

Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas

Specification

Competence-based qualification

For first registration January 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Edexcel Level 2 NVQ Certificate in Controlling Parking Areas (QCF)

The QN remains the same.

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ISBN 9781446954546

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Summary of Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	5
Guided learning definition updated	13
QCF references removed from unit titles and unit levels in all units	17-95

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

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

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas	501/1958/8	01/01/2010

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas

This qualification:

- is nationally recognised
- is based on the National Occupational Standards (NOS) for Parking Control Occupations.

What is the purpose of this qualification?

The Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas allows people working in parking control to gain a qualification that attests to competence in their day-to-day work.

The qualification recognises their skills, knowledge and understanding as well as promoting good working practices. It also helps them to gain transferable skills, for example in customer care, conflict management and IT skills.

Who is this qualification for?

This qualification is for all learners aged 19 and above who are capable of reaching the required standards.

Pearson's policy is that its qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access them.

What are the potential job roles for those working towards this qualification?

This qualification is suitable for people working in the following areas:

- barrier and pay station control
- display parking control
- CCTV parking control and enforcement
- vehicle immobilisation
- vehicle removal.

What progression opportunities are available to learners who achieve this qualification?

Learners can progress on to generic qualifications at Level 3, for example the Pearson Edexcel Level 3 NVQ in Management.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas?

Individual units can be found in the *Units* section.

The Total Qualification Time (TQT) for this qualification is 170.

The Guided Learning Hours for this qualification are 130.

Learners must complete all **four** mandatory units for a total of 11 credits, **plus** a minimum of 3 units and 6 credits from **one** of the following endorsed pathways:

- Barrier and Pay Station Control
- Display Parking Control
- CCTV
- Vehicle Immobilisation
- Vehicle Removal.

It is not possible to complete the qualification without taking a pathway.

Learners must achieve a minimum of 17 credits for the whole qualification.

Unit code	Unit title	Level	Credit
Mandatory units			
1	Give customers a positive impression of yourself and your organisation	2	5
2	Carry out start and end of working procedures within the parking control environment	2	1
3	Deal with information relating to controlling parking areas	2	2
4	Reduce risks to health and safety in the workplace	2	3
Optional units			
Pathway 1 – Barrier and Pay Station Control			
7	Monitor parking areas	2	2
8	Operate a car park manual pay station	2	3
14	Collect and process parking payments at the point of service	2	2
15	Operate computer-controlled barrier parking systems	2	2
16	Recognise and manage conflict within the parking control environment	2	3
18	Monitor areas using CCTV systems	2	4

Unit code	Unit title	Level	Credit
Pathway 2 – Display Parking Control			
5*	Identify parking or traffic contraventions	2	4
6*	Issue parking charge notices relating to parking or traffic conventions	2	1
7	Monitor parking areas	2	2
13	Use hand-held computer equipment on patrols of parking areas	1	1
16	Recognise and manage conflict within the parking control environment	2	3
18	Monitor areas using CCTV systems	2	4
19	Maintain the operational performance of CCTV systems	2	2
20	Maintain CCTV recording media libraries and preserve potential evidence	2	2
Pathway 3 – CCTV			
5*	Identify parking or traffic contraventions	2	4
6*	Issue parking charge notices relating to parking or traffic contraventions	2	1
16	Recognise and manage conflict within the parking control environment	2	3
17	Carry out parking and traffic enforcement using CCTV	2	3
18	Monitor areas using CCTV systems	2	4
19	Maintain the operational performance of CCTV systems	2	2
20	Maintain CCTV recording media libraries and preserve potential evidence	2	2

Unit code	Unit title	Level	Credit
Pathway 4 – Vehicle Immobilisation			
5*	Identify parking or traffic contraventions	2	4
6*	Issue parking charge notices relating to parking or traffic contraventions	2	1
9	Complete documents for immobilising and de-immobilising vehicles	2	1
10	Apply and remove vehicle immobilisation devices	1	1
14	Collect and process parking payments at the point of service	2	2
16	Recognise and manage conflict within the parking control environment	2	3
Pathway 5 – Vehicle Removal			
5*	Identify parking or traffic contraventions	2	4
6*	Issue parking charge notices relating to parking or traffic contraventions	2	1
11	Carry out vehicle removal operations	2	3
12	Complete documents for the removal of vehicles	2	1
14	Collect and process parking payments at the point of service	2	2
16	Recognise and manage conflict within the parking control environment	2	3

* Units 5 and 6 can only contribute to the overall qualification if both are passed.

This table gives a comparison of the units available for different pathways. Learners must complete all **four** mandatory units, **plus** a minimum of 3 units (with at least 6 credits) from **one** of the pathways. Units 5 and 6 can only contribute to achieving the qualification if both are passed.

Key: M = Mandatory. **O** = Optional

Unit code	Unit Title	Level	Credit	Pathway 1 – Barrier and Pay Station Control	Pathway 2 – Display Parking Control	Pathway 3 – CCTV	Pathway 4 – Vehicle Immobilisation	Pathway 5 – Vehicle Removal
Mandatory units								
1	Give customers a positive impression of yourself and your organisation	2	5	M	M	M	M	M
2	Carry out start and end of working procedures within the parking control environment	2	1	M	M	M	M	M
3	Deal with information relating to controlling parking areas	2	2	M	M	M	M	M
4	Reduce risks to health and safety in the workplace	2	3	M	M	M	M	M
Optional units								
5*	Identify parking or traffic contraventions	2	4	-	O	O	O	O
6*	Issue parking charge notices relating to parking or traffic contraventions	2	1	-	O	O	O	O
7	Monitor parking areas	2	2	O	O	-	-	-
8	Operate a car park manual pay station	2	3	O	-	-	-	-
9	Complete documents for immobilising and de-immobilising vehicles	2	1	-	-	-	O	-

Unit code	Unit Title	Level	Credit	Pathway 1 – Barrier and Pay Station Control	Pathway 2 – Display Parking Control	Pathway 3 – CCTV	Pathway 4 – Vehicle Immobilisation	Pathway 5 – Vehicle Removal
10	Apply and remove vehicle immobilisation devices	1	1	-	-	-	0	-
11	Carry out vehicle removal operations	2	3	-	-	-	-	0
12	Complete documents for the removal of vehicles	2	1	-	-	-	-	0
13	Use hand-held computer equipment on patrols of parking areas	1	1	-	0	-	-	-
14	Collect and process parking payments at the point of service	2	2	0	-	-	0	0
15	Operate computer-controlled barrier parking systems	2	2	0	-	-	-	-
16	Recognise and manage conflict within the parking control environment	2	3	0	0	0	0	0
17	Carry out parking and traffic enforcement using CCTV	2	3	-	-	0	-	-
18	Monitor areas using CCTV systems	2	4	0	0	0	-	-
19	Maintain the operational performance of CCTV systems	2	2	-	0	0	-	-
20	Maintain CCTV recording media libraries and preserve potential evidence	2	2	-	0	0	-	-

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace.

Assessment strategy

The assessment strategy for this qualification has been included in *Annexe C*. The assessment strategy includes details on:

- Overarching assessment principles
- Simulation
- Recognition of prior learning and experience
- Requirements for assessors
- Requirements for internal verifiers
- External quality assurance of assessment
- Requirements for external verifiers.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a training programme and then assessed in the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe C)

To successfully achieve a unit, the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

What do you need to offer this qualification?

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. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes 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.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

The qualification is designed to support learners working in the sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learners certificate
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Evidence requirements:					The evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Recording of evidence:					This provides a summary of how evidence can be recorded.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: **Give customers a positive impression of yourself and your organisation**

Unit reference number:	L/601/0933
Level:	2
Credit value:	5
Guided learning hours:	33

Unit summary

Excellent customer service is provided by people who are good with people. The learner’s behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners’ behaviour counts when dealing with a customer.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour			
2	Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met			
4	Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour 4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 Identify their organisation's rules and procedures regarding the methods of communication they use 4.4 Explain how to recognise when a customer is angry or confused 4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Carry out start and end of working procedures within the parking control environment

Unit reference number: R/600/8021

Level: 2

Credit value: 1

Guided learning hours: 3

Unit summary

This unit defines the competences involved in carrying out the procedures required to commence and end the working shift. It will include preparing self and equipment to start duty and completing all required procedures to correctly end shift.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 1.3 examples of equipment and supplies could include some of the following:

- hand-held computer
- camera
- timekeeping device
- communications device
- torch
- protective clothing
- pocketbook/pens
- manual parking charge notice
- spare ticket roll
- parking charge notice carrier
- removal or immobilisation notice
- work instructions
- out-of-order stickers.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to commence the working shift	1.1 Demonstrate their organisation’s required standard for dress and appearance 1.2 Describe the regulations and codes of practice relating to working procedures 1.3 Collect all the equipment and supplies needed to carry out work activities 1.4 Identify where replacement equipment and supplies can be obtained 1.5 Conduct checks to ensure equipment is working properly 1.6 Demonstrate how to synchronise equipment to ensure correct date and time 1.7 Explain why it is important to ensure timekeeping devices are at the correct time 1.8 Explain how to report any faulty equipment 1.9 Describe the type of special instructions which could be given prior to starting shift 1.10 Explain how to seek clarification on special instructions relevant to duty 1.11 Explain why it is important to seek clarification on special instructions relevant to duty 1.12 Demonstrate how to commence working shift without unnecessary delays			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to end the working shift	2.1 Return all equipment and supplies to their correct location in readiness for downloading or recharging 2.2 Complete accurate and legible documentation within required timescales 2.3 Describe the reports and information which might need to be passed on at shift change 2.4 Identify the person to whom reports and information should be passed 2.5 Follow sign off procedures in line with organisational guidelines			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Deal with information relating to controlling parking areas

Unit reference number: D/600/8023

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit defines the competences involved in collecting, recording, passing on and storing information relating to parking control both in written and oral formats. This unit includes protecting the confidentiality of data.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 1.1 evidence for appropriate formats must include at least two of the following:

- pocketbook entries
- witness statements
- incident forms
- accident forms
- electronic forms
- organisation-specific documents.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to collect and pass on written information	1.1 Record accurate and legible information using the appropriate formats 1.2 Describe what to do if required information is not available 1.3 Identify possible sources of information and assistance if required information is not available 1.4 Apply organisational procedures for passing on written and electronic information to authorised persons within agreed timescales 1.5 Describe the consequences of information being recorded incorrectly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to obtain and pass on information orally	2.1 Communicate oral information accurately and clearly using the following methods: <ul style="list-style-type: none"> - face to face - by telephone - by radio 2.2 Demonstrate how to confirm the other person's understanding of information 2.3 Demonstrate how to acknowledge and act promptly upon information received in line with organisational guidelines 2.4 Check that communication equipment is working properly 2.5 Correctly recite the phonetic alphabet 2.6 Demonstrate correct application of standard radio terminology 2.7 Explain how to overcome difficulties in communications including both of the following circumstances: <ul style="list-style-type: none"> - failure of telecommunications equipment - language differences 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to maintain the confidentiality of information	3.1 Identify the legislation, regulations and codes of practice relating to handling information 3.2 Identify what would constitute confidential data 3.3 Explain the importance of maintaining the confidentiality of information 3.4 Identify the persons authorised to receive confidential data 3.5 Apply organisational guidelines for maintaining the confidentiality of information 3.6 Describe how to store confidential information correctly			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Reduce risks to health and safety in the workplace

Unit reference number: M/600/2775

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know about their organisation's health and safety procedures	<p>1.1 Describe their responsibilities and legal duties for health and safety in the workplace</p> <p>1.2 Identify responsibilities and legal duties for health and safety specific to their own job role</p> <p>1.3 Name and locate the person responsible for health and safety in their area of work</p> <p>1.4 Describe where and when to get additional health and safety assistance</p> <p>1.5 Give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products</p>			
2	Know how to identify the hazards in the workplace	<p>2.1 Define the term 'hazard'</p> <p>2.2 Give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role</p> <p>2.3 Give reasons why it is important to remain alert to the presence of hazards in the whole workplace</p> <p>2.4 Describe why personal presentation and behaviour is important in maintaining health and safety in the workplace</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to evaluate risks in the workplace	3.1 Define the term 'risk' 3.2 Give reasons why they should deal with or report risks 3.3 Describe procedures for reporting risks which they are unable to deal with 3.4 Describe the risks to the environment which may be present in the workplace and their own job			
4	Be able to identify the hazards and risks in the workplace	4.1 Select the workplace instructions are relevant to the job 4.2 Identify aspects of the workplace which could pose a danger to themselves or others 4.3 Give examples of working practices in the job which could pose a danger to people in the workplace 4.4 Assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person 4.5 Deal with hazards in accordance with instructions and legal requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to reduce the risks to health and safety in the workplace	5.1 Perform duties in accordance with workplace instructions, manufacturers instructions and legal requirements 5.2 Use equipment materials and products safely and in accordance with instructions 5.3 Use relevant equipment to control risks to health and safety 5.4 Make suggestions on how to reduce risks to health and safety in the workplace to the relevant person 5.5 Describe any differences between workplace instructions and manufacturers' instructions and report these to the relevant person 5.6 Describe how their personal presentation and behaviour at work could cause risks to the health and safety self and others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Identify parking or traffic contraventions

Unit reference number: Y/600/7999

Level: 2

Credit value: 4

Guided learning hours: 17

Unit summary

This unit defines the knowledge and understanding involved in identifying parking or traffic contraventions in both on- and off-street environments. The contraventions identified will be those relevant to the sector the candidate works within.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

To pass the qualification, any learner achieving this unit must also achieve Unit 6.

For assessment criterion 1.4, evidence of permissions to park must include at least two of the following:

- season tickets
- pay-and-display tickets
- residents permits
- scratch cards
- other permits specific to own organisation.

For assessment criterion 1.10, examples of specific instructions or organisational guidelines could include those relating to:

- disabled badge schemes
- observation times
- dispensations
- exemptions
- suspensions.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the contraventions relevant to parking or traffic enforcement</p>	<p>1.1 Describe the current legislation, regulations, codes of practice and guidelines relevant to enforcement of parking or traffic contraventions</p> <p>1.2 Identify potential contraventions relevant to own organisation</p> <p>1.3 Describe contraventions which would fall into the following categories:</p> <ul style="list-style-type: none"> - being in a restricted or unauthorised area - not correctly displaying valid permission to park - not complying with regulations <p>1.4 Describe the conditions of use for permissions to park relevant to own organisation</p> <p>1.5 Describe the conditions of use for disabled persons' badge scheme as it relates to own organisation</p> <p>1.6 Describe the procedures for dealing with permissions to park which are:</p> <ul style="list-style-type: none"> - not correctly displayed - expired - illegible - forged/tampered with - being misused - invalid for that area 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 Describe the supporting evidence required in relation to the contravention 1.8 Describe what the supporting evidence should demonstrate in each case 1.9 Describe the importance of correct and visible signs and road markings 1.10 Explain any specific instructions or organisational guidelines relating to parking or traffic enforcement 1.11 Describe circumstances when the issuing officer would not issue a parking charge notice even though there is a potential contravention			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Issue parking charge notices relating to parking or traffic contraventions

Unit reference number:	J/600/8002
Level:	2
Credit value:	1
Guided learning hours:	4

Unit summary

This unit defines the competences involved in dealing with parking or traffic contraventions in both on- and off-street environments. The contraventions issued will be those relevant to the sector the candidate works within.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

To pass the qualification, any learner achieving this unit must also achieve Unit 5.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to issue charge notices relating to parking or traffic enforcement</p>	<p>1.1 Identify the correct contravention applicable to the parking or traffic situation</p> <p>1.2 Confirm that signs and road markings are correct and legible</p> <p>1.3 Describe actions required if signs and road markings are not correct and legible</p> <p>1.4 Record accurate information relating to the potential contravention, including:</p> <ul style="list-style-type: none"> - the location - date - time - vehicle details - contravention details <p>1.5 Produce accurate charge notices in line with legal and organisational requirements</p> <p>1.6 Identify how to serve a charge notice in line with the organisational guidelines</p> <p>1.7 Record accurate supporting evidence relevant to the contravention</p> <p>1.8 Describe the ways in which the parking charge notice can be served</p> <p>1.9 Describe the organisational procedures for dealing with a charge notice which is not served</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Monitor parking areas

Unit reference number: K/600/8025

Level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

This unit defines the competences involved in patrolling and monitoring parking areas and in checking for faults and irregularities relating to the parking area. This unit can apply equally to car parks and on-street parking areas.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criteria 1.5 and 1.6, evidence must include at least two of the following:

- help points
- lifts
- lift intercoms
- lighting
- payment machines
- signs
- road markings
- access control.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to conduct patrols of designated parking areas	1.1 Describe the current legislation, codes of practice and organisational guidelines to be used when patrolling and monitoring designated parking areas 1.2 Collect details of allocated patrol area and any special instructions for the patrol 1.3 Define the geography and limits of area to be patrolled 1.4 Conduct the patrol covering area fully in line with organisational guidelines 1.5 Conduct checks that parking and ancillary items are functioning 1.6 Explain how to report faults with parking and ancillary items 1.7 Check fire exit routes are accessible and free from hazards and debris 1.8 Explain actions to take if fire exit routes are compromised 1.9 Record full details of the patrol and any observations made in line with organisational guidelines 1.10 Explain own responsibilities and limits of authority when patrolling parking areas 1.11 Work in a way that minimises risk to health and safety of self and others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to deal with irregularities in parking areas	2.1 Describe how to recognise the types of irregular situations that can occur in parking areas 2.2 Explain how to deal with irregular situations appropriately within the limits of own responsibility and authority and following organisational guidelines 2.3 Work in a way which minimises the risk to self and others at all times 2.4 Describe the organisational guidelines for calling for emergency and breakdown service assistance 2.5 Define the information required for descriptions of suspicious vehicles and objects, and persons behaving suspiciously 2.6 Explain the importance of clear and effective communication when dealing with an emergency 2.7 Apply correct organisational reporting and recording procedures in relation to irregularities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to assess the operation of parking control equipment	3.1 Check the operation of parking equipment at the specified frequency and times in line with organisational guidelines 3.2 Demonstrate how to check parking equipment for faults or damage 3.3 Demonstrate actions to take upon identifying a fault with parking equipment in line with organisational guidelines 3.4 Describe the options or information to be provided to the motorist in the event of parking equipment failure or faults 3.5 Apply correct organisational reporting and recording procedures in relation to parking equipment failure or faults			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Operate a car park manual pay station

Unit reference number: M/600/8026

Level: 2

Credit value: 3

Guided learning hours: 9

Unit summary

This unit defines the competences involved in operating a manual pay station within a car park, including setting up the equipment, handling and reconciling cash and providing advice to the motorist.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 1.3, evidence must relate to at least five of the following:

- till
- cash float
- ticket stock
- paperwork
- banking and cash handover documents
- money bags and containers
- season ticket forms
- marketing and advertising leaflets
- receipts
- communication devices.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare a manual pay station for operation</p>	<p>1.1 Describe the current codes of practice and organisational guidelines relevant to operating a manual pay station</p> <p>1.2 Demonstrate how to safely open the pay station and points of entry and exit in line with organisational procedures and health and safety requirements</p> <p>1.3 Prepare equipment and supplies needed for pay station operation</p> <p>1.4 Reconcile the cash float against stated records</p> <p>1.5 Describe actions to take if records and float do not reconcile</p> <p>1.6 Complete accurate relevant documentation</p> <p>1.7 Apply organisational procedures for passing on information to appropriate persons within agreed timescales and relating to:</p> <ul style="list-style-type: none"> - statistics - paperwork - tariffs - transactions - permit holders - season ticket holders <p>1.8 Set up the pay station and maintain it in a clean, tidy and secure condition in line with organisational guidelines</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to operate a manual pay station	2.1 Correctly calculate parking tariffs and charges 2.2 Collect payment from customers 2.3 Process payments made by various means 2.4 Produce valid receipts where necessary 2.5 Provide the correct change where necessary 2.6 Demonstrate how to handle and store income 2.7 Reconcile income accurately 2.8 Demonstrate how to pass income on to appropriate persons in line with organisational guidelines 2.9 Maintain the pay station in a clean, tidy and secure condition in line with organisational guidelines 2.10 Complete accurate and legible documentation relevant for each transaction 2.11 Describe the procedure for dealing with emergencies within the limits of own responsibility and authority 2.12 Work in a way that minimises the risk to self and others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to provide information and advice to customers relating to use of a car park</p>	<p>3.1 Provide clear and accurate advice to customers relating to:</p> <ul style="list-style-type: none"> - lost tickets - faulty tickets - insufficient funds to pay - refusal to pay - car park opening hours - tariffs and charges - types of parking concessions - permit sales <p>3.2 Describe the parking regulations and restrictions relevant to the specific car park area</p> <p>3.3 Describe the geography of the car park and the local area including:</p> <ul style="list-style-type: none"> - different parking areas (long term, disabled persons parking) - local landmarks and geography - routes away from the car park area <p>3.4 Demonstrate how to confirm the customer's understanding of information</p> <p>3.5 Explain organisational procedures for dealing with allegations of theft or damage within the car park</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to close down a manual pay station	4.1 Demonstrate how to close down the pay station and access points in line with organisational procedures including: <ul style="list-style-type: none"> - temporary closure - mid-shift closures - shift-end closures 4.2 Return and secure all equipment and supplies to their correct locations 4.4 Reconcile income at shift end 4.4 Complete accurate and legible documentation as required 4.5 Maintain the required standards of cleanliness, tidiness and security of the pay station at point of closure			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 9: Complete documents for immobilising and de-immobilising vehicles

Unit reference number:	T/600/8027
Level:	2
Credit value:	1
Guided learning hours:	5

Unit summary

This unit defines the competences involved in completing documents related to immobilising and de-immobilising vehicles that have contravened parking rules or regulations.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 1.1, learners must be assessed on whichever legislation or code of practice is relevant to their own work environment:

- Traffic Management Act 2004
- Private Security Industry Act 2001
- British Parking Association – Approved Operator Scheme code of practice.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to identify a vehicle to be immobilised</p>	<p>1.1 Describe the current legislation, codes of practice and organisational guidelines relevant to immobilising vehicle in own organisation</p> <p>1.2 Describe the minimum requirements for on-site parking warning signage including:</p> <ul style="list-style-type: none"> - information which the sign must contain - location <p>1.3 Check that all required on-site parking warning signage is clearly visible and legible</p> <p>1.4 Identify correctly, a vehicle that contravenes parking rules or regulations and is to be immobilised</p> <p>1.5 Describe information required to confirm the vehicle identification</p> <p>1.6 Describe when not to immobilise a vehicle</p> <p>1.7 Describe categories of vehicle which are exempt from immobilisation</p> <p>1.8 Explain the limits of own authority and responsibility for immobilising vehicle</p> <p>1.9 Define the local geography and areas where immobilisation may take place</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to complete procedures in preparation for a vehicle to be immobilised and de-immobilised	2.1 Complete accurate and legible documents for the immobilising of vehicle in compliance with current legislation and in line with organisational guidelines 2.2 Produce clear photographs of the vehicle showing evidence of the contravention in line with organisational guidelines 2.3 Notify appropriate person of the proposed immobilisation in line with organisational guidelines 2.4 Demonstrate the secure fixing of documents to the vehicle in line with organisational guidelines 2.5 Complete accurate and legible documents for the de-immobilisation of the vehicle in compliance with current legislation and in line with organisational guidelines			
3 Know how to confirm the de-immobilisation of a vehicle	3.1 Establish the required authorisation exists to remove immobilisation device 3.2 Explain the circumstances when a vehicle would be de-immobilised 3.3 Identify correctly a vehicle that is to be de-immobilised 3.4 State the limits of authority and responsibility for authorising a vehicle to be de-immobilised			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Apply and remove vehicle immobilisation devices

Unit reference number: L/600/8017

Level: 1

Credit value: 1

Guided learning hours: 4

Unit summary

This unit defines the competences involved in applying and removing immobilisation devices from vehicles that have been parked in contravention of parking rules or regulations and could apply equally to public and private land enforcement.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 1.1, learners must be assessed on whichever legislation or code of practice is relevant to their own work environment:

- Traffic Management Act 2004
- Private Security Industry Act 2001
- British Parking Association – Approved Operator Scheme code of practice.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to apply immobilisation devices to vehicles</p>	<p>1.1 Describe the current legislation, codes of practice and guidelines relating to immobilisation devices</p> <p>1.2 Identify the limits of own authority and responsibility relating to the immobilisation of vehicles</p> <p>1.3 Produce clear photographs of a vehicle showing all relevant detail, including:</p> <ul style="list-style-type: none"> - evidence of the contravention - condition of vehicle - immobilisation device secured - appropriate documentation on vehicle in line with organisational guidelines <p>1.4 Select the correct type of immobilisation device for different types of vehicle</p> <p>1.5 Describe circumstances when affixing an immobilisation device is not practical or safe</p> <p>1.6 Apply and secure an immobilisation device in line with organisational guidelines</p> <p>1.7 Explain actions to be taken when a motorist returns to the vehicle before immobilisation is complete</p> <p>1.8 Work in a way which minimises the risk to health and safety of self and others</p> <p>1.9 Use personal protective equipment and clothing in line with organisational guidelines</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Maintain the condition of the vehicle while applying the immobilisation device 1.11 Notify appropriate persons as required in line with organisational guidelines 1.12 Demonstrate the secure fixing of relevant documents to the vehicle in line with organisational guidelines			
2 Be able to remove immobilisation devices from vehicles	2.1 Establish the required authorisation exists to remove the immobilisation device 2.2 Explain the importance of removing the device within agreed timescales 2.3 Identify the vehicle that is to be de-immobilised 2.4 Describe circumstances when removing an immobilisation device is not safe 2.5 Remove the immobilisation device from the vehicle in line with organisational guidelines 2.6 Maintain the condition of the vehicle while removing the immobilisation device 2.7 Demonstrate how to stow equipment safely and securely after removing the immobilisation device 2.8 Work in a way which minimises the risk to health and safety of self and others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Carry out vehicle removal operations

Unit reference number: K/600/8008

Level: 2

Credit value: 3

Guided learning hours: 12

Unit summary

This unit defines the competences involved in removing vehicles that have been parked in contravention of parking regulations. This unit applies to removal or relocation of a vehicle by total lift, suspended tow and flat tow. This includes removal by transporter.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 2.3, the types of removal devices relevant to own organisation should be selected from the following list:

- tow bars
- towing frames
- dolly wheels
- winches
- ramps
- Citroen bars
- cranes
- lifting gear
- clamps/cradles and extension bars.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to complete procedures prior to removing a vehicle</p>	<p>1.1 Describe the current legislation, codes of practice and organisational guidelines relating to removing vehicles</p> <p>1.2 Identify a vehicle that contravenes parking regulations and is to be removed</p> <p>1.3 Describe how to confirm the vehicle identification</p> <p>1.4 Check the appropriate authority and instructions exist to remove the vehicle</p> <p>1.5 Describe situations when not to remove a vehicle, including:</p> <ul style="list-style-type: none"> - vehicles which are exempt - vehicles which need relocating <p>1.6 Describe the limits of operation of removal devices and equipment</p> <p>1.7 Complete accurate and legible documents in line with organisational guidelines including:</p> <ul style="list-style-type: none"> - vehicle condition reports <p>1.8 Produce clear photographs showing existing condition of the vehicle and parking contravention</p> <p>1.9 Describe how to confirm the suitability of the vehicle to be removed</p> <p>1.10 Identify the limits of own authority and responsibility relating to the removing of vehicles</p> <p>1.11 Check that on-site parking warning signs can be clearly seen where they are required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare vehicles for removal	2.1 Describe when to use the following methods of removal: <ul style="list-style-type: none"> - flat tow - suspended tow - total lift 2.2 Demonstrate how to position the removal vehicle in a safe and practical way to conduct vehicle removal 2.3 Apply appropriate removal devices securely, in line with manufacturer's and organisational guidelines 2.4 Conduct pre-lifting checks in line with organisational guidelines 2.5 Demonstrate how to stabilise and secure the removal vehicle prior to loading the target vehicle 2.6. Load the target vehicle onto the removal vehicle using approved methods and equipment 2.7 Check the vehicle and fastenings are secure before moving off 2.8 Identify circumstances where removing the target vehicle may be difficult or may need to be aborted 2.9 Describe which actions to take if difficulties are identified or the removal has to be aborted 2.10 Work in a way which minimises risk to health and safety of self and others 2.11 Use personal protective equipment and clothing in line with organisational guidelines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 Explain actions to be taken when a motorist returns to the vehicle prior to removal being completed 2.13 Identify the criteria for deciding a safe and appropriate relocation site			
3 Be able to transport vehicles to designated destinations	3.1 Identify the hazards and risks involved in transporting vehicles 3.2 Transport the target vehicle to new location in line with legal requirements and organisational guidelines 3.3 Demonstrate how to prevent damage to the vehicle during removal and repositioning			
4 Be able to unload vehicles from removal vehicle	4.1 Demonstrate how to stabilise and secure the removal vehicle prior to unloading the target vehicle 4.2 Unload the target vehicle from removal vehicle 4.3 Remove and safely stow removal equipment and devices 4.4 Check the condition of the vehicle after removal recording any damage incurred during removal 4.5 Report any damage caused to the target vehicle in line with organisational guidelines 4.6 Complete the handover of the target vehicle to the appropriate persons in line with organisational guidelines 4.7 Work in a way which minimises risk to health and safety of self and others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Complete documents for the removal of vehicles

Unit reference number: M/600/8012

Level: 2

Credit value: 1

Guided learning hours: 3

Unit summary

This unit defines the competences involved in completion of documentation and recording of evidence required prior to removal of vehicles parked in contravention of parking rules and regulations.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to confirm the details of vehicles to be removed</p>	<p>1.1 Describe the current legislation, codes of practice and organisational guidelines relating to completing vehicle removal documents</p> <p>1.2 Describe how to confirm vehicle identification</p> <p>1.3 Identify the limits of own authority and responsibility relating to removal of vehicles</p> <p>1.4 Check the appropriate authority and instructions exist to remove the vehicle</p> <p>1.5 Identify correctly vehicles that contravene parking regulations and are to be removed</p> <p>1.6 Check that on-site warning signage are visible and legible, where required</p> <p>1.7 Describe situations when not to remove a vehicle, including:</p> <ul style="list-style-type: none"> - vehicles which are exempt - vehicles which should be relocated <p>1.8 Describe how to notify the relevant authority that vehicles are being removed in line with organisational guidelines</p> <p>1.9 Work in a way that minimises the risk to health and safety of self and others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to complete documentation for vehicle removals	2.1 Produce clear photographs showing: <ul style="list-style-type: none"> - existing condition of vehicle - evidence of parking contravention 2.2 Complete accurate and legible removal documents in line with organisational guidelines 2.3 Complete accurate and legible vehicle condition reports in line with organisational guidelines 2.4 Describe how to notify control of the progress of vehicle removal in line with organisational guidelines 2.5 Demonstrate how to check the condition of vehicle after removal 2.6 Describe actions to be taken if any damage is incurred during removal 2.7 Explain to whom completed documentation should be passed upon arrival at destination			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Use hand-held computer equipment on patrols of parking areas

Unit reference number: A/600/8014

Level: 1

Credit value: 1

Guided learning hours: 3

Unit summary

This unit defines the competences involved in the use of hand-held computer equipment to record data and issue parking charge notices while on parking control.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 1.3, evidence must include whichever equipment is relevant to the learner's work environment from the following list:

- hand-held computers
- printers
- connectivity devices.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to log on and off of the hand-held computer equipment	1.1 Describe the organisational guidelines relating to the use of hand-held computer equipment 1.2 Demonstrate how to log on and off the hand-held computer equipment 1.3 Check equipment is operating correctly 1.4 Check time and date are correct on the hand-held computer 1.5 Describe actions to take if the date or time are incorrect 1.6 Produce a test ticket 1.7 Describe the importance of checking and storing the test ticket in line with organisational guidelines 1.8 Describe actions to be taken if hand-held computer equipment is not working correctly 1.9 Prepare equipment for downloading of data and recharging after logging off 1.10 Describe the organisational guidelines for download failure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to produce parking charge notices on a hand-held computer	2.1 State the information to be entered to prepare a parking charge notice 2.2 Enter data accurately onto the hand-held computer 2.3 Check that data entered is correct 2.4 Explain how to make corrections to data in line with organisational guidelines 2.5 Produce an accurate parking charge notice using the hand-held computer 2.6 Check that the parking charge notice has printed correctly and is legible 2.7 Demonstrate how to reprint a parking charge notice 2.8 Describe the circumstances in which parking charge notices can be voided or spoiled 2.9 Describe how to void or spoil a parking charge notice using a hand-held computer 2.10 Produce electronic notes to support the parking charge notice using the hand-held computer			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Collect and process parking payments at the point of service

Unit reference number: F/600/8029

Level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

This unit defines the competences involved in collecting, processing and reconciling payments from customers at the point of service delivery, including accepting payments at car parks and payments for removal of vehicle immobilisation devices.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to collect payments from the customer</p>	<p>1.1 Describe the legislation and organisational guidelines relating to collecting and processing payments</p> <p>1.2 Maintain required radio or telephone contact with customers and management</p> <p>1.3 Work in a way which minimises delays in collecting payments</p> <p>1.4 Identify self to customer when requested, in a polite and courteous manner</p> <p>1.5 Calculate the relevant payment required</p> <p>1.6 List the variety of payment methods accepted by the organisation</p> <p>1.7 Process payments made by the following means:</p> <ul style="list-style-type: none"> - credit or debit card - cash <p>1.8 Provide clear and accurate information to customer relating to:</p> <ul style="list-style-type: none"> - declined payments - insufficient funds - refusal to pay <p>1.9 Issue accurate receipts to customers</p> <p>1.10 State the organisational insurance limits for cash in transit</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.11 Stow payments safely and securely in the vehicle 1.12 Work in a way which minimises risk to health and safety of self and others 1.13 Use personal protective equipment and clothing in line with organisational guidelines			
2 Be able to account for and deposit payments	2.1 Demonstrate how to handle and store payments correctly in line with organisational guidelines 2.2 Check it is safe to move payments from the vehicle before making deposits 2.3 Conduct deposits of payments in line with organisational guidelines 2.4 Reconcile payments collected with receipts issued 2.5 Describe actions to take when discrepancies in reconciliation are identified 2.6 Describe the types of additional information which could be supplied relating to payments collected and in line with organisational guidelines 2.7 Work in a way which minimises risk to health and safety of self and others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Operate computer-controlled barrier parking systems

Unit reference number: J/600/8033

Level: 2

Credit value: 2

Guided learning hours: 5

Unit summary

This unit defines the competences involved in operating computer-controlled barrier parking and related equipment. It includes collecting and dealing with information related to parking and car park incidents and operating all computer systems and peripheral equipment.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

For assessment criterion 2.4, evidence must include at least two of the following:

- intercom
- system peripherals
- pay stations
- entry and exit barriers
- tills.

For assessment criterion 2.6, evidence must include at least two of the following:

- emergencies
- equipment failure
- vandalism
- unauthorised access.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to produce outputs from the barrier parking systems</p>	<p>1.1 Describe the current organisational guidelines relating to operating controlled barrier parking systems</p> <p>1.2 Demonstrate how to log on to and activate the computer systems in line with manufacturer and organisational policies and procedures</p> <p>1.3 Describe the purpose of output reports available from computer systems including:</p> <ul style="list-style-type: none"> - operational reports - audit reports - exception reports <p>1.4 Produce outputs from the computer system, including those relating to:</p> <ul style="list-style-type: none"> - operational reports - audit reports - exception reports - passes <p>1.5 Provide outputs to the relevant person in agreed timescales, in line with organisational guidelines</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 Correctly operate peripheral equipment associated with barrier parking control systems including:</p> <ul style="list-style-type: none"> - printer - card reader - intercom <p>1.7 Work in a way which minimises risk to health and safety of self and others</p>			
<p>2 Be able to respond to information relating to barrier parking systems</p>	<p>2.1 Describe the organisational procedures for dealing with the following incidents:</p> <ul style="list-style-type: none"> - emergencies - equipment failure - vandalism - unauthorised access and exit <p>2.2 Define own limits of authority and responsibility for dealing with incidents</p> <p>2.3 Demonstrate correct operation of computer systems in line with organisational guidelines</p> <p>2.4 Demonstrate correct operation of system-related equipment</p> <p>2.5 Demonstrate correct remote operation of systems and equipment</p> <p>2.6 Correctly interpret information about incidents related to computer systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Identify possible sources of information about system related incidents 2.8 Explain why it is important to respond to and report incidents within agreed timescales 2.9 Describe appropriate prompt action to deal with incidents within the limits of own authority and responsibility 2.10 Provide clear and accurate information relating to incidents 2.11 Report details of incidents to the relevant person within organisational agreed timescales 2.12 Complete accurate and legible reports of incidents in line with organisational guidelines			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Recognise and manage conflict within the parking control environment

Unit reference number: R/600/8035

Level: 2

Credit value: 3

Guided learning hours: 12

Unit summary

This unit defines the competences involved in identifying and managing conflict within a parking environment.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to recognise potential conflict	1.1 Describe the current legislation and organisational guidelines relating to recognition of potential conflict 1.2 Identify the sources of grievance that could lead to a confrontational situation 1.3 Describe how to recognise aggressive or abusive behaviour through the use of both verbal and non-verbal communication 1.4 Identify typical triggers for aggression 1.5 Recognise situations that could be confrontational 1.6 Describe the typical ploys used to evade payment for parking			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to manage conflict	2.1 Describe the current legislation and organisational guidelines relating to conflict management 2.2 Provide clear and accurate information and advice to the motorist on the options open to them 2.3 Confirm the other person's understanding of information communicated 2.4 Identify how to obtain assistance when required 2.5 Use non-threatening language and non-verbal communication to diffuse aggressive or abusive behaviour 2.6 Use assertive behaviour when managing conflict 2.7 Demonstrate how to politely encourage people involved to refrain from using or continuing to use adverse behaviour or language 2.8 Describe when to get immediate assistance from colleagues, the police or other authorities 2.9 Take appropriate, prompt and permitted action to prevent further escalation of situation within legal constraints 2.10 Report details of potentially confrontational situations in line with organisational guidelines 2.11 Complete accurate and legible reports in line with organisational guidelines within agreed timescales			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 17: Carry out parking and traffic enforcement using CCTV

Unit reference number: K/600/8042

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit defines the competences involved in using CCTV systems to carry out parking and/or traffic enforcement.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Assessment guidance

For assessment criterion 1.9, examples could include records relating to any of the following:

- incidents
- equipment condition and availability
- recording media
- duties
- access to work area.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare to carry out parking and traffic enforcement using CCTV</p>	<p>1.1 Describe the current legislation, codes of practice and organisational guidelines relating to parking and traffic enforcement using CCTV</p> <p>1.2 Describe the health and safety guidance relating to good ergonomic practice and the use of visual display units</p> <p>1.3 Check that equipment is available for use and is working properly</p> <p>1.4 Adjust the equipment and system controls to achieve the best performance, including:</p> <ul style="list-style-type: none"> - cameras - screens - system controls - recording devices - lights <p>1.5 Explain why it is important that equipment is synchronised to an approved, recognised time device</p> <p>1.6 Explain how to identify faults with equipment</p> <p>1.7 Describe how to report faults with equipment</p> <p>1.8 Demonstrate how to carry out a media changeover with minimum recording downtime</p> <p>1.9 Complete accurate and legible records in line with organisational guidelines</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Work in a way which minimises the risk to health and safety of self and others 1.11 Maintain work area in a clean, tidy and secure condition following organisational guidelines			
2 Be able to use CCTV to carry out parking and traffic enforcement	2.1 Describe the local geography and the area of enforcement for the camera in use 2.2 Identify the other agencies with which the organisation has a working relationship for enforcement purposes 2.3 Describe the organisational protocols for camera sharing 2.4 Demonstrate control and use of systems to record images of contraventions 2.5 Identify contraventions in the following categories that are relevant to own organisation: - parking - moving traffic - bus lanes 2.6 Produce images which clearly show both the vehicle identity and the contravention 2.7 Identify non-traffic incidents promptly 2.8 Report non-traffic incidents promptly and calmly, in line with organisational guidelines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Maintain the confidentiality of information observed and recorded following relevant legislation and codes of practice 2.10 Complete relevant, accurate and legible documentation within required timescales in line with organisational guidelines 2.11 Explain the officer's responsibilities relating to the Data Protection Act			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 18: Monitor areas using CCTV systems

Unit reference number: R/601/9214

Level: 2

Credit value: 4

Guided learning hours: 24

Unit summary

This unit provides for the development of the knowledge, understanding and skills for using CCTV systems and equipment to monitor security of people, property and premises.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare to monitor areas using CCTV systems</p>	<p>1.1 Describe how current legislation impact on the use of CCTV systems, including:</p> <ul style="list-style-type: none"> - Data Protection Act - Regulation of Investigatory Powers Act - Police and Criminal Evidence Act - Serious Organised Crime and Police Act - Criminal Procedures and Investigation Act - Freedom of Information Act - Human Rights Act <p>1.2 Check that the CCTV equipment is working properly, following organisation's instructions and procedures</p> <p>1.3 Adjust the CCTV equipment and system controls, including external lighting, to get the best performance</p> <p>1.4 Investigate the system for any faults when performance is adversely affected</p> <p>1.5 Describe what action to take if faults are found</p> <p>1.6 Carry out media changeovers in a way that minimises recorder downtime</p> <p>1.7 Organise the personal work area in order to comply with health and safety guidance relating to good ergonomic practice and the use of visual display units and to work efficiently and safely</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Ensure the monitor screens are clean to maximise clarity of image 1.9 Complete the required records fully, clearly and within required timescales			
2 Be able to monitor CCTV camera images and react to incidents	2.1 Use CCTV systems and equipment in line with operating instructions and within legal constraints 2.2 Identify activities or incidents that should be recorded, following the organisation's instructions and guidelines 2.3 Use systems to their full operational ability to monitor and record incidents until no longer required to do so 2.4 Demonstrate how to prioritise multiple incidents in relation to their seriousness or to instructions 2.5 Interpret and report incidents promptly and clearly to the appropriate person 2.6 Demonstrate how to work with external agencies in a way that is effective and efficient 2.7 Maintain the confidentiality of information observed and recorded in line with relevant legislation and codes of practice 2.8 Complete incident logs accurately, clearly and within required timescales 2.9 Describe the local geography of the areas that are monitored			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to locate pre-determined targets using CCTV	3.1 Interpret information provided in order to select the most appropriate cameras and viewing areas 3.2 Describe the area of coverage of each camera in use 3.3 Describe the capabilities and limitations of systems and equipment in use 3.4 Search for and identify targets systematically and promptly 3.5 Use systems to achieve their best performance, including using real-time and time-lapse recording 3.6 Adjust equipment and system controls to maintain the best image of targets 3.7 Modify search patterns to hold and track multiple targets 3.8 Interpret and report ongoing events to the appropriate person accurately and clearly			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Maintain the operational performance of CCTV systems

Unit reference number: Y/601/9215

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit provides for the development of the knowledge, understanding and skills to ensure that CCTV systems and equipment is working as required.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to confirm operational performance of CCTV systems</p>	<p>1.1 Describe the limits of own responsibility and authority to maintain, test and adjust the performance of CCTV systems</p> <p>1.2 Identify the functional operations of the CCTV systems and equipment to be maintained</p> <p>1.3 Ensure that operational commitments are not compromised while CCTV systems are tested</p> <p>1.4 Carry out sufficient and appropriate tests to determine the operational performance of CCTV systems</p> <p>1.5 Describe how to recognise poor performance of CCTV systems</p> <p>1.6 Identify the likely causes of poor performance of CCTV systems</p> <p>1.7 Identify equipment or components that are not working correctly</p> <p>1.8 Make necessary adjustments to achieve the best performance from CCTV systems</p> <p>1.9 Record complete and accurate details of:</p> <ul style="list-style-type: none"> - tests - results - unacceptable performance 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to arrange for unacceptable performance to be rectified	2.1 Ensure that operational commitments of organisation are not compromised while system performance is being rectified 2.2 Take approved action that is within personal authority and responsibility to rectify unacceptable performance of CCTV systems 2.3 Use the correct terminology connected to performance, tests and faults of CCTV systems and equipment 2.4 Provide sufficient information to the relevant person to help them to rectify unacceptable performance of CCTV equipment or components 2.5 Provide appropriate practical help to rectify performance of CCTV equipment or components 2.6 Record complete and accurate details of action taken to rectify performance of CCTV equipment or components			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Maintain CCTV recording media libraries and preserve potential evidence

Unit reference number: J/602/5351

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit provides for the development of the knowledge, understanding and skills for maintaining CCTV recording media libraries and preserving potential evidence within CCTV operations.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment Strategy*.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain CCTV recording media storage system</p>	<p>1.1 Describe the types of recording media, including:</p> <ul style="list-style-type: none"> - their life expectancy - how they should be stored to preserve their operational condition <p>1.2 Describe how to log and classify recording media</p> <p>1.3 Explain the importance of procedures for using recording media, including:</p> <ul style="list-style-type: none"> - requisition - rotation - erasure - disposal <p>1.4 Store recording media in approved locations to maintain their operational condition</p> <p>1.5 Demonstrate how to use recording media in line with the organisation's procedures including:</p> <ul style="list-style-type: none"> - records - audit trails - logs - media identification - access 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 Recognise when recording media is missing and take required action in line with personal responsibilities and instructions</p> <p>1.7 Maintain the confidentiality of recorded information in line with relevant legislation and codes of practice</p> <p>1.8 Complete required records accurately, legibly and within required timescales</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to preserve potential media evidence	2.1 State how and why it is important to follow the organisation's instructions and procedures for maintaining the security and confidentiality of recorded information 2.2 State who is authorised to have access to recording media and screen printouts containing potential evidence 2.3 Explain the importance of preserving recording media evidence 2.4 Demonstrate how to preserve recording media that contains potential evidence 2.5 Demonstrate how to record the required details in line with instructions and organisational procedures 2.6 Explain the procedure for disclosing confidential information to authorised persons 2.7 Demonstrate how to ensure that recording media containing potential evidence is stored securely and made available only to authorised persons 2.8 Complete required records accurately, legibly and within required timescales			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

National occupational standards can be obtained from the occupational standards directory: www.ukstandards.org.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Assessment strategy

The assessment strategy below is based upon, and is fully compliant with, Asset Skills's Assessment Principles, as required by the British Parking Association.

The purpose of this assessment strategy is to ensure that the Pearson Edexcel Level 2 NVQ Certificate in Controlling Parking Areas is subject to consistently rigorous and fair assessment. It also ensures that individuals who make judgements about competence are both qualified and competent to do so.

The assessment strategy addresses issues of:

- 1 Overarching assessment principles
- 2 Simulation
- 3 Recognition of prior learning and experience
- 4 Requirements for assessors
- 5 Requirements for internal verifiers
- 6 External quality assurance of assessment
- 7 Requirements for external verifiers.

1 Overarching assessment principles

- 1.1 Assessment should normally be at the candidate's workplace, but where the opportunity to assess competence there is unavailable, other comparable working environments may be used, following agreement from the external verifier.
- 1.2 A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks.
- 1.3 Assessors must only assess in their acknowledged area of occupational competence.
- 1.4 Witness testimony should not form the primary source of evidence.
- 1.5 Assessors and internal verifiers will be registered with their centre and be accountable to the organisation for their assessment practice.
- 1.6 Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity until satisfied that due regard to health and safety is being taken.

2 Simulation

2.1 Simulation is not allowed in any unit.

3 Recognition of prior learning and experience (RPL)

3.1 Evidence from past achievement may be included as permissible evidence within assessment methods.

3.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the assessment criteria.

3.3 Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.

3.4 All candidates must demonstrate current competence with respect to recognition of prior learning.

4 Requirements for assessors

4.1 Assessors must only assess in their area of technical and occupational competence.

4.2 Assessors should be employed directly or contractually by the same centre as the candidate unless they are acting as a counter signatory on a short-term basis (up to 18 months) where the centre assessor has not yet achieved an appropriate assessor qualification (as defined in 4.3).

4.3 Assessors must hold or be working towards an appropriate assessor qualification. Appropriate qualifications are D32 and/or D33, A1 and/or A2, and any subsequent QCF replacements that are deemed acceptable by Asset Skills.

- In England, Wales and Northern Ireland, new assessors must achieve an appropriate assessor qualification within 18 months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be countersigned by an assessor who has gained certification.
- In Scotland, all new assessors should have an assessment plan for achieving an appropriate assessor qualification and be working towards achieving the award. External verifiers will monitor progress and achievement towards the achievement of an appropriate assessor qualification during centre visits. Assessors who hold a TQFE without having an appropriate assessor qualification award should undertake continuing professional development to demonstrate that they are working to the appropriate assessor qualification standard.

- 4.4 Assessors must be occupationally competent. This means that they must have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Centres could confirm assessors' experience and knowledge by:
- curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution.
- 4.5 Assessors must have a sound in-depth knowledge of, and uphold the integrity of, this qualification and assessment strategy.
- 4.6 Assessors must be prepared to participate in training activities for their continued professional development.
- 4.7 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.
- 4.8 Centres may have generic criteria and personnel specifications in addition to the above.

5 Requirements for internal verifiers

- 5.1 These criteria will apply to existing and new internal verifiers.
- 5.2 Internal verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.
- 5.3 Internal verifiers should be employed directly or contractually by the same centre as the assessors unless they are acting as a counter-signatory on a short term basis (up to 18 months) where the centre's internal verifier(s) have not yet achieved an appropriate internal verifier qualification (as defined in 5.4).
- 5.4 Internal verifiers must hold or be working towards an appropriate internal verifier qualification. Appropriate qualifications are D34, V1, and subsequent QCF replacements to these that are deemed acceptable by Asset Skills.
- In England, Wales and Northern Ireland all new internal verifiers must achieve an appropriate internal verifier qualification 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a internal verifier who has gained certification.
 - In Scotland, all new internal verifiers should have an assessment plan for achieving an appropriate internal verifier qualification and be working towards achieving the award. External verifiers will monitor progress and achievement towards the achievement of the appropriate internal verifier qualification during centre visits
- 5.5 In addition, all new internal verifiers must hold an appropriate assessor qualification (as defined in 4.3).

- 5.6 It is desirable (but not mandatory) that all internal verifiers hold a relevant qualification for the sector.
- 5.7 Internal verifiers must have verifiable, up-to-date and relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by:
- curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution.
- 5.8 Internal verifiers must:
- have a sound in-depth knowledge of, and uphold the integrity of this qualification and assessment strategy
 - be prepared to participate in training activities for their continued professional development
 - demonstrate their ability to maintain occupational competence by continuous professional development
 - undertake continuous professional development to ensure that they are working to the current standards in assessment and verification.
 - provide evidence that they understand and can apply regulatory authorities' codes of practice, where relevant.
- 5.9 Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development
- 5.10 Centres may have generic criteria and personnel specifications in addition to the above.

6 External quality assurance of assessment

- 6.1 Pearson will operate a risk rating system of centres.
- 6.2 Pearson will carry out risk assessment annually and risk rate each centre and will take appropriate action to ensure quality assurance is maintained.

7 Requirements for external verifiers

- 7.1 The criteria will apply to existing and new external verifiers.
- 7.2 Pearson will ensure that external verifiers comply with the requirements in 7.3 and 7.4.
- 7.3 External verifiers must hold or be working towards an appropriate external verifier qualification. Appropriate qualifications are D35, V2 or any subsequent QCF replacements that are deemed acceptable by Asset Skills. They must also be able to demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).

- In England, Wales, Northern Ireland new external verifiers must achieve an appropriate external verifier qualification within 12 months of beginning external verification.
- In Scotland, all new external verifiers should have an assessment plan for achieving an appropriate external verifier qualification and be working towards achieving the awards.

7.4 External verifiers must:

- provide evidence of knowledge, understanding and application of this qualification and assessment strategy, together with technical definitions where appropriate
- have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions.
- undertake continuous professional development to ensure that they are working to the current standards in assessment and verification
- be aware of national issues affecting vocational education, training and qualifications in the sector
- have appropriate knowledge of the Asset Skills framework of qualifications in relevant areas to the qualifications being externally verified
- demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development
- provide evidence that they understand and can apply regulatory authorities' codes of practice, where relevant.

November 2017

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Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121**