

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Certificate in Knowledge of Providing
Security Services (QCF)

For first teaching April 2011

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF) 600/0939/1

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is a component part of the Apprenticeship in Providing Security Services.

Welcome to the Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF)

We are delighted to introduce our new qualification, available for teaching from April 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF)

This qualification aims to give learners a solid knowledge and understanding of the security industry. It focuses on the core area of security guarding but allows learners to choose optional units in other areas, such as door supervision and CCTV operations. It also aims to develop learners' generic transferable skills, which are becoming increasingly important, such as customer service and problem solving. Within the qualification there is a wide choice of these generic optional units, which enables learners and employers to tailor the qualification to their needs and interests. Learners can also choose optional units that deal with meetings and leadership, which will aid progression to supervisory roles.

Straightforward to implement, teach and assess

BTECs are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the needs and interests of learners.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) and Standards Setting Bodies (SSBs) to ensure that they meet employer and learner needs – in this case **Skills for Security**.

All you need to get started

We have developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

We are always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

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

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF)

The Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF) has been developed to give learners the opportunity to:

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

National Occupational Standards

Where relevant, Edexcel BTEC Specialist qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of National Vocational Qualifications (NVQs) and competence-based qualifications in due course. Edexcel BTEC Specialist qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Links between the units and the NOS are shown in *Annexe C*.

The Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF) relates to the following NOS owned by Skills for Security:

- Security and Loss Prevention
- Common Core.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF)

When combining units it is the centre's responsibility to ensure that the following rules of combination are adhered to.

- 1 Qualification credit value: a minimum of 15 credits.
- 2 All mandatory units must be achieved. These total 6 credits.
- 3 Optional units from Groups A and B with a minimum of 9 credits must be achieved, including at least one credit from Group A Optional Units.

The structure is outlined below. The qualification contains between 134 and 148 guided learning hours, depending on the choice of optional units.

Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF)			
Unit	Mandatory units (all units must be achieved)	Credit	Level
1	Working in the Private Security Industry	1	2
2	Conflict Management for the Private Security Industry	1	2
3	Solving Work-Related Problems	2	2
4	Building Working Relationships with Customers	2	2
Unit	Group A Optional units (at least one must be achieved)	Credit	Level
5	Working as a Security Officer	1	2
6	Working as a CCTV Operator	2	2
7	Working as a Door Supervisor	1	2
Unit	Group B Optional units	Credit	Level
8	Understanding Security and Loss Prevention in a Retail Business	2	2
9	Learning with Colleagues and Other Learners	2	2
10	Communicating Solutions to Others	2	2
11	Effectiveness at Work	1	2
12	Working in a Team	3	2
13	Building Working Relationships with Colleagues	2	2
14	Setting and Meeting Targets at Work	2	2
15	Contributing to Meetings	1	2
16	Developing Personal Skills for Leadership	2	2
17	Practising Leadership Skills with Others	2	2

Assessment

This qualification contains a mix of internally- and externally-assessed units.

Externally-assessed units

The units below are assessed through multiple-choice tests that are set and marked by Edexcel and administered by the centre. The tests provide the only necessary assessment for these units.

Unit	Mandatory units
1	Working in the Private Security Industry
2	Conflict Management for the Private Security Industry
Unit	Group A Optional units
5	Working as a Security Officer
6	Working as a CCTV Operator
7	Working as a Door Supervisor

Further information about these tests is given within the *Assessment* section of the units and in the *BTEC Security Qualifications Centre Management Handbook*, which centres will be able to access after being granted approval to offer this qualification.

Internally-assessed units

The units below are assessed and internally verified by the centre and are subject to external verification by Edexcel.

Unit	Mandatory units
3	Solving Work-Related Problems
4	Building Working Relationships with Customers
Unit	Group B Optional units
8	Understanding Security and Loss Prevention in a Retail Business
9	Learning with Colleagues and Other Learners
10	Communicating Solutions to Others
11	Effectiveness at Work
12	Working in a Team
13	Building Working Relationships with Colleagues
14	Setting and Meeting Targets at Work
15	Contributing to Meetings
16	Developing Personal Skills for Leadership
17	Practising Leadership Skills with Others

Assessment guidance for internally-assessed units

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

Evidence to demonstrate achievement of the assessment criteria should be kept in a portfolio that is indexed and referenced to the units and assessment criteria. This evidence may fall naturally out of the Apprenticeship programme and contribute towards achieving not only the BTEC but also the competence-based qualification, the Edexcel Level 2 Certificate in Providing Security Services. Adopting a holistic approach to assessment in this way leads to more effective use of assessors' time and reduces the burden of assessment on learners.

Where naturally occurring evidence is not available, assignments may be devised to provide evidence generating opportunities.

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified assessment criteria. Centres should enable learners to produce evidence in a variety of different forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum credit value specified by the rule of combination will achieve the qualification at pass grade.

Quality assurance of centres

For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres must be committed to ensuring the quality of the units and qualifications they deliver.

Centre quality assurance and assessment is monitored and guaranteed by Edexcel through the quality review process.

For centres using the qualification as a component of the BTEC Apprenticeship

This applies to centres that register learners for **all** apprenticeship components with Edexcel. For these centres, Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance.

For centres using the qualification as a standalone qualification

This applies to centres that **do not** register learners for all apprenticeship programmes with Edexcel. For these centres, the Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the qualification
- quality review of centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

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

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Specialist qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Internally-assessed units

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

The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data/documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Externally-assessed units

The externally-assessed units have been developed in conjunction with the SIA, which has placed certain restrictions on how training may be delivered, specifically the relationship between guided learning hours (GLH) and contact time. Tutors may adopt a flexible approach to delivery, using weekends and/or a combination of evening sessions as long as they do not reduce the prescribed contact hours or GLH.

Further information is given in *Annexe B* and in the *Delivery* sections of the units.

However, some learners may only be required to undertake the assessment for the units. For further information, please see *Recognition of Prior Learning* below.

Resources

Edexcel BTEC Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes using multiple-choice questions. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement 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 Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF) is accredited on the QCF for learners aged 16 and above.

However, learners intending to go on to take a licence-linked qualification should be made aware that they will not be able to apply for a licence until they are 18.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Internally-assessed units

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

Edexcel encourages centres to recognise learners' previous achievements and experiences. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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

Some learners may not be required to take the learning or the assessment for the externally-assessed units. Details are given in the table below.

Category of learner	Must learners undertake the SIA-prescribed contact time and GLH in Annexe B?	Must learners take the test for the relevant unit*?	Other requirements?
A. Learners who have already passed a QCF unit as part of a licence-linked qualification	No	No**	None.
B. Learners who achieved NQF licence-linked units and hold a current SIA licence	No	No**	(1) The learner must be enrolled on an apprenticeship programme. (2) The employer must have a system of development to keep the learner's knowledge and skills up to date. This system must identify gaps in knowledge between the NQF and QCF units, and the centre should keep evidence that this learning has been delivered.

Category of learner	Must learners undertake the SIA-prescribed contact time and GLH in Annexe B?	Must learners take the test for the relevant unit*?	Other requirements?
C. Learners who achieved NQF licence-linked units less than 3 years ago but do not hold a current SIA licence.	No	Yes	(1) The learner must be enrolled on an apprenticeship programme. (2) Although SIA rules on GLH and contact time do not apply, it is strongly recommended that learners are given revision and preparation for the tests.
D. Learners who achieved NQF licence-linked units more than 3 years ago but do not hold a current SIA licence.	Yes	Yes	None.

* For information about relevant NQF units and their QCF equivalents, see *Annexe H*.

** For information on how to claim externally-assessed units in this way, refer to 'Recognition of Previous Achievement' in the BTEC Security Test Management Handbook.

Centres must retain evidence that learners fall into categories A, B or C. For categories A and B, this must include evidence that they hold a current licence and copies of certificates of their licence-linked qualifications. To decide whether a learner falls into category C or D, the time elapsed should be calculated by establishing (1) the date on which the NQF certificate was awarded (2) the date on which QCF tests are due to be taken.

How learners can get an SIA licence

Some learners will already hold a licence before they are registered on the Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF).

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

- Edexcel BTEC Level 2 Award in Security Guarding (QCF)
- Edexcel BTEC Level 2 Award in Door Supervision (QCF)
- Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF).

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

Unit format

All units in the Edexcel BTEC Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of practice multiple choice questions, assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Working in the Private Security Industry	17
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Unit 17: Practising Leadership Skills with Others	135

Unit 1: Working in the Private Security Industry

Unit code: M/600/5174

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

This unit introduces people to the private security industry. It covers those areas of content that are common across different sub-sectors: door supervision, security guarding, CCTV operations, vehicle immobilisation, and cash and valuables in transit. It also forms part of the SIA licence-to-practise qualifications at level 2.

Unit introduction

This unit covers the areas of understanding and knowledge that are common across the security industry. Firstly, learners will be taught about the context in which the private security industry operates and opportunities within it. They will also learn about the key legislation that applies across the industry and about how to keep themselves and others safe in the workplace, both in routine and emergency situations. Finally, they will learn about those aspects of communication skills and customer care that will be key to their future roles.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know the purpose and main features of the private security industry</p>	<p>1.1 Define the main purposes of the private security industry</p> <p>1.2 Identify different sectors and career opportunities within the private security industry</p> <p>1.3 State the main aims of the Private Security Industry Act</p> <p>1.4 Identify the main functions of the Security Industry Authority and other key bodies within the private security industry</p> <p>1.5 Describe the main qualities required by security industry operatives</p>
<p>2 Understand the legislation that is relevant to people working in the private security industry</p>	<p>2.1 Identify the differences between civil and criminal law</p> <p>2.2 Identify aspects of human rights legislation that are relevant to the private security industry</p> <p>2.3 State the data protection principles outlined in data protection legislation</p> <p>2.4 Describe types of discrimination that can occur in the workplace</p> <p>2.5 Identify how equal opportunities legislation applies in the workplace</p>

Learning outcomes	Assessment criteria
<p>3 Understand relevant aspects of health and safety in the workplace</p>	<p>3.1 Outline the importance of health and safety in the workplace</p> <p>3.2 Identify the main responsibilities of employees, employers and the self employed under health and safety legislation</p> <p>3.3 Identify ways of minimising risk to personal safety and security</p> <p>3.4 Identify typical hazards in the workplace</p> <p>3.5 Describe safe methods of manual handling</p> <p>3.6 Identify commonly used safety signs</p> <p>3.7 Describe appropriate reporting procedures for accidents and injuries</p>
<p>4 Know how to apply the principles of fire safety</p>	<p>4.1 Identify the three components that must be present for fire to exist</p> <p>4.2 Describe how fire can be prevented</p> <p>4.3 Identify fires by their classification</p> <p>4.4 Identify the types and uses of fire extinguishers and fire fighting equipment</p> <p>4.5 State appropriate responses on discovering a fire</p> <p>4.6 Explain the importance of understanding fire evacuation procedures</p>
<p>5 Know how to deal with non-fire-related workplace emergencies</p>	<p>5.1 Define the term 'emergency' when used in the workplace</p> <p>5.2 Identify types of workplace emergencies</p> <p>5.3 Identify appropriate responses to workplace emergencies</p> <p>5.4 Outline the procedures for dealing with bomb threat warning calls</p> <p>5.5 Identify appropriate responses to situations requiring first aid</p>

Learning outcomes	Assessment criteria
<p>6 Understand the principles of effective communication and customer care in the private security industry</p>	<p>6.1 Describe the elements of the communication process</p> <p>6.2 Identify methods of verbal and non-verbal communication</p> <p>6.3 Identify common barriers to communication</p> <p>6.4 State the importance of effective communication in the workplace</p> <p>6.5 Identify different types of customers and how their needs can vary</p> <p>6.6 Describe the principles of customer care</p>

Unit content

1 Know the purpose and main features of the private security industry

1.1 Main purposes of private security industry: prevention and detection of crime and unauthorised activities; prevention and reduction of loss, waste and damage; monitoring and responding to safety risks

1.2 Sectors and career opportunities: licensed sectors in manned guarding; vehicle immobilisation; other sub-sectors (private investigation, events security, electronic security and fire systems); career opportunities in operational roles (supervisory, management); career opportunities in support roles (sales, human resources, training, consultancy)

1.3 Aims of Private Security Industry Act 2001: to raise standards; to increase public confidence and safety; to remove criminal elements; to establish the SIA and licensing

1.4 Main functions of the SIA and other key bodies: role of the SIA (to regulate the industry through licensing, to raise standards through the Approved Contractor Scheme); standard setting bodies (setting standards in non-licensed roles); inspectorate bodies for SIA Approved Contractor Scheme

1.5 Main qualities required for security industry operatives: reliability and integrity; observational skills; politeness and communication skills; being prepared to take responsibility to solve problems; ability to handle sensitive situations; teamworking skills

2 Understand the legislation that is relevant to people working in the private security industry

2.1 Civil and criminal law: purposes (to right a wrong/to deter and punish); who brings cases (individuals/the state); remedy (compensation for loss or damage/fines and imprisonment); standard of proof (balance of probabilities/reasonable doubt)

2.2 Relevance of human rights legislation: who it applies to; connection with European Convention on Human Rights

2.3 Data protection principles: the eight principles outlined in the Data Protection Act

2.4 Discrimination in the workplace: main categories (race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, age); direct and indirect discrimination; differences between prejudice, victimisation and harassment

2.5 Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal; the employer's duty to make reasonable adjustments for disabled people

3 Understand relevant aspects of health and safety in the workplace

3.1 Importance of health and safety: to comply with legislation; consequences of failure to comply (prosecution, business closure); to avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health)

3.2 Responsibilities under legislation: main duties of employers (to assess and reduce risk, to provide first aid facilities, to tell staff about hazards, to provide training if required, to record injuries and accidents, to provide and maintain necessary equipment and clothing and warning signs); main duties of employees' and self employed (to take responsibility for own health and safety, to co-operate with employer, to take reasonable care and not put themselves or public at risk, to report injuries and accidents to employer)

3.3 Ways of minimising risk to personal safety and security: developing awareness of risks and hazards; training on specific hazards; use of personal alarms and mobile phones; importance of following safe routines and being systematic; procedures for lone working

3.4 Typical hazards: factors that cause slips and trips (footwear, flooring, cleaning and contamination, obstacles, poor lighting)

3.5 Safe methods of manual handling: assessment of load; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting

3.6 Safety signs: recognising different categories of sign (prohibition, warning, mandatory, safe condition, fire fighting, hazchem)

3.7 Appropriate reporting procedures: reportable and non-reportable injuries under RIDDOR; what to record in an accident book

4 Know how to apply the principles of fire safety

4.1 Three components of fire: the fire triangle (oxygen, fuel, heat)

4.2 Prevention of fire: control of fuel and ignition sources eg bins and waste disposal; safe storage of flammables; inspection and maintenance of electrical equipment; avoidance of overloading electrical points

4.3 Fire classification: classes A, B, C, D, F

4.4 Fire extinguishers and fire fighting equipment: appearance and use of different fire extinguishers (water, powder, foam, carbon dioxide, wet/dry chemical); fire blankets; types of sprinkler system (wet/dry risers)

4.5 Responses on discovering a fire: FIRE (Find, Inform, Restrict, Evacuate or Extinguish)

4.6 Importance of understanding evacuation procedures: to save time in emergency; to keep self and others safe; to assist emergency services

5 Know how to deal with non-fire-related workplace emergencies

5.1 Definition of 'emergency': a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action

5.2 Types of emergency: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat

5.3 Appropriate responses to emergencies: follow correct procedures depending on emergency; ensure safety of self and others; report to appropriate authorities; appropriate behaviour (act quickly, be authoritative, remain calm, encourage others to remain calm); procedures for making emergency calls

5.4 Dealing with bomb threat warning calls: questions to ask the caller; information to note about the call; action to take after the call

5.5 Appropriate responses to first aid situations: initial response (seeking help, ensuring own safety, assessment of situation and casualty); actions if casualty is unresponsive (opening airway, assisted breathing, compressions, recovery position); how to respond to major haemorrhage and bleeding; correct patient positioning to minimise effect of injuries

6 Understand the principles of effective communication and customer care in the private security industry

6.1 Elements of the communication process: sender/receiver model of communication

6.2 Methods of verbal and non-verbal communication: non-verbal communication (gesture, stance, eye contact, facial expression, paralanguage); verbal communication (speaking, listening, reading, writing)

6.3 Communication barriers: physical (equipment, physical separation, background noise, lighting); attitude (complacency, incorrect assumptions); emotional (nervousness, anger, stress); linguistic – sender (unclear message, accent, jargon, slang); linguistic – receiver (literacy, English as second language); organisational (unclear reporting lines, misunderstanding of roles/responsibilities)

6.4 Importance of effective communication: what makes effective communication (choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding); importance of effective communication (to ensure organisational effectiveness and effective team working, to provide effective service to customers)

6.5 Types of customers and their needs: types of customer (internal and external, direct and indirect); customers with particular needs (physical difficulties, learning difficulties, sensory impairment, non-native speakers)

6.6 Principles of customer care: basic principles of customer care (establishing rapport, acknowledging the customer, communicating information); the six golden rules when dealing with problems (acknowledge the customer, establish the customer's needs, put yourself in the customer's position, accept responsibility, involve the customer in the solution, see it through)

Essential guidance for tutors

Delivery

If units are to be taught individually, it would make most sense for this unit to be delivered before any of the subject-specialist units as it provides a general introduction to the security industry. Delivery of all or part of this unit could, however, be integrated into teaching of other units so that they are taught simultaneously. For further information on this, please refer to the relevant units.

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

In learning outcome 3, learners will not be tested on the names or dates of health and safety laws or regulations. However, tutors need to understand the following legislation as it is from these acts that the *Unit content* is derived:

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

Centres can make use of 'non-contact' delivery activities. For more information, please refer to *Annexe B*.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies, access to actual equipment and real company documentation would be beneficial if available. There are a number of opportunities for practical learning activities, such as role playing of customer care and health and safety scenarios.

Assessment

This unit will be assessed using a multiple-choice test set and marked by Edexcel.

The questions will be based on individual assessment criteria listed on pages 18-20 and their associated *Unit content* on pages 21-23.

Further information about the test weightings and test procedures is contained with the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres must comply with the following sections stipulated by the SIA in its *Introduction to Learning Leading Towards Licence-linked Qualifications*:

- Section 3: Criteria for Learning Delivery
- Section 4: Examination Venue Criteria

This document can be obtained from the SIA website: www.sia.homeoffice.gov.uk

Indicative resource materials

Websites

www.hse.gov.uk/index.htm	Health and Safety Executive – source of information about health and safety legislation
sia.homeoffice.gov.uk	The Security Industry Authority
www.skillsforsecurity.org.uk	Skills for Security – the standards setting body for the security sector

Unit 2: Conflict Management for the Private Security Industry

Unit code: K/600/6310

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 8

Unit aim

This unit introduces learners to the principles of conflict management. It also forms part of the SIA licence-to-practise qualifications for security guards and door supervisors.

Unit introduction

This unit covers how to avoid and manage conflict situations across the security industry. It is better if potential conflict can be avoided altogether, so learners will be taught about ways of doing this. They will also learn about how to manage conflict that does arise, particularly ways of assessing risk to themselves and about how to behave in a way that will defuse the situation. Once a situation has been defused, the next stage is about solving problems and learners will be taught about the strategies that they can use to do this. They will also learn about post-incident considerations, such as sources of support and why it is important to share good practice.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the principles of conflict management appropriate to their role</p>	<p>1.1 State the importance of positive and constructive communication to avoid conflict</p> <p>1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence</p> <p>1.3 Identify factors that can trigger an angry response in others</p> <p>1.4 Identify factors that can inhibit an angry response in others</p> <p>1.5 Identify how managing customer expectations can reduce the risk of conflict</p> <p>1.6 Identify human responses to emotional and threatening situations</p>
<p>2 Understand how to recognise, assess and reduce risk in conflict situations</p>	<p>2.1 Identify the stages of escalation in conflict situations</p> <p>2.2 Explain how to apply dynamic risk assessment to a conflict situation</p>
<p>3 Understand how to communicate effectively in emotive situations and de-escalate conflict</p>	<p>3.1 State how to use non-verbal communication in emotive situations</p> <p>3.2 Identify how to overcome communication barriers</p> <p>3.3 Identify the differences between assertiveness and aggression</p> <p>3.4 Identify ways of defusing emotive conflict situations</p> <p>3.5 Identify appropriate approaches to take when confronting unacceptable behaviour</p> <p>3.6 Identify how to work with colleagues to de-escalate conflict situations</p> <p>3.7 State the importance of positioning and exit routes</p>

Learning outcomes	Assessment criteria
<p>4 Understand how to develop and use problem solving strategies for resolving conflict</p>	<p>4.1 State the importance of viewing the situation from the customer's perspective</p> <p>4.2 Identify strategies for solving problems</p> <p>4.3 Identify win-win approaches to conflict situations</p>
<p>5 Understand good practice to follow after conflict situations</p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from conflict situations</p> <p>5.3 Identify the importance of sharing good practice</p> <p>5.4 State the importance of contributing to solutions to reoccurring problems</p>

Unit content

1 **Understand the principles of conflict management appropriate to their role**

1.1 Importance of positive communication to avoid conflict: the importance of constructive communication; the need to communicate in a way that is clear, professional, polite and fair

1.2 Importance of employer policies, guidance and procedures: their value as a means of reducing risk of litigation and harm to self and others; their value as source of information about own responsibilities, and action to take in different circumstances

1.3 Factors that can trigger an angry response: common triggers (feeling threatened, loss of face, frustration, physical discomfort); factors that can increase likelihood of triggering an angry response (drink, drugs, personality, medical conditions)

1.4 Factors that can inhibit an angry response: self control; fear of confrontations, retaliation or other consequences eg legal action; peer pressure; previous experience

1.5 Managing customer expectations to reduce the risk of conflict: how difficulties can be caused by customers having unrealistic expectations about a situation; how providing information can help manage customer expectations eg how long they may be required to wait, explanations of company policy, stating own expectations

1.6 Human responses to emotional and threatening situations: common responses (fear, anger, aggression); the fight, flight or freeze response; physical effects of adrenalin on the body; how to recognise symptoms of shock

2 **Understand how to recognise, assess and reduce risk in conflict situations**

2.1 Stages of escalation in conflict situations: the attitude-behaviour cycle; how threat levels can escalate in a confrontation (frustration → anger → aggression → violence); how own actions can lead to escalation in a situation eg an unsympathetic or rude response

2.2 How to apply dynamic risk assessment in conflict situations: need to adapt to threats posed by persons, places and objects; the reactionary gap; early warning signs of potential aggression (breathing, non-verbal signals); danger signs of imminent anger and aggression (language, non-verbal signals, personal space, actual and potential weapons); the need to be ready to adapt response depending on risk (respond verbally, take action, retreat, seek help)

3 Understand how to communicate effectively in emotive situations and de-escalate conflict

3.1 How to use non-verbal communication in emotive situations: how to signal non-aggression through non-verbal communication (posture, positioning, movements, hand gestures, voice pitch); proxemic zones (public, social, personal, intimate)

3.2 How to overcome communication barriers: the need to recognise that a communication barrier exists; types of communication barrier (physical, attitudinal, emotional, linguistic); use of active listening to facilitate understanding; how to overcome physical barriers eg by moving to a quieter location; how to overcome attitudinal barriers eg by restating message, by being assertive; how to overcome emotional barriers by defusing the situation; how to overcome linguistic barriers eg by re-phrasing and repeating message, by slowing speech, by use of gestures, by use of intermediaries

3.3 Differences between assertiveness and aggression: characteristics of assertive behaviour (being firm but fair, remaining calm, appearing confident, politeness); how to recognise aggressive behaviour (words, tone, gestures, attitude)

3.4 Ways of defusing emotive conflict situations: use of non-verbal communication to signal non-aggression; maintaining self control; being positive and assertive; empathy and active listening

3.5 Appropriate approaches to take when confronting unacceptable behaviour: following appropriate policy and procedures; being proactive; using assertive language and behaviour

3.6 How to work with colleagues to de-escalate conflict situations: positioning in a confrontation when more than one staff member is present; the value in a confrontation of handing over to, or taking control from, a colleague

3.7 Importance of positioning and exit routes: importance of leaving potential aggressors with an exit route; importance of having own exit route available

4 Understand how to develop and use problem solving strategies for resolving conflict

4.1 Importance of viewing the situation from the customer's perspective: the value of empathy (preventing conflict, helping to defuse conflict, understanding a conflict situation better); ways of showing empathy

4.2 Strategies for solving problems: a problem-solving model to resolve situations once anger has been defused (building rapport, finding common ground, agreeing a way forward); negotiation strategies that can be used to help solve problems (stating expectations, giving reasons, offering alternatives, applying pressure, offering incentives, compromising)

4.3 Win-win approaches to conflict situations: the concept of 'win-win'; benefit of win-win approaches

5 Understand good practice to follow after conflict situations

5.1 Importance of accessing help and support following an incident: sources of help and support (colleagues, management, counsellors); value of accessing help and support (support, reassurance, dealing with shock)

5.2 Importance of reflecting on and learning from conflict situations: value of reflecting and learning from conflict (recognising trends, being able to respond better in future, identifying preventative measures)

5.3 Importance of sharing good practice: why front-line staff should contribute (value of first hand experience, sharing expertise and facilitating use of common approaches, being able to respond to changing circumstances, influencing procedures)

5.4 Importance of contributing to solutions to recurring problems: benefits of contributing (safer working environment for staff and customers, reduced stress, better customer experience)

Essential guidance for tutors

Delivery

Delivery of all or part of this unit could be integrated into teaching of other units so that they are taught simultaneously. For example, learning outcome 6 of Unit 1 covers communication and customer service skills, both of which are key considerations in learning about conflict management.

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

Teaching should be exemplified and contextualised to the needs of the group using scenarios and role plays to reinforce learning. Example scenarios are given in *Annexe E*.

Centres can make use of 'non-contact' delivery activities. For more information, please refer to *Annexe B*.

Assessment

This unit will be assessed using a multiple-choice test, set and marked by Edexcel.

The questions will be based on individual assessment criteria listed on pages 28-29 and their associated *Unit content* on pages 30-32.

Further information about the test weightings and test procedure is contained with the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres must comply with the following sections stipulated by the SIA in its *Introduction to Learning Leading Towards Licence-linked Qualifications*:

- Section 3: Criteria for Learning Delivery
- Section 4: Examination Venue Criteria

In particular it should be noted that the SIA requires that trainers wishing to deliver this unit must hold a recognised qualification in conflict management training that is on the NQF or the QCF at Level 3.

This document can be obtained from the SIA website: www.sia.homeoffice.gov.uk

Unit 3: Solving Work-related Problems

Unit code: A/501/6295

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to help learners learn about and improve their problem-solving skills for use at work.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand that both individuals and organisations encounter workplace problems	1.1 Explain the main reasons that individuals encounter problems in the workplace 1.2 Describe some of the common types of problems that an organisation or company might need to solve

Learning outcomes	Assessment criteria
2 Use sources of help effectively	2.1 Explain how sources of help available to both individuals and to organisations can help in solving work-related problems 2.2 Extract relevant information or advice from several different sources to help solve workplace problems
3 Consider possible solutions to workplace problems	3.1 Describe possible solutions to different workplace problems 3.2 Rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order
4 Apply appropriate strategies to solve workplace problems	4.1 Plan how to execute the solutions they consider most likely to work

Unit content

1 **Understand that both individuals and organisations encounter workplace problems**

1.1 Reasons for individual problems: conflict or differences of opinion; new situations or change in current situation; communication difficulties and misunderstandings

1.2 Problems for companies/organisations to solve: eg how to increase profits, how to reorganise a team or division, how to meet new legal requirements, how to deal with potential hazards to staff/customers

2 **Use sources of help effectively**

2.1 Sources of help: for individuals, eg colleagues, managers, workplace procedure manuals, instruction manuals, training manuals, staff handbook, human resources department, complaints policy, union representative; for organisations or companies, eg training, consultants, experts, advisory organisations, staff suggestions

2.2 How to extract information/advice: decide which sources are relevant; extract relevant information from sources; compare and contrast advice

3 **Consider possible solutions to workplace problems**

3.1 Solutions to workplace problems: eg meet with union representative to discuss pay and conditions, update staff handbook to reflect recent changes in working conditions, consult staff about revised rotas

3.2 Ranking solutions according to likely effectiveness: factors to consider when ranking possible solutions eg timeframe and resources needed, cost implications, short-term versus long-term solution, probability of solving whole or part of the problem, legal implications

4 **Apply appropriate strategies to solve workplace problems**

4.1 Planning how to execute solutions: a strategy for problem solving (define the problem clearly, find out all information required, use all sources of help, consider all possible solutions, consider repercussions of different approaches such as advantages and disadvantages of possible solutions); how to apply a problem-solving strategy (choose action after considering all relevant information, amend action if necessary, review effectiveness of strategy)

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

To achieve 3.1, learners must describe appropriate solutions to the two different workplace problems identified in 1.2. Learners' descriptions should show that they have taken on board or thought about the advice or guidance they found in the various sources referred to in 2.2.

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

Assessment criterion 4.1 requires learners to produce two brief plans: one plan for each of the highest-ranked solutions for 3.1. The plans should indicate the steps to take to solve the problems. The steps should be appropriate to the nature of the problem and ordered in a logical way. The plans need not be complex or lengthy.

Essential resources

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

Unit 4: Building Working Relationships with Customers

Unit code: F/501/6413

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to develop learners' understanding of customer service in the workplace, and gives them the opportunity to develop customer service skills.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Learning outcomes	Assessment criteria
<p>2 Understand why organisations normally have protocols for dealing with customers</p>	<p>2.1 Describe the key areas likely to be contained in a customer service protocol</p> <p>2.2 Explain why it is important for employees to follow customer service protocols</p>
<p>3 Interact positively with customers in line with given protocols</p>	<p>3.1 Follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests</p> <p>3.2 Communicate appropriately with customers</p> <p>3.3 Explain the procedures within an organisation for dealing with customer problems and complaints</p> <p>3.4 Describe when it would be necessary to involve colleagues in assisting the customer</p>

Unit content

1 **Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole**

1.1 Effects of employee self-presentation: customers form a negative or positive impression based on employee's self-presentation eg employee using aggressive tone of voice suggests that they are unwilling to help, employee thanking customer for their enquiry suggests that they think customer is important; customers form negative or positive view of organisation based on how the employee presents themselves eg employee not listening carefully to customer's request suggests that the organisation does not care about customers, employee whose personal appearance is tidy suggests that the organisation is well organised

1.2 Importance of customer satisfaction: helps organisations to meet their financial or service goals and service level agreements; potential benefits to organisation of meeting financial or service goals eg staff bonuses, recruitment of new staff, opening new branches, promotion of existing staff, boost to organisation's image or reputation; potential negative consequences if organisations do not meet financial or service goals eg loss of contracts, employee jobs put at risk, pay freezes, damage to organisation's image or reputation

2 **Understand why organisations normally have protocols for dealing with customers**

2.1 Key areas in customer service protocols: common key areas eg receiving enquiries by telephone/email/post/in person, following up customer enquiries, dealing with customer complaints, referring customers to other departments

2.2 Importance of following protocols: ensuring employees maintain high level of customer service; ensuring all employees know how to treat customers and what actions to take in various situations; negative implications of not following protocols eg unhappy customers, employee could face disciplinary action

3 **Interact positively with customers in line with given protocols**

3.1 Dealing with common customer queries or requests: how to deal with customer queries or requests eg through training, use of reference documents; following organisation's protocols when dealing with customer queries or requests

3.2 Communicate appropriately with customers: being helpful in manner, language and attitude eg listening carefully to the customer, asking for clarification if necessary, using a friendly, pleasant tone of voice so that customer feels welcome and at ease

3.3 Dealing with customer problems and complaints: different ways of knowing organisation's procedures for dealing with customer problems and complaints eg via training, employee manuals, work shadowing, experience in the job role; different aspects of organisation's procedures for dealing with complaints and problems eg specific ways of reporting complaint or problem, fixed timelines for dealing with complaint/problem, approved ways of resolving the problem or responding to the complaint

3.4 When to involve other colleagues in assisting the customer: referring customer to another colleague if you are unable or unauthorised to deal with their request or query; seeking the advice/help of other colleagues so that you can resolve customer request or query yourself, if appropriate

Essential guidance for tutors

Delivery

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

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

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

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

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

Assessment

For 1.1, learners must explain the potential effect on the customer of both positive and negative employee self-presentation. One example of each is required. The explanation will need to include how an employee acts as a representative of their organisation, that the customer forms an opinion of the employee based on their self-presentation and that customers tend to make judgements about the whole organisation based on the representatives they encounter. In achieving 1.2, learners must explain that satisfied customers are essential for an organisation as their custom helps the organisation to meet its financial or service goals. They must show that they understand that unsatisfied customers are likely to take their business elsewhere or make a complaint, and that this is detrimental to the financial or service goals of the organisation.

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

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

For 3.1, learners must follow a given protocol to deliver the aspects of customer service detailed in the assessment criteria. At least one customer query or request must be dealt with appropriately and effectively. The customer query or request may relate to goods or services, but should be familiar and routine in nature. For simulated exercises, the protocol may be one produced by the tutor (in which case it should be realistic and based on actual protocols). Where learners are being assessed in the workplace, the protocol should, wherever possible, be the customer service documentation from that organisation.

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

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

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

Essential resources

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

Indicative resource materials

Websites

www.keepcustomers.com

www.worketiquette.co.uk/VerbalCommunicationcategory

www.worketiquette.co.uk/WorkEtiquetteBasicsCategory

Unit 5: Working as a Security Officer

Unit code: L/600/6705

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 8

Unit aim

This unit covers knowledge and understanding for areas that are relevant to the role of a security officer. It also forms part of the SIA licence-to-practise qualification for security guards.

Unit introduction

This unit covers the specialist knowledge and understanding required to become a licensed security officer. Learners will be taught about the role of a security officer, which will include the importance of, and reasons for, patrolling as well as about access and egress control. They will also learn about how and when to conduct searches and about the range of technology and equipment that will help them perform their duties. Security officers need to know about the law and learners will therefore be taught about the powers available to them when the law is broken as well as other related issues, such as types of evidence and crime scene preservation. Finally, they will learn about record keeping, including incident reports and notebook usage.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the role of a security officer within the private security industry</p>	<p>1.1 Identify the main responsibilities of a security officer</p> <p>1.2 Identify the purposes of assignment instructions</p> <p>1.3 List items of equipment needed when on duty</p> <p>1.4 Explain the term 'confidentiality' within the context of a security officer's responsibilities</p> <p>1.5 Identify the purposes of control rooms</p>
<p>2 Understand the importance of, and reasons for, patrolling</p>	<p>2.1 Identify the types and purposes of different patrols</p> <p>2.2 Identify actions that should be taken before starting a patrol</p> <p>2.3 Describe patrolling procedures and techniques</p> <p>2.4 State the equipment required for patrolling</p> <p>2.5 Explain the importance of vigilance and using local and site knowledge when patrolling</p>
<p>3 Understand how to control access to and egress from a site</p>	<p>3.1 Identify the purposes of access and egress control</p> <p>3.2 Identify duties of a security officer when using different methods of access and egress control</p> <p>3.3 State the powers and identification requirements of statutory agencies</p>

Learning outcomes	Assessment criteria
4 Understand basic search procedures	4.1 List the conditions that have to be in place before searching can be carried out 4.2 Identify the different types of search 4.3 State the correct procedures for carrying out personal and vehicle searches 4.4 State actions to be taken in the event of a refusal to be searched 4.5 State the information to be recorded in search documentation 4.6 State the action to be taken when property is found during a search
5 Understand the purpose and function of different types of technology, security and monitoring systems in the security environment	5.1 Identify the types and main purposes of security and monitoring technology 5.2 Identify the main features of security, monitoring and emergency systems 5.3 Identify alarm system operator controls and indicators 5.4 List actions to be taken in response to alarm activations 5.5 State the meaning of the term 'false alarm'
6 Understand the law and its relevance to the role of a security officer	6.1 Identify relevant legislation 6.2 State the correct procedure to be used when dealing with a trespasser 6.3 Identify arrest procedures 6.4 Identify what is meant by the reasonable use of force 6.5 List the different types of evidence 6.6 State the actions to be taken when preserving evidence 6.7 Identify reporting procedures following a crime

Learning outcomes	Assessment criteria
<p>7 Understand the importance and purpose of reporting and record keeping</p>	<p>7.1 List the different types of records relevant to the role of a security officer</p> <p>7.2 Identify the do's and don'ts of report writing</p> <p>7.3 State the importance of an incident report</p> <p>7.4 Identify the information to be recorded in an incident report</p> <p>7.5 Identify the do's and don'ts of keeping a notebook</p> <p>7.6 Identify the content and importance of a hand-over</p> <p>7.7 Use the NATO phonetic alphabet</p>

Unit content

1 Understand the role of a security officer within the private security industry

1.1 Responsibilities of a security officer: prevention and detection of crime and unauthorised activities; prevention and reduction of loss, waste and damage; monitoring and responding to safety risks; responsibilities in emergencies; control of access and egress

1.2 Purposes of assignment instructions: source of information and procedures; aid to meeting needs of client; typical tasks and supporting information in assignment instructions

1.3 Items of equipment needed: patrolling equipment; health and safety equipment

1.4 Confidentiality within the role of a security officer: confidentiality about procedures, systems, alarm codes and access codes; confidentiality of data and records; who confidentiality applies to; repercussions of breaching confidentiality

1.5 Purposes of control rooms: monitoring and logging of local staff activity; co-ordination of radio and communications; monitoring of CCTV and alarm systems; providing additional support when required

2 Understand the importance of, and reasons for, patrolling

2.1 Types and purposes of patrols: unlock or takeover patrol (opening or securing a site); routine patrol (planned monitoring, maintenance of security, deterrence/detection of criminal activity); high-risk area patrol (increased levels of monitoring, maintenance of security, deterrence/detection of criminal activity); lockup or handover patrol (securing or opening a site prior to handover)

2.2 Actions before starting a patrol: checks of instructions, records and logs; checks of patrol equipment; ensuring security of work area; communication with colleagues

2.3 Patrolling procedures and techniques: planning (variations of routes and timings, frequency and duration, retracing of steps); value of being systematic while on patrol; use of primary senses; procedures for patrols of internal and external areas

2.4 Equipment required for patrolling: safety and security equipment (torch, personal protective equipment, patrol monitoring equipment); notebook; access equipment (keys, access cards); communications equipment (phone, radio)

2.5 Importance of vigilance and using local and site knowledge when patrolling: better patrol planning; increased hazard awareness; ability to deal with incidents and emergencies

3 Understand how to control access to and egress from a site

3.1 Purposes of access and egress control: maintaining safety of people on site; monitoring and control of movement of people and property; maintaining security of site and property

3.2 Duties during access and egress control: procedures for visitors and vehicles on entry/exit (passes, registers, instructions); key control procedures (use of key safes and key bunches, key issuing and return routines, key checks); process by which access is denied

3.3 Powers and identification requirements: rights of entry of police, HM Revenue and Customs and inspectors (health and safety, environmental health, fire officers); signing-in and identification procedures

4 Understand basic search procedures

4.1 Conditions to be in place before searching: part of employee contract/visitor terms of entry; assignment instructions; consent from person to be searched

4.2 Different types of search: routine and intelligence-based; searches of people, bags and vehicles

4.3 Procedures for personal and vehicle searches: professionalism in personal/bag searches (permission, empathy, politeness, keeping control of the process, assisting where necessary); best practice for personal/bag searches (self-search, same sex searching, witnesses, facilities); procedures for vehicle searches (self-search, use of designated areas, instructions and information for driver, areas of vehicle to be searched)

4.4 Actions in the event of a refusal to be searched: information to be provided to and obtained from the individual; reporting the circumstances to site management

4.5 Information to be recorded in search documentation: names; time and date; search type; items found; signature

4.6 Action when property is found during a search: contacting management; retention of items found; appropriate responses when people refuse to stay; information to be included in incident report

5 Understand the purpose and function of different types of technology, security and monitoring systems in the security environment

5.1 Types and main purposes of security and monitoring technology: safety systems (fire alarms, smoke detectors, gas detectors); security systems (intruder alarms, electronic article surveillance); safety and security systems (CCTV, access control)

5.2 Features of security, monitoring and emergency systems: heat, smoke and gas alarm systems (where found, how activated, alarm centres and what happens when activated); infra-red and break-circuit intruder alarms (differences between, how activated); card swipe, key pad and proximity access control systems (differences between, how operated, locations); electronic article surveillance (main components, how activated)

5.3 Alarm system operator controls and indicators: alarm, zone and fault indicators; mute, rest and reset switches; disable/inhibit function; how fire and intruder alarm controls differ

5.4 Actions to be taken in response to alarm activations: responses to alarm activations; risks and hazards when responding to alarms

5.5 Meaning of the term 'false alarm': false alarm as activation without incident; common causes of false alarms

6 Understand the law and its relevance to the role of a security officer

6.1 Relevant legislation: Serious Organised Crime and Police Act 2005 and powers of arrest; indictable and non-indictable offences (trespass, aggravated trespass, theft, burglary, criminal damage, types of assault)

6.2 Correct procedure when dealing with a trespasser: confirming that trespass has occurred; how to deal with trespassers who agree to leave; how to deal with trespassers who refuse to leave; records that need to be made

6.3 Arrest procedures: information to give to person being arrested; how to deal with people who resist arrest; facilities and monitoring required after arrest

6.4 Reasonable use of force: Criminal Law Act 1967; concepts of 'reasonable force', 'necessity' and 'proportionality'

6.5 Different types of evidence: direct; circumstantial; expert; hearsay; documentary

6.6 Actions when preserving evidence: preventing contamination of crime scenes (cordons, restricting access to authorised persons only, protecting evidence from weather or interference); ensuring continuity of evidence (evidence bags, accurate records)

6.7 Reporting procedures following a crime: when to report; who to report to; what to report

7 Understand the importance and purpose of reporting and record keeping

7.1 Different types of records: incident reports; search register; visitors' register; key register; notebook; daily occurrence book; accident book

7.2 Do's and don'ts of report writing: key considerations (planning, structuring, content and quantity of information, timescales, recipients)

7.3 Importance of an incident report: protection of security guard; protection of organisation; possible use as evidence; auditing and provision of monitoring information

7.4 Information to record in an incident report: covering information; information about the incident, those involved, witnesses and actions taken

7.5 Do's and don'ts of notebook use: how to make entries; how to deal with corrections; how to deal with pages left blank in error; information that should not be recorded

7.6 Content and importance of a hand-over: what needs to be handed over (information, documentation, keys, equipment); importance in ensuring continuity of security

7.7 Phonetic alphabet: letters A-Z

Essential guidance for tutors

Delivery

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

There are also connections between the content of specific assessment criteria in different outcomes within this unit, which could therefore be taught together. For example, there is overlap between the two assessment criteria that deal with equipment (1.3 and 2.4). Similarly, purposes of access and egress control (assessment criterion 3.1) could be linked to the monitoring systems covered in assessment criteria 5.1 and 5.2.

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

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies and real company documentation would be beneficial if available. Access to and practical demonstrations of equipment would also be useful, particularly for learning outcome 5. There are a number of opportunities for practical learning activities, such as role-play search scenarios and incident report completion.

Assessment

This unit will be assessed using a multiple-choice test set and marked by Edexcel.

The questions will be based on individual assessment criteria listed on pages 48-50 and their associated *Unit content* on pages 51-53.

Further information about the test weightings and test procedure is contained with the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres must comply with the following sections stipulated by the SIA in its *Introduction to Learning Leading Towards Licence-linked Qualifications*:

- Section 3: Criteria for Learning Delivery
- Section 4: Examination Venue Criteria

This document can be obtained from the SIA website: www.sia.homeoffice.gov.uk

Unit 6: Working as a CCTV Operator

Unit code: A/600/7381

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 14

Unit aim

This unit covers knowledge and understanding for areas that are relevant to the role of a security officer. It also forms part of the SIA licence-to-practise qualification for CCTV operators.

Unit introduction

This unit covers part of the specialist knowledge and understanding required to become a licensed CCTV Operator. Learners will find out about the key documentation used in CCTV as well as aspects of confidentiality and security that are essential in this industry. They will learn about key legislation and about what their roles and responsibilities will be. Learners will be taught about the CCTV equipment available and how it is used during incidents. Finally, they will cover those emergency procedures that are specific to CCTV control rooms, building on what they have learned about emergencies in Unit 1.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand CCTV codes of practice, operational procedures and guidelines	1.1 Identify the purpose of codes of practice, operational procedures and guidelines 1.2 Identify the impact of codes of practice, operational procedures and guidelines on CCTV operations 1.3 Identify the value of codes of practice, operational procedures and guidelines to partners, agencies and the public 1.4 Explain the term 'confidentiality' as it applies to the role of a CCTV operator 1.5 State why the control room is kept as a secure environment 1.6 Identify the key features of access control systems 1.7 State the requirements for dealing with authorised and unauthorised visitors to the CCTV control room 1.8 Describe the operator's responsibilities within the SIA's Standards of Behaviour for CCTV operators

Learning outcomes	Assessment criteria
<p>2 Understand relevant legislation and how it impacts on CCTV operations</p>	<p>2.1 Identify how data protection legislation impacts on the role of the CCTV operator</p> <p>2.2 Identify how human rights legislation impacts on the role of the CCTV operator</p> <p>2.3 Identify the different types of surveillance described by regulation of investigatory powers legislation</p> <p>2.4 State how the main provisions of regulation of investigatory powers legislation impact on CCTV operations</p> <p>2.5 Identify authorisation levels required for surveillance operations under regulation of investigatory powers legislation</p> <p>2.6 Explain the main provisions of freedom of information legislation</p> <p>2.7 State how freedom of information legislation differs from data protection legislation</p> <p>2.8 Identify how display screen regulations impact on the role of the CCTV operator</p> <p>2.9 Identify the causes, key indicators and means of alleviating stress</p>

Learning outcomes	Assessment criteria
<p>3 Understand the roles and responsibilities of the CCTV operator and other CCTV staff</p>	<p>3.1 Describe the purpose of a CCTV system</p> <p>3.2 Identify the main roles and responsibilities within a typical CCTV control room team</p> <p>3.3 State the importance of accurate and timely communication up and down the reporting chain</p> <p>3.4 Explain the importance of sharing information between the team and other agencies</p> <p>3.5 Explain the importance of the continuity of evidence</p> <p>3.6 Identify the responsibilities of the operator to produce statements and give evidence in court</p> <p>3.7 State the importance of accurate and detailed note taking and record keeping</p>
<p>4 Understand the characteristics of a CCTV system</p>	<p>4.1 Identify the main components of the CCTV system</p> <p>4.2 Describe the main types of CCTV cameras and mountings</p> <p>4.3 Describe how technologies such as ANPR, biometrics, visual recognition, digital recording are used with CCTV equipment</p> <p>4.4 Explain the importance of dedicated communication links with third parties</p>

Learning outcomes	Assessment criteria
<p>5 Understand how to make effective use of CCTV equipment</p>	<p>5.1 Identify the main types of incidents that a CCTV operator may assist with</p> <p>5.2 Identify typical crime hot spot locations</p> <p>5.3 Describe how local crime and disorder issues affect CCTV operations</p> <p>5.4 Explain how CCTV operators interact with third parties during an incident</p> <p>5.5 Identify the appropriate options available to the CCTV operator when the law is broken</p> <p>5.6 Identify ways in which the CCTV operator can assist the statutory enforcement agencies</p> <p>5.7 Describe how to recognise an improvised explosive device (IED)</p> <p>5.8 Explain how CCTV can assist external agencies during a bomb alert</p> <p>5.9 Explain the reasons for, and methods of, target selection including equality issues</p>
<p>6 Understand emergency procedures in the CCTV control room</p>	<p>6.1 State actions to be taken in the event of an access control systems failure</p> <p>6.2 State the actions to be carried out following receipt of a telephone call warning of a bomb in the CCTV control room</p> <p>6.3 State the actions to be taken if a suspicious object is found in the CCTV control room</p> <p>6.4 State the actions to be carried out if an evacuation is ordered</p> <p>6.5 State the procedures to be followed on re-occupying the CCTV control room after an evacuation</p>

Unit content

1 Understand CCTV codes of practice, operational procedures and guidelines

1.1 Purpose of codes of practice, operational procedures and guidelines: information commissioner's code of practice (best practice, interpretation of relevant legislation, informing the public); operational and site specific procedures/guidelines (defining procedures and processes)

1.2 Impact of codes of practice, operational procedures and guidelines: reduction in numbers of complaints; raising standards; aiding efficiency; protection for operator/organisation; legal implications

1.3 Value of codes of practice, operational procedures and guidelines to partners, agencies and public: public (transparency, reassurance, acceptance); partners and agencies (efficiency, reassurance, clear working relationships)

1.4 Meaning of confidentiality: confidentiality about the CCTV system; confidentiality of data and observations; who confidentiality applies to; repercussions of breaches

1.5 Why the control room is kept secure: security of data/systems; personal security; ways of maintaining security and confidentiality

1.6 Features of access control systems: cameras; intercoms; door systems; keypads; swipe cards; proximity readers

1.7 Dealing with authorised and unauthorised visitors: authorised visitors (identity checks, signing in and signing out procedures, information they need to be aware of); unauthorised visitors (appropriate responses, records and reporting requirements)

1.8 SIA standards of behaviour: relating to appearance, attitude, skills and conduct

2 Understand relevant legislation and how it impacts on CCTV operations

2.1 Impact of data protection legislation: requirements for initial assessment, application and documentation; siting of cameras to ensure data is relevant and proportionate; what signage must contain to be fair and lawful; requirements for data collected (accurate, kept securely, used in line with scheme's stated purpose, kept for no longer than necessary); restrictions on access by third parties; data subjects' access rights

2.2 Impact of human rights legislation: right to privacy; public interest considerations that can justify infringements (necessity, proportionality)

2.3 Types of surveillance: covert; intrusive; directed

2.4 Impact of regulation of investigatory powers legislation: requirements for authorisation of covert surveillance; circumstances under which authorisation can be granted

2.5 Authorisation levels: for directed surveillance (local authority, police)

2.6 Main provisions of freedom of information legislation: access rights; information types

2.7 How freedom of information and data protection differ: types of organisations that each applies to; extent of information that can be requested (personal vs. organisational); areas not covered under freedom of information legislation (data collection, storage, handling)

2.8 Impact of display screen regulations: workstation design; lighting; need for regular breaks; eye tests

2.9 Causes, indicators and means of alleviating stress: causes (work-related, non-work-related); symptoms (physical, behavioural, emotional); stress management techniques (physical, attitudinal, lifestyle)

3 Understand the roles and responsibilities of the CCTV operator and other CCTV staff

3.1 Purpose of a CCTV system: roles in relation to crime, safety and anti-social behaviour (detection, evidence, information); location management

3.2 Roles and responsibilities within a typical CCTV team: responsibilities of operator, supervisor and manager

3.3 Importance of accurate and timely communication along reporting chain: reporting pathways; audit trails; repercussions of inaccurate/delayed communication for different incident types

3.4 Importance of sharing information between team and other agencies: facilitating appropriate and timely response to incidents; gathering intelligence and evidence

3.5 Importance of continuity of evidence: different types of evidence (images, documents); purpose of audit trails; concepts of integrity and admissibility of evidence; how to ensure continuity of evidence (time and date stamps, bagging, documentation)

3.6 Responsibilities to produce statements and give evidence in court: when witness statements and attendance at court may be required; repercussions of failure to do so; behaviour and procedures for giving oral evidence in court

3.7 Importance of note taking and record keeping: role in creating audit trails; record keeping and note taking as support for, and supplement to, images; purpose of different types of log; how to complete handwritten logs

4 Understand the characteristics of a CCTV system

4.1 Main components of CCTV system: lenses (zoom, varifocal); cameras; lighting; transmission components and systems (co-axial and fibre-optic cables, wireless, internet protocol); operator control systems (keyboard, joystick, touch screen); display systems (overview monitor, spot monitor, multiplexer, quad); recording systems (time-lapse, real-time)

4.2 Types of cameras and mountings: technology (analogue, digital including megapixel); images (monochrome, colour, resolution); response to light conditions (low light, infra-red, light adjusting); housings (box, dome); positioning (fixed, pan tilt zoom, mobile);

4.3 Other technologies: digital recording (functional operation, advantages over analogue); ANPR (purpose, functional operation); behavioural recognition and biometrics (purpose, functional operation)

4.4 Importance of dedicated links with third parties: third parties (police, PCSOs, wardens); types of dedicated links (police dispatch systems, video, telephone, radio); importance as aid to incident management and reporting

5 Understand how to make effective use of CCTV equipment

5.1 Main types of incidents: emergencies; criminal and antisocial behaviour; suspicious activity; observation requests

5.2 Crime hot spot locations: leisure and entertainment facilities; retail centres; transport facilities; car parks

5.3 How crime and disorder issues affect CCTV operations: exchange of information within team and with outside agencies; changes to camera patrols (times, frequencies, duration)

5.4 How CCTV operators interact with third parties during an incident: reporting incidents; providing descriptions; responding to requests for information; proactive monitoring and reporting during an incident

5.5 Appropriate options when the law is broken: use of real time recording; options depending on incident (monitoring, logging, gathering evidence, notifying police/security team)

5.6 How CCTV operators can assist the statutory enforcement agencies: relevant agencies (police, customs and excise, civil enforcement officers, trading standards officers); assistance (informing, monitoring, recording evidence)

5.7 How to recognise an Improvised Explosive Device (IED): vehicles (where parked, driver behaviour); unattended objects (type, location); people (clothing, behaviour)

5.8 How CCTV can assist external agencies during a bomb alert: securing an area; crowd control; searching an area; providing intelligence and information; evidence gathering

5.9 Reasons for and methods of target selection including equality issues: reasons for targeting individuals (prior experience, observed activity/behaviour, valid request by third party); invalid reasons for target selection

6 Understand emergency procedures in the CCTV control room

6.1 Actions to be taken in the event of an access control systems failure: awareness of fault reporting procedures; importance of maintaining safety and security

6.2 Actions following telephone call warning of a bomb in the control room: inform relevant people; procedures for searching

6.3 Actions if a suspicious object is found in the control room: common indicators of IEDs; appropriate procedures if a suspect package is found

6.4 Actions if an evacuation is ordered: procedures for equipment, doors, windows, lights, personal belongings

6.5 Procedures on re-occupying the control room after an evacuation: equipment checking; re-establishing police contact; review of data recorded in interim; updating of logs

Essential guidance for tutors

Delivery

If units are to be taught individually, it would make most sense for this unit to be delivered after *Unit 1: Working in the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated into teaching of other units, so that they are taught simultaneously. For example, there are opportunities to link the teaching of learning outcome 6 to the parts of Unit 1 that deal with emergency procedures.

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

The SIA Standards of Behaviour for CCTV operators referred to in learning outcome 1 can be found in *Annexe F*.

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. Case studies and real company documentation would be beneficial if available. Access to and practical demonstrations of equipment would be beneficial if available, particularly in learning outcomes 4 and 5.

Assessment

This unit will be assessed using a multiple-choice test set and marked by Edexcel.

The questions will be based on individual assessment criteria listed on pages 56-59 and their associated *Unit content* on pages 60-62.

Further information about the test procedure and test weightings is contained with the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres must comply with the following sections stipulated by the SIA in its *Introduction to Learning Leading Towards Licence-linked Qualifications*:

- Section 3: Criteria for Learning Delivery
- Section 4: Examination Venue Criteria

This document can be obtained from the SIA website: www.sia.homeoffice.gov.uk

Unit 7: Working as a Door Supervisor

Unit code: K/600/6307

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

This unit covers knowledge and understanding for areas that are relevant to the role of a security officer. It also forms part of the SIA licence-to-practise qualification for door supervisors.

Unit introduction

This unit covers specialist knowledge and understanding required to become a licensed door supervisor. In this unit, learners will be taught about the role of a door supervisor and behavioural requirements. Door supervisors need to know about the law and learners will therefore be taught about the powers available to them when the law is broken as well as other related issues such as crime scene preservation and record keeping. Several learning outcomes deal with other legal matters, including the law of force, types of assault, drug and licensing laws. They will also learn about admissions policies and how and when to conduct searches. Finally, they will learn about safety issues that are not covered in Unit 1, including human responses in an emergency and the importance of maximum occupancy figures.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the behaviour appropriate for individual door supervisors, as defined by the SIA's standards of behaviour	1.1 Identify the key elements of the SIA's Standards of Behaviour for door supervisors 1.2 State the reasons why standards of behaviour are required 1.3 Identify the requirements specifically relating to SIA licensing 1.4 Define the role and objectives of a door supervisor 1.5 Identify the key qualities of a door supervisor
2 Understand the elements of civil and criminal law relevant to door supervisors	2.1 State the law relating to use of force 2.2 Identify the different types of assault as defined by law 2.3 List offences against property that a door supervisor may come across 2.4 State the options available to a door supervisor when the law is broken

Learning outcomes	Assessment criteria
<p>3 Understand search procedures and the reason for having them</p>	<p>3.1 State the importance of an admissions policy</p> <p>3.2 Identify common areas that can be included in an admissions policy</p> <p>3.3 Identify the reasons for searching premises</p> <p>3.4 State how to search people and their property</p> <p>3.5 State the differences between general, random and specific searches</p> <p>3.6 Identify the hazards involved with conducting searches and appropriate precautions that can be taken</p> <p>3.7 State the definitions of offensive weapons</p> <p>3.8 Outline the procedures for handling and recording articles, including drugs, seized during a search</p>
<p>4 Understand the powers of arrest and related procedures</p>	<p>4.1 Identify indictable offences</p> <p>4.2 Identify factors to consider when deciding whether to make a citizen's arrest</p> <p>4.3 Outline the procedures for making a citizen's arrest</p> <p>4.4 Outline the procedures to be followed after a citizen's arrest</p>
<p>5 Understand relevant drug legislation and its relevance to the role of the door supervisor</p>	<p>5.1 Identify aspects of current drugs legislation that apply to the role of the door supervisor</p> <p>5.2 State the common indicators of drug misuse</p> <p>5.3 Identify common types of illegal drugs</p> <p>5.4 State how to recognise signs of drug dealing</p> <p>5.5 Outline the procedure for dealing with customers found to be in possession of drugs</p> <p>5.6 State how to dispose of drug related litter and waste safely</p>

Learning outcomes	Assessment criteria
<p>6 Understand incident recording and crime scene preservation</p>	<p>6.1 Identify the types of, and reasons for, records needed to be kept by a door supervisor</p> <p>6.2 Identify incidents which need to be recorded and when the police are to be called</p> <p>6.3 State the procedures for record keeping</p> <p>6.4 Identify the different types of evidence</p> <p>6.5 Outline the rules to be followed to appropriately preserve evidence and crime scenes</p>
<p>7 Understand licensing law and social responsibility</p>	<p>7.1 State the licensing objectives under current alcohol licensing legislation</p> <p>7.2 State the different types of licences issued and the activities they allow</p> <p>7.3 State circumstances under which customers can be ejected</p> <p>7.4 State police powers with regard to licensed premises</p> <p>7.5 State the powers of entry of authorised persons</p> <p>7.6 Outline the rights and duties of licensees and door supervisors as their representatives</p> <p>7.7 Outline relevant legislation regarding children and young people</p> <p>7.8 Identify activities considered unlawful under licensing, gaming and sexual offences legislation</p>

Learning outcomes	Assessment criteria
8 Understand and be able to follow procedures for emergency situations	8.1 Identify common human responses in an emergency situation 8.2 State the reasons for having fire risk assessments and maximum occupancy figures 8.3 Identify behaviours that could indicate unusual and suspicious activity 8.4 Identify current counter terrorism issues and procedures as they relate to the role of a door supervisor 8.5 Identify common situations requiring first aid that occur in licensed premises 8.6 State how to safely dispose of contaminated waste

Unit content

1 Understand the behaviour appropriate for individual door supervisors as defined by the SIA's standards of behaviour

1.1 Elements of the SIA's standards of behaviour for door supervisors: requirements relating to appearance, professional attitude/skills, general conduct, values and standards

1.2 Reasons why standards of behaviour are required: raising standards (conduct, training, supervision); increased public confidence; maintaining good relationships with customers/police; maintenance of reputation of venue and industry

1.3 Requirements specifically relating to SIA licensing: who needs a licence; displaying and not altering a licence; when the SIA must be notified (lost licences, criminal convictions, changes in address or of right to work in UK); circumstances when a licence must be made available for inspection or returned to SIA; arrangements for organisations in Approved Contractor Scheme

1.4 Role and objectives of door supervisors: control of access; enforcement (law, policy, entry conditions); ensuring safety and security (routine, emergency); prevention of crime, disorder and unacceptable behaviour

1.5 Key qualities of a door supervisor: oral communication, interpersonal and teamworking skills; quick thinking and decisiveness; politeness and courtesy; assertiveness and calmness under pressure; honesty and fairness; observational skills

2 Understand the elements of civil and criminal law relevant to door supervisors

2.1 Law relating to use of force: Criminal Law Act 1967; concepts of 'reasonableness', 'necessity' and 'proportionality'

2.2 Types of assault: common assault; actual bodily harm; grievous bodily harm; sexual assault; rape

2.3 Offences against property: trespass; criminal damage; theft

2.4 Options available when the law is broken: asking the customer to leave; forced ejection and right to evict; arrest; confiscating relevant items; notifying the police

3 Understand search procedures and the reasons for having them

3.1 Importance of an admissions policy: as aid for managing customer expectations if clearly visible; deterrence of unacceptable behaviour; as justification for refusals/ejections

3.2 Common areas in an admissions policy: behaviour/physical state; entrance fee; search conditions; age and acceptable proofs (PASS, photo-card driving licence, passport)

3.3 Reasons for searching premises: ensuring evacuation routes are clear; checks of safety equipment; suspicious objects; ensuring relevant areas are secure

3.4 Searching people and their property: professionalism (permission, empathy, politeness, keeping control of the process, assisting where necessary); best practice (self-search, same sex searching, witnesses, facilities, search logs)

3.5 General, random and specific searches: differences between general, random and specific searches

3.6 Hazards and precautions when searching: hazards (violence, sharp objects, accusations of assault or planting of evidence); precautions (appropriate behaviour when searching, use of self-search, presence of appropriate witnesses)

3.7 Offensive weapons: definition (objects made/adapted/intended to cause injury); restrictions relating to sharply pointed and bladed objects

3.8 Handling articles seized during a search: immediate handover to supervisor; following agreed internal procedures for storage or disposal; information to record following seizure

4 Understand the powers of arrest and related procedures

4.1 Indictable offences: distinction between summary and indictable offences; common indictable offences relating to property, violence and drugs

4.2 Factors to consider before making a citizen's arrest: legal requirements to be met before a citizen's arrest can be made; whether options are available; policy of premises and local police; knock-on effects (being taken away from main duties, risk of violence)

4.3 Procedures for making a citizen's arrest: what to tell the person arrested; use of reasonable force

4.4 Procedures after making a citizen's arrest: ensuring welfare of person arrested; informing police; detention and supervision until police arrive; incident report

5 Understand relevant drug legislation and its relevance to the role of the door supervisor

5.1 Relevant aspects of current drug legislation: offences in categories of possession, supply and use of premises; controlled drugs classification system

5.2 Indicators of drug misuse: physical symptoms; behavioural signs; physical evidence of drug use

5.3 Types of illegal drugs: official/street names of common illegal drugs

5.4 How to recognise signs of drug dealing: behaviour of suspected dealers (vigilance, movements, patterns of interaction with others); locations where drug dealing often occurs

5.5 Procedure for dealing with customers in possession of drugs: typical procedures if no arrest is made (ejection, seizure and storage or disposal of drugs); procedures if arrest is made (normal arrest and detention procedures, securing of evidence, record of incident)

5.6 How to dispose of drug-related litter and waste: use of protective clothing; disposal of sharps; avoidance of contact with contaminated materials

6 Understand incident recording and crime scene preservation

6.1 Types of, and reasons for, records to be kept: types of records (duty register, pocket book, incident report); reasons (permanence, evidence, alerting others, monitoring, protection of self and organisation); the need to keep records secure

6.2 Incidents to be recorded and when the police are to be called: incidents normally recorded (ejections, use of force, visits by authorities, customer complaints, accidents, emergencies); factors that influence whether the police will be called (seriousness of situation, advice from management, venue and local police policy)

6.3 Procedures for record keeping: using a pocket book (how to make entries and corrections, information to record); what to include in an incident report (covering information, information about the incident, those involved, witnesses and actions taken)

6.4 Different types of evidence: direct; circumstantial; expert; hearsay; documentary

6.5 How to preserve evidence and crime scenes: preventing contamination of crime scenes (cordons, restricting access to authorised persons only, protecting evidence from weather or interference)

7 Understand licensing law and social responsibility

7.1 Licensing objectives under current licensing legislation: objectives relating to crime and disorder, public safety, public nuisance and children

7.2 Different types of licence issued and the activities they allow: premises licence; club premises certificate; personal licence; temporary events notice

7.3 Circumstances under which customers can be ejected: for breach of conditions of entry; for breaking the law; for unacceptable behaviour

7.4 Police powers with regard to licensed premises: right of entry to investigate licensable activities or licensing offences; right of entry and search (drugs offences, breach of the peace); power to close premises for reasons of disorder and public safety or noise

7.5 Powers of entry of authorised persons: right of entry to investigate licensable activities or licensing offences

7.6 Rights and duties of licensees and door supervisors: right of door supervisor to act as representative of licensee (to refuse entry, to withdraw consent to be on premises, to eject); duty to prevent breaches of licensing law and other illegal activities

7.7 Relevant legislation regarding children and young people: licensing offences related to children

7.8 Unlawful activities under licensing, gaming and sexual offences legislation: offences relating to drunkenness and disorderly conduct; permitting a young person to use a Category C gaming machine; soliciting/controlling prostitutes

8 Understand and to be able to follow procedures for emerging situations

8.1 Common human responses in an emergency situation: reluctance to accept emergency is happening; calmness, increased cooperation and altruistic behaviour; fear and distress

8.2 Fire risk assessments and maximum occupancy figures: reasons for fire risk assessments (eliminate hazards, reduce risk); reasons for maximum occupancy figures (safety within venue, safe evacuations)

8.3 Behaviours that could indicate unusual/suspicious activity: surveillance; questioning about the premises; tests of security; people, objects and behaviour that are out of place

8.4 Current counter terrorism issues and procedures: issues (hostile reconnaissance, dry runs); vigilance and visible presence to deter and disrupt terrorist activity; screening and routine searching of premises; reporting and recording of incidents

8.5 Common first aid situations in licensed premises: accidents (slips, trips, cuts); violence; drugs overdose; epilepsy

8.6 Safe disposal of contaminated waste: avoidance of skin contact with waste contaminated with bodily fluids (sharps boxes, gloves, disposal bags, hand washing)

Essential guidance for tutors

Delivery

If units are to be delivered individually, it would make most sense for this unit to be delivered after *Unit 1: Working in the Private Security Industry*, but before *Unit 2: Conflict Management for the Private Security Industry*. Delivery of all or part of this unit could, however, be integrated with the teaching of other units, so that they are taught simultaneously. It would be particularly appropriate for the legislation covered in learning outcomes 2, 4 and 7 to be linked to learning outcome 2 in Unit 1. Record keeping in learning outcome 6 could also be linked to the theme of communication covered by learning outcome 6 in Unit 1. Learning outcome 8 also links well to learning outcomes 3, 4 and 5 Unit 1, which deal with health, safety and emergencies. There are also numerous opportunities to link Unit 7 and Unit 2, for example when teaching about aspects of work that can lead to conflict such as admissions policies, searches and drugs.

There are also links between the content of specific assessment criteria in different learning outcomes within this unit, which could therefore be taught together. For example, there is overlap between the role of the door supervisor in assessment criteria 1.4 and 7.6, and between disposal of waste in assessment criteria 5.6 and 7.8. Similarly, much of the legislation can be taught simultaneously (in particular 2.2, 2.3, 2.4 and 4.1) and arrests are dealt with in 2.4, 4.2, 4.3, 4.4 and 5.5.

The SIA Standards of Behaviour for door supervisors referred to in assessment criterion 1.1 are in *Annexe G*.

For assessment criterion 5.2 the following range of illegal drugs needs to be covered: cocaine, amphetamines, ecstasy, LSD and cannabis. For each one, learners need to know about the physical symptoms, behavioural signs and physical evidence of use. Assessment criterion 5.3 needs to cover the same range of drugs as 5.2.

For assessment criterion 7.7, learners need to be taught about the offences covered in sections 145–147 of the Licensing Act 2003. For assessment criterion 7.8, the offences relating to drunkenness and disorderly conduct must cover sections 140–143 of the Licensing Act 2003, while the gaming offence is covered in section 146 of the Gambling Act 2005. Learners do not need to learn which sections of the legislation relate to which offences, only what the offences are.

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

The use of a variety of materials and practical activities would help to emphasise the vocational nature of this qualification. There are a number of opportunities for practical learning activities, such as role-play search scenarios and completion of incident reports.

Assessment

This unit will be assessed using a multiple-choice test set and marked by Edexcel.

The questions will be based on individual assessment criteria listed on pages 66-69 and their associated *Unit content* on pages 70-73.

Further information about the test weightings and test procedure is contained with the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

Centres must comply with the following sections stipulated by the SIA in its *Introduction to Learning Leading Towards Licence-linked Qualifications*:

- Section 3: Criteria for Learning Delivery
- Section 4: Examination Venue Criteria

This document can be obtained from the SIA website: www.sia.homeoffice.gov.uk

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

Unit code: K/502/5817

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give learners an understanding of how crime impacts on retail business and the precautions and actions which are undertaken to prevent loss and maintain security.

Unit introduction

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the range of security risks faced by a retail business	1.1 Describe the types of criminal activity which commonly occur in retail businesses 1.2 Identify the types of merchandise at greatest risk of theft and the reason for this

Learning outcomes	Assessment criteria
<p>2 Understand the effect which crime has on a retail business and its staff</p>	<p>2.1 Describe how crime can affect the profits of a retail business</p> <p>2.2 Describe how crime can affect people working in retail</p>
<p>3 Know what actions can be taken to prevent crime in a retail business</p>	<p>3.1 Outline actions and precautions typically taken to secure:</p> <ul style="list-style-type: none"> a stock b premises c cash d people e information <p>3.2 Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock</p>
<p>4 Know how security incidents should be dealt with</p>	<p>4.1 Describe what action should be undertaken in the event of an observed or suspected theft</p> <p>4.2 Describe the steps employees should take to safeguard their own personal security</p> <p>4.3 State when security incidents should be referred to senior staff</p>

Unit content

1 Know the range of security risks faced by a retail business

1.1 Commonly occurring criminal activity: shoplifting; fraud; cash theft; equipment theft; stock theft; vandalism; antisocial behaviour; threatening behaviour; burglary; product contamination

1.2 Merchandise at greatest risk of theft and the reason for this: merchandise that is easy to conceal and/or with high resale value eg alcohol, cigarettes, batteries, razor blades, DVDs, mobile phones, watches, jewellery, fragrances, meat, make-up, clothes

2 Understand the effect which crime has on a retail business and its staff

2.1 Effect of crime on profits: need to employ security staff and invest in security equipment; working time lost through implementing improved security measures; working time lost through managing a security incident; financial losses from damage and from stolen stock, cash, equipment

2.2 Effect of crime on people: effects of feeling unsafe and threatened (de-motivation, loss of confidence, stress-related illnesses, low productivity, staff absences, staff turnover); time wasted on dealing with crime

3 Know what actions can be taken to prevent crime in a retail business

3.1 Actions and precautions typically taken to secure:

- a stock (CCTV, signs, secure storage, dummy packets, electronic article surveillance, staff awareness, safe storage of keys, restricted areas, store watch associations, restriction of customer numbers)
- b premises (use of off site storage, store room, CCTV, shutters, alarm systems, security signs, staff awareness, security lighting, removal of climbing aids outside, door locking system restricting ingress and egress by customers)
- c cash (keep off site, cash draw limits, security signs, CCTV, vary cash transfer times, validation methods, security pens)
- d people (CCTV, security signs, staff awareness and training, personal attack alarms, personal protective equipment)
- e information (use of locked cabinets, locked office, locked storeroom, computer password protection, hard drive back-ups, filing of hard copies)

3.2 Actions and precautions to reduce staff theft and the resulting loss of stock: staff purchase policies; regular spot checks; neutral person serving family and friends; requiring staff to leave through the front door; bag search; locker searches; policies on personal belongings on the shop floor

4 **Know how security incidents should be dealt with**

4.1 Action in the event of an observed or suspected theft: action by security staff on identifying a potential suspect (maintain careful and discreet observation, early communication to nominated person if available); action by security staff after a suspect has passed through the checkout area (follow organisational policy with regard to challenging, searching and apprehension of suspect); action by security staff to manage any possible confrontation and own personal safety; preservation and continuity of evidence/stolen items

4.2 Steps employees should take to safeguard their personal security: be vigilant; take care entering and leaving the store; recognise suspicious behaviour; discourage theft; comply with company guidelines; avoid divulging personal details

4.3 Security incidents that should be referred to senior staff: suspected staff theft; incidents where there is a significant threat to personal safety of self, colleagues or customers; defective security equipment; suspect packages

Essential guidance for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

Essential resources

None.

Indicative reading for learners

Websites

British Retail Consortium – www.brc.org.uk

Retail Security Portal – www.retailsecurityportal.com

Unit 9: Learning with Colleagues and Other Learners

Unit code: Y/501/5915

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to develop learners' understanding of how to learn from other people.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of learning with colleagues or other learners	1.1 Explain why learning with their colleagues or other learners is important for their own development
2 Plan the learning they will undertake with colleagues or other learners	2.1 Describe a learning goal which they will be able to undertake with colleagues or other learners 2.2 Explain how they will work towards achieving the learning goal

Learning outcomes	Assessment criteria
<p>3 Be able to interact appropriately with colleagues or other learners in a learning situation</p>	<p>3.1 Respond appropriately to advice from others</p> <p>3.2 Express beliefs and opinions to others appropriately</p> <p>3.3 Give helpful feedback to others</p>
<p>4 Review the learning they have undertaken with colleagues or other learners</p>	<p>4.1 Give examples of how they have learned with colleagues or other learners</p> <p>4.2 Reflect on their experience of learning with a group of other colleagues or other learners</p>

Unit content

1 **Understand the importance of learning with colleagues or other learners**

1.1 Importance of learning with others: finding more effective answers and solutions to tasks or problems through interaction with colleagues or other learners eg solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others eg patience, empathy, tolerance, flexibility, loyalty, reliability

2 **Plan the learning they will undertake with colleagues or other learners**

2.1 Learning goals: identifying an aspect of their learning they can undertake with colleagues or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study

2.2 Working towards the learning goal: eg attending a training course and attempting all tasks given on the course, completing assigned part of group/team project, compiling list of questions to ask visiting speaker during question and answer session

3 **Be able to interact appropriately with colleagues or other learners in a learning situation**

3.1 Responding appropriately to advice from others: thanking someone for their advice; asking an appropriate question about the advice offered; being polite in expressing disagreement with the advice

3.2 Expressing beliefs and opinions: preferences and dislikes; relevance of an aspect of learning; how useful the learning was

3.3 Giving helpful feedback: feedback to other learners on how useful learning was, what could be improved or changed

4 **Review the learning they have undertaken with colleagues or other learners**

4.1 Examples of learning with others: informal learning situations eg team-building activities or development activities, day-to-day working with a team of people at the same level; formal learning situations eg training courses, induction days, classes, workshops

4.2 Reviewing the learning experience with others: deciding whether the experience of learning with others was successful eg whether the group task was achieved, whether the learner found out new information from others or acquired new skills from working with others; considering anything that could have been done better eg the learner should have paid more attention to the suggestions and ideas of other learners or colleagues in the group

Essential guidance for tutors

Delivery

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

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

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

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

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

Assessment

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

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

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

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

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

Essential resources

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

Indicative resource materials

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

Unit 10: Communicating Solutions to Others

Unit code: R/501/5895

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to develop learners' understanding and ability to communicate solutions to work-related problems.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand why they need to solve a problem	1.1 Describe a possible problem to solve 1.2 Explain why the problem requires a solution 1.3 Describe a way to solve the problem
2 Communicate the solution effectively to others	2.1 Using appropriate communication methods, explain to others how the problem was solved 2.2 Use appropriate information to support their explanation

Learning outcomes	Assessment criteria
<p>3 Provide appropriate responses to questions or objections</p>	<p>3.1 Identify possible questions or objections to their solutions to a problem</p> <p>3.2 Plan how to deal with feedback and questions from others in the group</p> <p>3.3 Respond appropriately to questions or objections from others</p>
<p>4 Evaluate their performance</p>	<p>4.1 Evaluate how effective their performance was</p> <p>4.2 Suggest areas for improvement</p>

Unit content

1 Understand why they need to solve a problem

1.1 Possible problems to solve: eg differences of opinion, new situations, misunderstandings, poor instructions, lack of communication, inadequate management, unforeseen events or emergencies, changes in situation or environment, need for new services/processes/products, need to improve or change a current situation, need to test or check new ideas, need to find information

1.2 Reasons why the problem requires a solution: eg lack of communication could lead to missed deadlines, inadequate management or knowledge means potential for poor quality work, a project cannot be undertaken unless sufficient knowledge/funding/resources are available, changes in technical equipment could lead to problems in using a product

1.3 Ways to solve problems: eg rewrite staff manual in plain English, consult staff about revised rotas, investigate possible effects of changing technical equipment before changing the equipment, submit an application for funding for a project, enrol on a training course to improve customer service skills

2 Communicate the solution effectively to others

2.1 Methods of presentation: verbal presentation; written presentation eg by email, project, report with recommendations

2.2 Appropriate information: background research/information; evidence of where the solution has been used before successfully; what has improved since the problem was solved or what could improve once the problem is solved; who provided support, guidance or advice

3 Provide appropriate responses to questions or objections

3.1 Possible questions/objections: eg wanting more detail about the solution, having a different view from that presented, not agreeing with the view presented, finding problems with the proposed solution

3.2 Planning how to deal with questions: predicting questions; preparing possible answers

3.3 Responding appropriately to questions or objections: listening carefully to questions/objections; giving clear and accurate information; offering to provide further information if necessary; dealing with questions politely and tactfully; taking on board other people's views

4 **Evaluate their performance**

4.1 Carrying out an evaluation: discussion with tutor/line manager either formally or informally; using a checklist or appropriate evaluation form; identifying what went well and what did not go well

4.2 Suggesting areas for improvement: eg not interrupting those asking questions about the solution, speaking more slowly when explaining how the problem was solved

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

Essential resources

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

Indicative resource materials

Websites

www.tellmehowto.net

www.worketiquette.co.uk

Unit 11: Effectiveness at Work

Unit code: J/501/5912

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to understand what constitutes effective behaviour in the workplace and to practise behaving in these ways.

Unit introduction

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand effective workplace behaviour	1.1 Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside the workplace

Learning outcomes	Assessment criteria
<p>2 Demonstrate effective working practice</p>	<p>2.1 Interact appropriately with a wide range of colleagues in the workplace</p> <p>2.2 Represent the workplace positively when dealing with customers or others outside the workplace</p> <p>2.3 Apply organisational procedures appropriately</p>
<p>3 Evaluate their own practice</p>	<p>3.1 Describe what went well and what did not</p> <p>3.2 Suggest areas for improvement of their performance</p>

Unit content

1 Understand effective workplace behaviour

1.1 Different ways in which employees can behave effectively: interacting with other colleagues in the workplace eg communicating appropriately with other colleagues, managing your time and workload; interacting appropriately with customers in the workplace; paying attention to effective working guidelines in the workplace eg codes of conduct, personal reviews/appraisals, human resources guidelines; working outside of the organisation eg at venues on behalf of the organisation, behaving appropriately towards customers when visiting a client site, behaving appropriately when attending an external training course

2 Demonstrate effective working practice

2.1 Interact appropriately with others in the workplace: interactions with different types of colleagues in carrying out day-to-day work eg senior managers, team members, line managers, unfamiliar colleagues

2.2 Represent the workplace positively when dealing with customers or others outside the workplace: importance of service level agreements and role of front line staff in helping to meet these; showing appropriate behaviour when on company/organisation business outside the workplace eg external meetings, training courses, visits to clients' premises

2.3 Apply organisational procedures appropriately: following assignment instructions; applying procedures when carrying out your job eg following health and safety rules for dealing with hazardous substances, dealing with a customer enquiry according to policies and procedures, filling in the relevant form to request time off work

3 Evaluate their own practice

3.1 Evaluation of own practice: identifying what went well eg dealing promptly with customers, receiving positive feedback from colleagues; identifying what did not go so well eg not understanding what was requested by senior colleagues or customers

3.2 Suggesting areas for improvement: eg better communication with other team members, asking supervisor for help when needed

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

Essential resources

Learners will need access to

- copies of organisational procedures for different types of organisation as appropriate, for example training provider procedures for staff and/or learners relating to conduct and behaviour or if in the workplace, copies of workplace procedures
- relevant training or developmental courses relating to good conduct (for example assertiveness, communication skills etc)
- copies of documentation relating to appraisal systems.

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.worketiquette.co.uk

www.worksmart.org.uk/career

Unit 12: Working in a Team

Unit code: R/501/6058

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to understand and develop teamworking skills.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the advantages and disadvantages of having a team complete a task	1.1 Explain the advantages and disadvantages of having a team complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 Identify a code of conduct for effective teamwork 2.2 Explain the likely consequences of team members not following a code of conduct

Learning outcomes	Assessment criteria
<p>3 Be able to recognise the different strengths, skills and experiences different people bring to a team</p>	<p>3.1 Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team</p> <p>3.2 Identify some relevant strengths, skills and experiences that other members bring to a particular team</p>
<p>4 Understand how to allocate roles and responsibilities within the team in relation to a given task</p>	<p>4.1 Agree with other team members the roles and responsibilities of each member of the team</p> <p>4.2 Explain how each role contributes to the team's objectives and the completion of the team task</p>
<p>5 Work positively as a member of a team</p>	<p>5.1 Describe ways in which respect was shown for the ideas and suggestions of others</p> <p>5.2 Identify relevant ideas and suggestions which were given and which helped the team to complete their task</p> <p>5.3 Describe ways in which help, support or advice was given to team members where appropriate</p> <p>5.4 Explain why it is important to respond positively to advice or constructive criticism</p> <p>5.5 Complete tasks allocated to the required standard and on time</p>
<p>6 Reflect on the performance of a team</p>	<p>6.1 Discuss how their individual performance contributed to the overall performance of the team</p> <p>6.2 Outline ways in which the team as a whole performed effectively</p> <p>6.3 Outline areas in which the team could improve its teamwork skills</p>

Unit content

1 **Understand the advantages and disadvantages of having a team complete a task**

1.1 Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task may be better completed by one person

2 **Understand the need for a team to work to an agreed code of conduct**

2.1 Code of conduct for teamwork: contents of a possible code eg every member should contribute, listen to views of all team members, value contributions of others, accept constructive criticism, consult with other team members, make decisions as a group, follow group decisions, carry out agreed responsibilities

2.2 Consequences of team members not following code of conduct: team task not completed on time; team task not completed correctly or to appropriate standard; conflict between team members; confusion about individual tasks and responsibilities; team members feel let down; team members feel reluctant or anxious about working or learning with other team members in future

3 **Be able to recognise the different strengths, skills and experiences different people bring to a team**

3.1/3.2 Teamwork skills, strengths and experiences: practical skills eg ICT; numerical skills; interpersonal skills eg patient, friendly, enthusiastic, loyal; communication skills eg confident speaker, good listener; motivational skills eg good at encouraging or helping others, organisational skills

4 **Understand how to allocate roles and responsibilities within the team in relation to a given task**

4.1 Agreeing roles and responsibilities: on the basis of the objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members

4.2 How individuals contribute to team/task: matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, someone with IT skills suited to searching for information online

5 Work positively as a member of a team

5.1 Respect ideas and suggestions of others: listening politely to ideas and suggestions of others; not interrupting someone who is explaining their idea or suggestion; thanking other team members for their ideas or suggestions

5.2 Offering ideas or suggestions for team task: offering ideas on ways to speed up time needed to complete team task; making suggestions about how to improve quality of work the team is undertaking

5.3 Giving help, support or advice to others: offering to help a team member who is having difficulty carrying out their task; suggesting a better way of doing something; agreeing to take on an extra task whilst fellow team member is absent

5.4 Responding positively to advice or constructive criticism: valuing advice or constructive criticism from others eg creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintaining positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism eg listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm or offensive remarks

5.5 Completing own task successfully and on time: carrying out own task to appropriate standard within agreed timescales

6 Reflect on the performance of a team

6.1 Individual performance as a team member: following code of conduct; completing individual task appropriately and on time; carrying out individual responsibilities; offering help, feedback or advice to others; contributing to success of whole task

6.2 Performance of team: extent to which team followed code of conduct; extent to which team worked well together and every team member made a contribution; whether team task was completed to satisfactory standard and on time

Essential guidance for tutors

Delivery

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

Essential resources

None.

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.projectsmart.co.uk/team-building.html

www.worksmart.org.uk/career

Unit 13: Building Working Relationships with Colleagues

Unit code: L/501/6107

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to understand and practise the skills and behaviours necessary to work effectively with colleagues.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how people in the workplace depend on one another	1.1 Explain the interdependencies between different people in a workplace
2 Understand how an individual's behaviour affects other people at work	2.1 Describe how the positive behaviour of one person can affect others in the workplace 2.2 Describe how the negative behaviour of one person can affect others in the workplace

Learning outcomes	Assessment criteria
<p>3 Be able to demonstrate positive behaviours that promote effective working with others</p>	<p>3.1 Communicate clearly with colleagues</p> <p>3.2 Resolve differences with colleagues amicably</p> <p>3.3 Offer help and guidance to colleagues and accept their help and guidance</p> <p>3.4 Offer ideas, suggestions and opinions to colleagues</p> <p>3.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately</p>

Unit content

1 Understand how people in the workplace depend on one another

1.1 Different people in the workplace depend on one another: in teams, departments and organisation as a whole; people need one another to perform individual roles in order to achieve collective work goals eg sharing of information to avert security breaches or to deal with hazards; interaction between different parts of organisation to support security personnel eg in provision of resources

2 Understand how an individual's behaviour affects other people at work

2.1 Implications of positive behaviour: consequences for individual colleagues eg raising a colleague's self-confidence by giving them positive feedback; consequences for a group eg boost given to team morale by individual member being cheerful and helpful

2.2 Implications of negative behaviour: consequences for other individuals eg individual who uses sexist language finds that a colleague is uncomfortable working alongside them, individual who does not pass on accurate telephone messages to their line manager causes the line manager to waste time clarifying the messages; consequences for a group eg the organisation is not alerted to a security risk, a team is unable to carry out its work effectively because one team member continually turns up late for work

3 Be able to demonstrate positive behaviours that promote effective working with others

3.1 Communicating clearly: verbal communication eg language level, punctuation (if written communication); non-verbal communication eg body language, tone of voice; place and time of communication

3.2 Resolving differences: appropriate behaviour when resolving differences in the workplace eg avoiding offensive language and shouting; resolving differences at appropriate time and in appropriate place eg not settling disputes in front of customers; knowing where to get support (if needed) in resolving the conflict eg line manager, human resources department, impartial mediator

3.3 Offering and receiving help and guidance: benefits of offering and receiving help and guidance for self and for the other individual/team/organisation eg learning a new skill from someone else which is useful for promotion, saving team time by showing others the most efficient method of doing something; knowing appropriate ways to offer/receive help and guidance eg asking someone if they would like help rather than telling them that they need help, thanking someone who has offered help or guidance, even if it is not needed; knowing appropriate sources for help and guidance eg line manager, supervisor, human resources department, a mentor or 'buddy' system

3.4 Offering ideas, suggestions, opinions to colleagues: offering ideas/suggestions/opinions to others in appropriate way eg using polite language, avoiding a rude, aggressive or patronising tone, enabling others to decline your offer of help or disagree with your opinions

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

Essential guidance for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

Essential resources

None.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk

www.worketiquette.co.uk/ColleagueRelationshipsCategory

www.worksmart.org.uk/career

Unit 14: Setting and Meeting Targets at Work

Unit code: D/501/6113

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to understand personal target setting in the workplace.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to develop and confirm personal targets	1.1 Develop personal targets that are appropriate for a workplace situation 1.2 Identify relevant team or organisational targets which relate to own personal targets 1.3 Confirm own personal targets with an appropriate person 1.4 Present own personal targets in an appropriate format to suit organisational requirements

Learning outcomes	Assessment criteria
2 Review progress against own targets	2.1 Identify an appropriate review point 2.2 Review own progress with an appropriate person 2.3 Discuss and agree with an appropriate person what has been achieved and what, if anything, is still to be achieved

Unit content

1 Understand how to develop and confirm personal targets

1.1 Developing personal targets: possible benefits of appropriate targets eg motivating the individual, relevant to job role and team/company goals, clarifying individual's aims, benefits to others, may be a step towards other future goals; how targets should be recorded eg setting series of manageable steps towards reaching a target and investigating resources/support needed to reach the target

1.2 Relating team or organisational targets to personal targets: need for personal targets to be in line with targets of a team or wider organisation; goal of the team/organisation should be linked to the goal of the individual; benefits of reaching individual targets for individual and team or wider organisation

1.3 Confirming targets: knowing who to agree targets with eg line manager; using appropriate documents and procedures eg appraisal documents, target setting forms, informal meeting with line manager

1.4 Presenting personal targets in line with organisational requirements: following specific guidelines or instructions of organisation/department when using target documents and procedures eg appropriate language and terminology to fill in forms, write up notes after meeting with line manager, submit target document for sign-off by the agreed date

2 Review progress against own targets

2.1 When to review progress: need to identify an appropriate time to review progress eg mid-way through task/assignment, at the end of task or assignment, during scheduled performance review with line manager

2.2 Reviewing progress: using relevant method and evidence to show what progress has been made eg using feedback from line manager and customers to gather evidence for personal conduct targets, using call log records to complete call centre target sheet; if target consists of a stepped approach, identifying which steps have been taken towards the target; relevance/appropriateness of personal targets eg considering whether progress achieved has benefited the individual, the team/organisation or both

2.3 Progress still to be achieved: identifying and reviewing any aspect of the target still to be achieved; checking if the original target has changed in light of the review and, if so, whether this affects progress still to be achieved

Essential guidance for tutors

Delivery

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

Essential resources

None.

Unit 15: Contributing to Meetings

Unit code: Y/501/5896

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to understand how to organise and contribute to meetings.

Unit introduction

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know key aspects of meetings	1.1 Describe key aspects of the meeting process and procedures
2 Know solutions to common meeting problems	2.1 Describe appropriate solutions to common meeting problems

Learning outcomes	Assessment criteria
<p>3 Be able to contribute to the discussion at a meeting</p>	<p>3.1 Record personal notes from the meeting</p> <p>3.2 Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting</p>
<p>4 Be able to take responsibility for an agenda item at a meeting</p>	<p>4.1 Present an agenda item at a meeting</p> <p>4.2 Answer questions to help move the discussion forward and reach decisions</p>

Unit content

1 Know key aspects of meetings

1.1 Key aspects of the meeting process and procedures: before a meeting eg arranging date and venue, sending invitations to delegates, liaising with chairperson on agenda and other documents, arranging refreshments, booking equipment if necessary; at the meeting eg ensuring room layout is appropriate, booked equipment is available, spare agendas and documents available, taking notes or minutes, meeting etiquette eg using correct type of language, allowing others to speak uninterrupted, being polite in challenging views of others; after the meeting eg ensuring the room is left tidy, removing all spare documents, typing up notes/minutes if required, sending notes/minutes to relevant people

2 Know solutions to common meeting problems

2.1 Common meeting problems: delegates turning up late or not at all; delegates being unprepared for the meeting; copies of agenda and notes not reaching relevant people; problems with meeting venue or meeting room equipment; too much on the agenda; someone dominating or obstructing the discussion; conflict between delegates; irrelevant discussion or questions raised

Appropriate solutions to common meeting problems: contacting delegates before the meeting to check whether information has been received; re-confirming meeting room arrangements and equipment requirements before the day of the meeting; introducing a rota or time limit on individual contributions to prevent a few people dominating the discussion; referring an irrelevant question or agenda item to a different meeting or time for discussion

3 Be able to contribute to the discussion at a meeting

3.1 Recording personal notes: note taking techniques; why to record action points eg to act as own record if no minutes produced, to allow checking against formal minutes

3.2 Contributing to discussions: listening to complex information; responding appropriately with clarity and conciseness; importance of turn taking and showing respect to others; importance of remaining calm and unemotional

4 Be able to take responsibility for an agenda item at a meeting

4.1 Presenting an agenda item at a meeting: preparing relevant, accurate information; presenting information appropriately and effectively; leading discussion of an agenda item

4.2 Answering questions to move discussion forward and reach decisions: answering questions politely and accurately; giving an answer which provides the information needed to help make a decision; referring a question to someone else if they are better able to provide an answer; asking for clarification if the question is unclear; being honest and tactful if the answer to the question is unknown; inviting other delegates to contribute answers or opinions regarding the question asked

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

Essential resources

None.

Indicative resource materials

Websites

www.businessballs.com/meetings.htm

www.effectivemeetings.com/meetingbasics/6tips.asp

www.meetings.org/meeting4.htm

Unit 16: Developing Personal Skills for Leadership

Unit code: K/501/5904

QCF Level 2 BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to understand leadership skills and have the opportunity to prepare themselves to take part in a leadership activity.

Unit introduction

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the main features of leadership	1.1 Describe the main features of leadership 1.2 Explain how their own skills and qualities relate to the main features of leadership

Learning outcomes	Assessment criteria
2 Plan how to demonstrate leadership skills	2.1 Describe the range of skills they will use to lead others 2.2 Explain how they will put these skills into practice in order to lead others
3 Prepare for a leadership activity	3.1 Select a suitable activity to demonstrate their leadership skills 3.2 Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

Unit content

1 Understand the main features of leadership

1.1 Main features of leadership: responsibility for others eg making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task; providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to carry out which task, solving problems

1.2 Own skills and qualities: how to review own personal development; identifying areas of strength and those areas which you are unsure of/less confident in; asking others for their feedback on your leadership skills

2 Plan how to demonstrate leadership skills

2.1, 2.2 Skills that could be put into practice: supporting others eg by motivating and encouraging, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports and appraisals or by informal means such as verbal feedback to individuals/team on task performance; making decisions, eg how to solve a problem, the best way of doing something

3 Prepare for a leadership activity

3.1 Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about own particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately

3.2 Why the activity was selected: matches experience, skills or interests of the learner; allows learner to demonstrate a skill they feel confident in as well as/or a skill they wish to improve on

Essential guidance for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

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

Learners must also explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor/line manager) that the demonstration is either about practising a new skill or about confirming that they can demonstrate a recently acquired skill.

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

Essential resources

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

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.tellmehowto.net

Unit 17: Practising Leadership Skills with Others

Unit code: D/501/5916

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to for learners to develop skills in leading others.

Unit introduction

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to lead a group activity	1.1 Explain how their leadership skills will contribute to a given group activity
2 Demonstrate effective leadership skills with others	2.1 Give support to other members of the group 2.2 Allocate tasks and activities appropriately to other members of the group 2.3 Give and receive appropriate feedback 2.4 Make decisions about tasks and activities appropriately

Learning outcomes	Assessment criteria
3 Evaluate their leadership performance	3.1 Carry out an evaluation of their leadership performance 3.2 Suggest areas for improvement of their leadership performance

Unit content

1 Understand how to lead a group activity

1.1 Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved eg giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively eg using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

2 Demonstrate effective leadership skills with others

2.1 Giving support to others: motivating and encouraging; providing advice and guidance; discussing problems; showing regard for wellbeing, health and safety of team members

2.2 Allocating tasks and activities: assessing strengths and weaknesses of team members; prioritising tasks to deadlines; deciding who is best placed to carry out tasks, discussing and agreeing with team members

2.3 Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback eg verbal feedback to individuals, feedback to a team on performance of a task

2.4 Making decisions: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately

3 Evaluate their leadership performance

3.1 Carrying out an evaluation: different types of evaluation of leadership; formal evaluation eg assessment forms, checklists; informal evaluation eg discussion with tutor/line manager; using feedback from different sources when evaluating performance; identifying what went well eg successfully explained purpose of team task to the group; identifying what did not go so well eg did not give detailed enough instructions about the timescale for the task

3.2 Suggesting areas for improvement: based on their own assessment (and feedback from others, if appropriate) eg receive feedback and suggestions from all team members before deciding on the solution to a problem in the team task

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

Essential resources

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

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

National occupational standards for Security and Loss Prevention can be obtained from the UK standards website:

www.ukstandards.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to 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 in effective and efficient quality assurance systems.

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

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel qualification framework for the security sector

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3			Edexcel BTEC Level 3 Certificate in Close Protection (QCF)	
2			Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF) Edexcel BTEC Level 2 Award in Disengagement and Non-Restrictive Physical Intervention (QCF) Edexcel BTEC Level 2 Award in Disengagement and Physical Intervention (QCF) Edexcel BTEC Level 2 Award in Door Supervision (QCF) Edexcel BTEC Level 2 Award in Security Guarding (QCF)	Edexcel Level 2 Certificate in Providing Security Services (QCF)
1				

Annexe B

Guided learning hours and contact time

Guided learning hours (GLH) are defined as the time that needs to be allocated to direct teaching and other classroom activities together with other structured learning time (for example distance learning and pre-course reading exercises set by the centre) and assessment activities. It excludes activities that are not directed by the tutor, such as background reading and revision done outside of class time.

'Contact time' refers to time where learners are in direct contact with a tutor, for example direct teaching, class discussions and supervised practice activities. It also includes all formal assessment time.

Typical activities that are included in GLH but which are not defined as contact time would include:

- structured pre-course reading
- distance learning
- e-learning.

These can be called 'non-contact' activities.

The table below indicates the GLH and required contact time for each unit. It is important to note that these contact hours are a minimum figure stipulated by the SIA. Centres should not regard this as a *requirement* to use non-contact activities for Units 1 and 3, but rather as giving them the *opportunity* to do so if they choose. Some centres might choose to deliver these units entirely as contact time.

Unit		GLH	Minimum contact time
1	Working in the Private Security Industry	10	5
2	Conflict Management for the Private Security Industry	8	7.5
5	Working as a Security Officer	8	8
6	Working as a Door Supervisor	10	10
7	Working as a CCTV Operator	14	14

Centres that are planning to use non-contact activities should ensure that they keep evidence of what these are and how they check that learning has taken place.

Annexe C

Mapping against Edexcel Level 2 Certificate in Providing Security Services (QCF)

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF) against the underpinning knowledge of the competence-based Edexcel Level 2 Certificate in Providing Security Services (QCF)

KEY

indicates partial coverage of the competence-based unit

a blank space indicates no coverage of the underpinning knowledge

Edexcel Level 2 Certificate in Providing Security Services (QCF)		Edexcel Level 2 Certificate in Knowledge of Providing Security Services (QCF)																	
		Unit number																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	Reducing the risks to health and safety at work	#	#			#	#	#	#										
2	Communicate effectively with others	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
3	Portray a positive personal image	#	#		#	#	#	#	#										
4	Control security incidents	#				#	#	#	#										
5	Maintain the security of property and premises through observation					#			#										
6	Control entry to and egress from premises					#													

Edexcel Level 2 Certificate in Providing Security Services (QCF)		Edexcel Level 2 Certificate in Knowledge of Providing Security Services (QCF)																
		Unit number																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
7	Carry out searches of people and their property					#		#	#									
8	Provide security at licensed venues							#										
9	Carry out searches of vehicles for unauthorised items					#												
10	Arrest by security operative					#		#	#									
11	Deal with disorderly and aggressive behaviour					#		#										
12	Monitor areas using CCTV systems						#											
13	Maintain CCTV recording media libraries and preserve potential evidence						#											
14	Maintain the operational performance of CCTV systems						#											
15	Provide covert security in retail environments								#									
16	Detect loss and theft in retail environments								#									
17	Control a guard dog under operational conditions																	

Edexcel Level 2 Certificate in Providing Security Services (QCF)		Edexcel Level 2 Certificate in Knowledge of Providing Security Services (QCF)																	
		Unit number																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
18	Deal with lost and found property																		
19	Maintain understanding of current legislation and regulation relevant to the security officer role					#													
20	Record information relevant to the security operative role	#				#													
21	Preventing unauthorised items passing through ports																		
22	Respond to keyholding visit requests																		
23	Visit sites in response to keyholding requests																		
24	Protecting from the risk of violence at work		#																
25	Promote a healthy and safe workplace	#																	
26	Work effectively with other agencies					#	#	#											
27	Assess and address risk to the environment	#																	
28	Use radio communications effectively					#	#	#											

Annexe D

Mapping to Level 1 functional skills

Level 1	Unit number																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
English - Speaking, Listening and Communication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects																		
English - Reading																		
Read and understand a range of straightforward texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English - Writing																		
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience		✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 1	Unit number																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Mathematics - representing																		
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine																		
Identify and obtain necessary information to tackle the problem																		
Select mathematics in an organised way to find solutions																		
Mathematics - analysing																		
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes																		
Use appropriate checking procedures at each stage																		
Mathematics - interpreting																		
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations																		

Annexe E

Conflict management scenarios

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

Scenarios for security guarding

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

Enforcement scenarios

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

Defusing scenarios

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

Confronting scenarios

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

High risk scenarios

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

Scenarios for door supervision

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

Refusal scenarios

- 1 Refusing entry to customers when the venue is full, explaining why no more people can come in and that they may be allowed in, if and when other customers leave.
- 2 Refusing entry to someone who is obviously under the influence of drink or drugs. Some customers may complain, but go away while others will argue and may become aggressive.
- 3 Refusing entry to someone who appears to be under the age of 18 (or 21) and who cannot provide appropriate ID.

- 4 Refusing entry to someone who breaches the venue's dress code eg someone wearing trainers where this is not allowed.
- 5 Refusing entry to someone who wants to come in free of charge, who either cannot pay the admission charge or who claims to be a friend of someone who works there.
- 6 Refusing entry to someone who refuses to be searched as a part of the entry conditions.
- 7 Refusing entry to someone found in possession of either an offensive weapon or drugs.
- 8 Refusing entry to someone who is banned from entering the premises because of previous behaviour, or who is under a court exclusion order not to enter licensed premises, or who is on a Pub Watch ban.
- 9 Refusing entry to someone who behaves aggressively at the point of entry, and is therefore not suitable to be allowed in.

Ejection scenarios

- 10 Ejecting a customer for being suspected of theft, criminal damage, assault or possession of drugs inside the venue (where no police action is required). Some customers will leave when asked to do so while others will argue and/or may become aggressive.
- 11 Ejecting a customer who breaches licensing laws by becoming very drunk, argumentative or aggressive inside the venue. Some customers will leave when asked while others will argue and/or become aggressive.
- 12 Ejecting a customer for breaching a house rule such as repeatedly dancing on tables or carrying bottles/glasses on the dance floor.

Incident scenarios

- 13 Advising a customer regarding unacceptable behaviour inside the venue, trying to stop the behaviour and warning the customer about further action if the behaviour persists.
- 14 Dealing with a first aid incident where other drunken customers try to take over.
- 15 Dealing with a domestic dispute which turns into a noisy incident inside the venue.
- 16 Dealing with other disputes inside the venue, such as a customer arguing with bar-staff over incorrect change given or a complaint about poor service.
- 17 Dealing with various aggressive arguments between customers, trying to prevent them from turning physical.
- 18 Dealing with customers (usually drunk) who refuse to leave at closing time.
- 19 Arresting a customer as a last resort. Some customers will comply with the arrest, while others will become argumentative or aggressive.

Annexe F

Standards of behaviour for CCTV operators

Personal Appearance
An operator should at all times: <ul style="list-style-type: none">• wear clothing which is smart, presentable and is in accordance with the employer's guidelines.• be in possession of his/her Security Industry Authority licence whilst on duty.
Professional Attitude and Skills
An operator when on duty should: <ul style="list-style-type: none">• act fairly and not discriminate on the grounds of gender, sexual orientation, ethnicity, disability or any other difference in individuals, which is not relevant to the operator's duties• carry out his/her duties in a professional and courteous manner with due regard and consideration to others• behave with personal integrity and understanding• use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues• be fit for work and remain alert at all times.
General Conduct
In carrying out his/her duty, an operator should: <ul style="list-style-type: none">• never solicit or accept any bribe or other consideration from any person• not drink alcohol or be under the influence of alcohol or unprescribed drugs• not display preferential treatment towards individuals• never abuse his/her position of authority• never bring unauthorised equipment into the control room• never remove equipment from the control room without authorisation• comply fully with employer's codes of practice and guidelines.
Organisation/Company Values and Standards
An operator should: <ul style="list-style-type: none">• comply with the employer's policies, procedures and objectives.

Annexe G

Standards of behaviour for door supervisors

Personal appearance
<p>A door supervisor should at all times:</p> <ul style="list-style-type: none">• wear clothing which is smart, presentable, easily identifies the individual as a door supervisor, and is in accordance with the employer's guidelines• wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side.
Professional attitude and skills
<p>A door supervisor should:</p> <ul style="list-style-type: none">• greet visitors to the licensed premises in a friendly and courteous manner• act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the door supervisor's responsibility• carry out his/her duties in a professional and courteous manner with due regard and consideration to others• behave with personal integrity and understanding• use moderate language which is not defamatory or abusive when dealing with members of the public and colleagues• be fit for work and remain alert at all times• develop knowledge of local services and amenities appropriately.
General conduct
<p>In carrying out his/her duty, a door supervisor should:</p> <ul style="list-style-type: none">• never solicit or accept any bribe or other consideration from any person• not drink alcohol or be under the influence of alcohol or drugs• not display preferential treatment towards individuals• never abuse his/her position of authority• never carry any item which is or could be considered to be threatening• report all incidents to the management• cooperate fully with members of the police, local authority, Security Industry Authority and other statutory agencies with an interest in the licensed premises or the way they are run.
Organisation/company values and standards
<p>A door supervisor should:</p> <ul style="list-style-type: none">• adhere to the employing organisation/company standards• be perceptive of the employing organisation/company culture and values• contribute to the goals and objectives of the employing organisation/company.

Annexe H

Relevant NQF units and their QCF equivalents

Security Guarding licence-to-practise qualifications		Relationship to BTEC Level 2 Certificate in Knowledge of Providing Security Services (QCF)
NQF qualification and QAN	Relevant NQF units	Relevant QCF unit(s)
Edexcel Level 2 BTEC Award in Security Operations (100/4331/7)	U1: Security Guarding	U1: Working in the Private Security Industry U5: Working as a Security Officer
	U2: Communication and Conflict Management for Security Guards	U2: Conflict Management for the Private Security Industry
BIIAB Level 2 Certificate for Security Guards (500/5781/9)	U1: Roles and Responsibilities of a Security Guard	U1: Working in the Private Security Industry U5: Working as a Security Officer
	U2: Conflict Management for Security Guards	U2: Conflict Management for the Private Security Industry
City & Guilds Level 2 Certificate for Security Guards (100/4928/9)	U1: The Roles and Responsibilities of Security Officers	U1: Working in the Private Security Industry U5: Working as a Security Officer
	U2: Conflict Management for Security Officers	U2: Conflict Management for the Private Security Industry
EDI Level 2 Certificate for Security Guards (100/6107/1)	U1: Roles and Responsibilities of Security Guards	U1: Working in the Private Security Industry U5: Working as a Security Officer
	U2: Conflict Management for Security Guards	U2: Conflict Management for the Private Security Industry
NOCN Level 2 Certificate for Security Guards (100/4305/6)	U1: Roles and Responsibilities of Security Officers	U1: Working in the Private Security Industry U5: Working as a Security Officer
	U2: Communication and Conflict Management for Security Officers	U2: Conflict Management for the Private Security Industry

Door Supervision licence-to-practise qualifications		Relationship to Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services
NQF qualification and QAN	Relevant NQF units	Relevant QCF unit(s)
Edexcel Level 2 BTEC Award in Door Supervision (100/3866/8)	U1: Door Supervision U2: Conflict Management	U1: Working in the Private Security Industry U7: Working as a Door Supervisor U2: Conflict Management for the Private Security Industry
BIIB Level 2 National Certificate for Door Supervisors (100/3532/1)	U1: Roles and Responsibilities of Door Supervisors U2: Conflict Management for Door Supervisors	U1: Working in the Private Security Industry U7: Working as a Door Supervisor U2: Conflict Management for the Private Security Industry
BIIB Level 2 National Certificate for Door Supervisors (Northern Ireland) (500/5491/0)	U1: Roles and Responsibilities of Door Supervisors NI U2: Conflict Management for Door Supervisors NI	U1: Working in the Private Security Industry U7: Working as a Door Supervisor U2: Conflict Management for the Private Security Industry
City & Guilds Level 2 National Certificate for Door Supervisors (100/3531/X)	U1: Roles and Responsibilities of Door Supervisors U2: Conflict Management for Door Supervisors	U1: Working in the Private Security Industry U7: Working as a Door Supervisor U2: Conflict Management for the Private Security Industry
EDI Level 2 Certificate for Door Supervisors (500/1634/9)	U1: Roles and Responsibilities of Door Supervisors U2: Conflict Management for Door Supervisors	U1: Working in the Private Security Industry U7: Working as a Door Supervisor U2: Conflict Management for the Private Security Industry
NOCN Level 2 Award in Door Supervision (100/3904/1)	U1: Roles and Responsibilities of a Door Supervisor U2: Communication and Conflict Management in Door Supervision	U1: Working in the Private Security Industry U7: Working as a Door Supervisor U2: Conflict Management for the Private Security Industry
NOCN Level 2 Award in Door Supervision (Northern Ireland) (500/5880/0)	U1: Roles and Responsibilities of a Door Supervisor Northern Ireland U2: Communication and Conflict Management in Door Supervision Northern Ireland	U1: Working in the Private Security Industry U7: Working as a Door Supervisor U2: Conflict Management for the Private Security Industry

CCTV Operations licence-to-practise qualifications		Relationship to Edexcel BTEC Level 2 Certificate in Knowledge of Providing Security Services
NQF qualification and QAN	Relevant NQF units	Relevant QCF unit(s)
Edexcel Level 2 BTEC Award in CCTV Operations (Public Space Surveillance) (100/5396/7)	U1: CCTV Control Room Principles U2: CCTV Control Room Practices *	U1: Working in the Private Security Industry U6: Working as a CCTV Operator
BIIB Level 2 National Certificate for CCTV Operators (Public Space Surveillance) (500/5895/2)	U1: Roles and Responsibilities of the CCTV Operator U2: CCTV Surveillance Techniques *	U1: Working in the Private Security Industry U6: Working as a CCTV Operator
City & Guilds Level 2 Certificate for CCTV Operators (Public Space Surveillance) (100/6036/4)	U1: Roles and Responsibilities of the CCTV Operator U2: CCTV Surveillance Techniques *	U1: Working in the Private Security Industry U6: Working as a CCTV Operator
EDI Level 2 Certificate for CCTV Operatives (Public Space Surveillance) (100/4350/0)	U1: Operating CCTV for Public Space Surveillance	U1: Working in the Private Security Industry U6: Working as a CCTV Operator
NOCN Level 2 Award in CCTV Operations (Public Space Surveillance) (100/5397/9)	U1: Roles and Responsibilities of CCTV PSS Operators U2: Operating CCTV PSS Equipment *	U1: Working in the Private Security Industry U6: Working as a CCTV Operator

* For exemptions from learning or assessment, both units have been achieved.

Annexe I

Accreditation information

The following information about this qualification can also be found on the Edexcel website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe J

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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