivery of practical skills).

Centres must have a first aid policy which must include:

- access to staff with first aid at work qualifications during physical skills training
- first aid equipment available during physical skills training
- access to water
- access to a telephone in an emergency.

The centre must furnish candidates with safety information prior to attendance that includes;

- informing them that physical activity will be involved and that this carries risk
- what is expected from them in terms of behaviour
- what they should wear
- what they should do if they have any concerns about their health or fitness to participate in this training.

7 Rules for the use of Physical Intervention Training Programmes

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

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

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

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

or

- Learners need to have the relevant SIA licence-linked certificate/qualification which is under 3 years old in one of the following: Door Supervision, Security guarding, Vehicle immobilising or Close Protection.

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

8 Additional requirements for the Delivery of Level 2 Award for Upskilling a Door Supervisor Working within the Private Security Industry and the Award for Upskilling a Door Supervisor Working within the Private Security Industry (Scotland)

All learners must have a Door Supervisors SIA licence. It is the centres responsibility to check this and ensure that relevant records are available for audit purposes.

9 Additional requirements for the Delivery of Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

It is an SIA requirement that centres must confirm that each learner has a valid first aid qualification OR can evidence sufficient training or experience to the:

- Level of the First Person on Scene (FPOS) Intermediate Award - 30 hours (Pearson/IHCD) or
- Level 3 Award in First Aid Response (HABC) or equivalent.

Learners should present their valid first aid certificate or evidence of equivalent training and experience to their training provider before they start training. If the learner does not have a recognised first aid award and cannot demonstrate equivalent experience they will need to get an award. This is in addition to the minimum 139.5 hours knowledge and practical skills training.

It is the centre's responsibility to check the learners' first aid certificate and maintain relevant records of how a learner meets this requirement for audit purposes.

Centres are permitted to deliver suitable first aid qualifications together with the close protection qualification as part of a training package.

10 Additional Requirements for the Delivery of Level 2 Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry and the Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)

To be able to deliver and assess the learning outcomes and assessment criteria of the unit : Practical Operation of CCTV Equipment for the Private Security Industry, centres must have at the minimum a control room environment and a CCTV system with at least two PTZ cameras and associated recording and monitoring equipment.

11 Standard Delivery Times for Units in Licence-linked Qualifications

Please refer to Appendix A for details on qualification delivery times

Contact time is defined as time where the learner is in the same room as the tutor and receiving training or undertaking assessment. This time DOES NOT include;

- Breaks in the delivery of the course
- Checking ID.

Appendix A details the minimum number of days over which the learning for the qualifications must be delivered in Scotland.

Each day should not exceed eight hours of learning. For the delivery of the Level 2 Award for Working as a Door Supervisor within the Private Security Industry or the Award for Working as a Door Supervisor within the Private Security Industry (Scotland). The SIA recognises that one day may be eight and a half hours to accommodate the assessment arrangements.

The SIA also recognises that the delivery of the Close Protection qualifications may include exercises that will exceed eight hour days. To reflect this practice there is no restriction on the length of a training day, although all Close Protection courses should be delivered over a minimum of twelve days.

12 Use of Flexible and/or Distance Learning in the Delivery of Licence-linked Qualifications

The SIA and the awarding organisations recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning.

Where a centre wishes to use flexible learning in this way, they must firstly inform their awarding organisation. The centre must detail within their quality management processes each of the following:

- Which areas of learning are to be delivered by distance learning
- The method of distance learning to be used
- A robust and auditable method for determining that learners have undertaken the distance learning.

This will be quality assured through the awarding organisations external quality assurance processes.

Distance Learning may be used to deliver:

- The learning (NOT assessment) for the unit Working in the Private Security Industry
- Thirty minutes of learning for preparation for training for the Conflict Management unit
- Three hours learning for preparation for training for the Physical Intervention unit
- The learning for the Safety Awareness for Door Supervisors unit.

Suitable methods of flexible learning include:

- Prepared, high quality on-line learning materials or courses that the learner must navigate
- Prepared, high-quality work-books that the learner must work through and complete
- Prepared, high quality learning materials that the learner can use to cover specified areas of content.

13 Order of Delivery of the Units

It is a requirement that learners on the Door Supervision licence-linked qualification are trained in Conflict Management before Physical Intervention.

14 Identification Checking

The training provider must check the ID of learning before assessment. Awarding organisations should provide confirmation of acceptable ID to centres. This will reflect the SIA list of acceptable Group A and Group B ID documents.

A learner unable to produce the correct documents to satisfy the SIA ID may write to the SIA at the following address with an explanation of why they do not possess the required documents, and an explanation of the documents that they do have. The SIA will assess this evidence on a case-by-case basis.

Learners can write to:

Department RA 2
PO Box 49768
London
WC1V 6WY.

15 Reasonable Adjustments

Awarding organisations require each training provider to operate a reasonable adjustments policy.

16 Age Restrictions for Qualifications

Only those aged 18 or over may hold an SIA licence.

Due to the nature of the work and training, only those aged 18 or over should be enrolled to licence-linked qualifications for Cash and Valuables in Transit, Door Supervision and Close Protection. However, 16-17 year olds may enrol on Security Guarding, CCTV and Vehicle Immobilisation qualifications' providing it is made clear to them, that they cannot possess a licence until the age of 18.

17 Use of Role Play in Training

Awarding organisations will ensure that all training providers are providing practical learning in Conflict Management and Searching that is delivered as part of the Close Protection, Door Supervision, Security Guarding and Vehicle Immobilisation qualifications. Awarding organisations must satisfy themselves that each centre is delivering these areas of learning through role-play, practical demonstrations and other means to ensure that each learner is able to acquire the skills required.

18 Assessment of Qualifications

Each awarding organisation will provide suitable mechanisms for assessment of the qualifications. The following are descriptions of the MINIMUM standards of assessment awarding organisations must fulfil for each unit.

These rules apply to the units in use in England, Wales, Northern Ireland and Scotland.

Working within the Private Security Industry

This unit will be assessed by an externally set and marked multiple choice question paper consisting of a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Working as a Security Officer within the Private Security

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Conflict Management within the Private Security Industry

This unit will be assessed by an externally set and marked multiple choice question paper containing a minimum of 20 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Physical Intervention

Learners will be assessed performing each of the techniques taught. The tutor will only pass them when all of the techniques have been demonstrated satisfactorily. All of the assessment criteria must be passed. The practical assessment will be externally quality assured.

This unit will be assessed by an externally set and internally marked practical assessment and an externally set, internally marked and externally marked or verified knowledge assessment. The practical assessment will be externally quality assured. The externally set, internally marked or externally verified knowledge assessment will combine a mix of Multiple Choice Questions and/or short answer questions. A learner must pass all of the assessment criteria.

No learner should pass the knowledge assessment without correctly answering all questions on the risks involved in physical intervention (including positional asphyxia).

Working as a Close Protection Operative

This unit can be assessed by either of the following methods:

- externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain at minimum of 25 questions. The short answer question/portfolio will contain a minimum of 13 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above. The practical task can only be passed by those demonstrating 100% achievement
- internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above

Planning, Preparing and Supporting a Close Protection Operation

This unit can be assessed by either of the following methods:

- externally set and marked multiple choice question papers, short answer question papers and practical tasks. The multiple choice question paper will contain a minimum of 28 questions. The short answer question/portfolio will contain a minimum of 21 questions. The assessment can only be passed by those demonstrating 70% achievement or above.
- internally or externally set, internally marked and externally quality assured assignments and practical tasks. The practical task can only be passed by those demonstrating 100% achievement

Working as a CCTV Operator within the Private Security Industry

Assessment for this unit will be by an externally set and marked multiple choice question paper containing a minimum of 40 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Practical Operation of CCTV Equipment within the Private Security Industry

This unit will be assessed by an externally set and internally marked practical assessment. The practical assessment will be externally quality assured. The learner should achieve all the learning outcomes.

Working as a Door Supervisor within the Private Security Industry

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 45 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Introduction to the Cash and Valuables in Transit Industry

Assessment of this unit will be by an externally set and marked multiple choice question paper containing a minimum of 30 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Working as a Cash and Valuables in Transit Operative within the Private Security Industry

Assessment of this unit will be by an externally set and marked multiple choice paper containing a minimum of 25 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

Vehicle Immobilisation

This unit will be assessed by an internally set, internally marked and externally verified assignment.

Safety Awareness for Door Supervisors

This unit will be assessed by an externally-set and externally-marked multiple choice question paper containing a minimum of 15 questions. The assessment can only be passed by those demonstrating a level of mastery, i.e. 70% achievement or above.

19 Certification

Only full certification from a recognised and approved awarding organisation or a QAA higher education body will be acceptable evidence of successful achievement of the core competency training.

20 Audit Criteria

Centres offering this training are required to allow representatives from the SIA, awarding organisations and associated organisations including relevant qualifications regulators to inspect and/or audit training venues and/or training delivery and/or assessment, in order to ensure consistent quality of delivery and assessment. Each awarding organisation, as part of the process of gaining SIA endorsement, will have given assurances as to the quality assurance processes that they intend to run, which include the commitment that every new centre is visited, and that centres continue to be monitored on the basis of risk thereafter.

21 Exemption from Core Competency Training

Learners with previous relevant qualifications, training and/or experience may be exempt from part or all of the licence-linked qualifications. Details of specific exemptions, and the SIA Exemptions policy, can be viewed on the SIA website training pages.

22 Legal Systems and Local Laws

The legal systems of Scotland and Northern Ireland differ from that of England and Wales. Differences in the legal systems are reflected in the delivery of relevant sections of the qualifications. Employers however may not know which version of the qualification an employee may have taken, so the SIA advises that operatives and their employers remain responsible for being familiar with the laws and legal system relating to the area in which they will be working.

23 Regulated Qualification Frameworks

The SIA requires licence-linked qualifications to be regulated by the relevant national qualifications regulator. The SIA works closely with qualification regulators in England, Wales, Scotland and Northern Ireland to ensure that only qualifications that provide sufficient coverage of the learning and qualifications specifications become accredited, licence-linked qualifications. The SIA may look at other approaches when considering exemption arrangements and suitable methods to reflect a learner's prior learning and experience.

Appendix A

Guided Learning Hours, required contact time and credit value for new units (Scotland)

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland)	CCTV Unit 1: Working as a CCTV Operator within the Private Security Industry	14	14	2
	CCTV Unit 2: Practical Operation of CCTV Equipment within the Private Security Industry	8	8	1
	CU: Working within the Private Security Industry	10	1	1
	Total	32	23 (min 3 days)	
Award for Working as a Door Supervisor within the Private Security Industry (Scotland)	DS: Working as a Door Supervisor within the Private Security Industry	12	12	2
	CU: Working within the Private Security Industry	10	1	1
	PI: Physical Intervention Skills within the Private Security Industry	15	12	2
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	45	32.5 (min 4 days, see section 9 of guidance)	6

Qualification Title	Unit Title	Guided Learning Hours	SIA Contact Time Stipulation	Credit Value
Award for Working as a Security Officer within the Private Security Industry (Scotland)	SG: Working as a Security Officer within the Private Security Industry	10	10	1
	CU: Working within the Private Security Industry	10	1	1
	CM: Conflict Management within the Private Security Industry	8	7.5	1
	Total	28	18.5 (min 3 days)	
Award for Upskilling a Door Supervisor Working within the Private Security Industry (Scotland)	SA: Safety Awareness for Door Supervisors within the Private Security Industry	3	0.5	1
	Physical Intervention Skills within the Private Security Industry	15	12	2
	Total	18	12.5 (min 2 days)	

CCTV Practical scenarios

THEFT FROM SHOPS

Police radio communication:

'Information has been received that a team of shoplifters may be visiting [location] today. They usually attack stores in pedestrianised areas, which may be your High Street.

There are usually at least three thieves that work together, two of whom will actually steal from stores, and one will act as a lookout. When items have been stolen, the thief will usually transfer them to the lookout, who will then return independently to the street [multi-storey car park, railway station] where the car has been parked.

Please inform us if you observe anything suspicious or you believe that you have these suspects in your area.

Record information appropriately. We will require full descriptions of the suspect(s) and updates if the situation changes or an offence is detected.'

TERRORIST BOMB

Police radio communication:

'Information has been received that a team of terrorist bombers may be visiting [location] today. They will try to find a target that will cause maximum fear and damage in an area, and in the past have targeted main shopping streets, usually placing an explosive device in a litter in [beneath a parked car]. In the last town they visited, they met at the railway station [bus station, Pig and Whistle]. They walked to the street where they were seen to select a suitable location in a pedestrian area and later transferred a bomb to a container. They were spotted and the device was disabled.

There are usually two or more people that work together – one or more will actually place the device and one will act as a lookout. When the device has been placed, the team will usually split up and walk to a car park where they have secreted a vehicle for their getaway.

Please carry out observations in your pedestrianised area and inform Police HQ if you are suspicious of any persons in relation to the above information.

Record information appropriately. We will require full descriptions of the suspect(s) and updates if the situation changes or an offence is detected.'

THEFT

Police radio communication:

'Information has been received that a team of robbers may be visiting [location] today. They usually attack lone persons, often stealing shopping or handbags. The last time they visited [location], they stole from seated women in stores and pedestrian areas, grabbing items and later transferring them to another member of the team to appear innocent if searched.

There are usually two or more thieves that work together, one or more will actually steal from the victims and one will act as a lookout. When items have been stolen, the thief will usually transfer them to the lookout, who will then make off and return independently to the street [multi-storey car park, railway station], where the car has been parked.

Please carry out observations in the main shopping area and inform us if you see any suspicious behaviour or persons fitting the descriptions given.

Record information appropriately. We will require full descriptions of the suspect(s) and updates if the situation changes or an offence is detected.'

THEFT FROM A MOTOR VEHICLE

Police radio communication:

'Information has been received that a team of car thieves may be visiting [location] today. They usually attack vehicles in car parks and are not deterred by CCTV camera systems. They will usually carry out checks in car parks prior to the offences being committed and will decide on

vehicles to target and items on view to steal. The last time that they visited [location] they stole from eight vehicles by opening locked doors with a flexible metal device. The thieves are prepared to wait in the area until the opportunity arises for the theft to be carried out and will

not be put off by persons being in the area.

There are usually two or more thieves that work together – one or more will actually steal from the vehicle and one will act as a lookout. Sometimes one will mask the offender by standing very close to obstruct views of the actual offence. When items have been stolen, the thief will

usually transfer them to the lookout, who will then make off and return independently to the street [multi-storey car park, railway station] where the car has been parked.

Please carry out observations in the main shopping area car parks and inform us if you see any suspicious behaviour or persons fitting the descriptions given.

Record information appropriately. We will require full descriptions of the suspect(s) and vehicles and updates if the situation changes or an offence is detected.'

November 2015

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Registered Office: 80 Strand, London WC2R 0RL.
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