

Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF)

Specification

BTEC specialist qualifications

First teaching March 2010

Issue 2

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

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

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton

Prepared by Roger Field

Publications Code BA031291

All the material in this publication is copyright

© Pearson Education Limited 2012

Contents

Qualification titles covered by this specification	1
What are BTEC Level 1-3 Specialist qualifications?	2
Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF)	2
National Occupational Standards (NOS)	2
BTEC Specialist qualifications at Levels 1-3	3
Rules of combination	4
Assessment	4
Quality assurance	5
Approval	5
Programme design and delivery	5
Mode of delivery	5
Guided learning hours and contact time	5
Resources	6
Delivery approach	6
Access and recruitment	6
Restrictions on learner entry	7
Access arrangements and special considerations	7
Unit format	7
Unit title	7
QCF level	7
Credit value	8
Guided learning hours	8
Unit aim and purpose	8
Unit introduction	8
Learning outcomes	8
Assessment criteria	8
Unit content	8
Essential guidance for tutors	9

Units	11
Unit 1: Working in the Private Security Industry	13
Unit 2: Working as a CCTV Operator	21
Unit 3: Practical Operation of CCTV Equipment	29
Further information	35
Useful publications	35
How to obtain National Occupational Standards	35
Professional development and training	36
Annexe A – Sector qualification frameworks	37
Annexe B – Wider curriculum mapping	39
Annexe C – Mapping with NVQs	41
Annexe D – Scenario briefs for Unit 3	43
Annexe E – Standards of behaviour for CCTV operators	45

Qualification titles covered by this specification

Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF).

The QCF Qualifications Number (QN) is used by centres if they wish to seek public funding, should it be available.

Each unit within a qualification will also have a QCF unit code.

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

The title and QN for the qualification in this publication are:

Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) 500/7988/8
(QCF)

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

What are BTEC Level 1-3 Specialist qualifications?

BTEC QCF Level 1-3 Specialist qualifications 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 also provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

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

Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF)

The Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF) is designed for people who want to work as a CCTV operator undertaking surveillance of public spaces and who require a licence to practise. The qualification is endorsed by the Security Industry Authority (SIA) and learners who have completed it successfully can then apply to the SIA for a licence.

Further information about who requires a licence is available from the SIA.

National Occupational Standards (NOS)

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

The Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF) relates to the NOS for Security and Loss Prevention.

BTEC Specialist qualifications at Levels 1-3

QCF level

3

Edexcel BTEC Level 3 Award...

Edexcel BTEC Level 3 Certificate...

Edexcel BTEC Level 3 Diploma...

2

Edexcel BTEC Level 2 Award...

Edexcel BTEC Level 2 Certificate...

Edexcel BTEC Level 2 Diploma...

1

Edexcel BTEC Level 1 Award...

Edexcel BTEC Level 1 Certificate...

Edexcel BTEC Level 1 Diploma...

Credit value

1 to 12

13 to 36

37 and above

Rules of combination

The Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF) is a 32 guided learning hour (GLH) qualification that consists of three mandatory units, providing for a combined total of four credits.

Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF)			
Unit	Mandatory units	Credit	Level
1	Working in the Private Security Industry	1	2
2	Working as a CCTV Operator	2	2
3	Practical Use of CCTV Equipment	1	2

Unit 1: Working in the Private Security Industry is also a mandatory unit in other licence-linked qualifications. If learners have already completed this unit successfully as part of an SIA-endorsed licence-to-practise QCF qualification in any of the following areas, they may not need to take it again:

- Door Supervision
- Security Guarding
- Vehicle Immobilisation
- Cash and Valuables in Transit.

Assessment

The assessment for the Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF) is criterion referenced, based on the achievement of specified assessment criteria.

The overall grading is a pass, based upon the successful completion of the minimum credit.

Learners must pass three mandatory units to achieve the Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF).

This qualification is assessed through both internal assessment (practical tasks) and external assessment (multiple choice testing).

Unit 1: Working in the Private Security Industry and *Unit 2: Working as a CCTV Operator* are assessed by means of tests that are set and marked by Edexcel and which will be administered by the centre. The tests will provide the only necessary assessment for these units.

Unit 3: Practical Use of CCTV Equipment is internally assessed by means of practical tasks.

Further information about test procedures and internal assessment 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.

Quality assurance

Information about quality assurance is given in the *BTEC Security Qualifications Centre Management Handbook*.

Approval

Where a centre already has approval for a programme that is being replaced by a new programme, the centre will be given ‘accelerated approval’ for the new programme. Other centres wishing to offer a programme in a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered any BTEC qualifications will first need to apply for, and be granted, centre approval.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC qualifications. However, this qualification has 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 so long as they do not reduce the prescribed contact hours or GLH.

Guided learning hours and contact time

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

‘Contact time’ refers to time spent 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.

Therefore, 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 regard this not as a requirement to use non-contact activities, but rather as giving them the opportunity to do so if they choose. Some centres might choose to continue delivering the entire course as contact time, as before.

Unit		GLH	Minimum contact time
1	Working in the Private Security Industry	10	5
2	Working as a CCTV Operator	14	14
3	Practical Use of CCTV Equipment	8	8

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

Resources

Edexcel BTEC 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. Staff delivering programmes and conducting the assessments must understand and comply with SIA requirements. 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 between practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors 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 activities within the sector.

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 learners within the centre during their programme of study and any specific support that might be necessary to allow learners to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Restrictions on learner entry

The Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF) is accredited on the QCF for learners aged 18 and above.

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.

Information about learners who have difficulty with English is given in the *BTEC Security Qualifications Centre Management Handbook*.

Further information is also 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 Qualification: Regulations and Guidance Relating to Learners with Special Requirements*, 2002) concerning learners with particular requirements.

Unit format

All units in Edexcel BTEC 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 learners' Notification of Performance (NOP).

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 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 learners are 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 learners are 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 assessment criteria.

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

Relationship between content and assessment criteria

Learners 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 how 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, each corresponding to an assessment criterion. 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.
- Where it appears, 'eg' is a list of examples, used for indicative amplification or clarification 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 with 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	13
Unit 2: Working as a CCTV Operator	21
Unit 3: Practical Operation of CCTV Equipment	29

Unit 1: Working in the Private Security Industry

Unit code: M/600/5174

QCF Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim and purpose

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers 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.

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, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Know the purpose and main features of the private security industry	<ul style="list-style-type: none">1.1 Define the main purposes of the private security industry1.2 Identify different sectors and career opportunities within the private security industry1.3 State the main aims of the Private Security Industry Act1.4 Identify the main functions of the Security Industry Authority and other key bodies within the private security industry1.5 Describe the main qualities required by security industry operatives

Learning outcomes	Assessment criteria
<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>
<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>

Learning outcomes	Assessment criteria
<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>
<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; team-working 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 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.

The *Unit content* section must be delivered in its entirety no matter what group of learners is being taught (door supervisors, security guards, CCTV operators or vehicle immobilisers). However, teaching should, if possible, be exemplified and contextualised using material that is most relevant for the needs of the group. It is also possible to teach mixed groups containing people who are working towards different qualifications.

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 pages 5–6.

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

Assessment

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

The questions will be based on assessment criteria and their associated *Unit content* on the preceding pages.

Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

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

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

Training materials

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

Unit 2: Working as a CCTV Operator

Unit code: A/600/7381

QCF Level: 2

Credit value: 2

Guided learning hours: 14

Unit aim and purpose

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

Unit introduction

This unit covers part of the specialist knowledge and understanding required to become a licensed CCTV Operator (operational skills will be covered in *Unit 3: Practical Operation of CCTV Equipment*), while generic knowledge relating to the wider security industry is dealt with in *Unit 1: Working in the Private Security Industry*. In Unit 2, 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, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

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

Learning outcomes	Assessment criteria
	<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>
<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*, but before *Unit 3: Practical Operation of CCTV Equipment*. Delivery of all or part of this unit could, however, be integrated into teaching of other units, so that they are taught simultaneously. This would be particularly appropriate for learning outcomes 4 and 5, which centres could choose to link to the practical skills in Unit 3. There are also 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 referred to in learning outcome 1 can be found in *Annexe E*.

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

Assessment

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

The questions will be based on assessment criteria and their associated *Unit content* on the preceding pages.

Tutors must ensure that learners have covered all the content before sitting the test.

Further information about the tests can be found in the BTEC Security Qualifications Centre Management Handbook, which centres will be able to access after being granted approval to offer this qualification.

Essential resources

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

Indicative resource materials

Websites

www.informationcommissioner.gov.uk

Information Commissioner's Office

Training materials

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

Unit 3: Practical Operation of CCTV Equipment

Unit code: H/600/7388

QCF Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim and purpose

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

Unit introduction

This unit covers the practical skills required to become a licensed CCTV Operator, and builds on the knowledge and understanding covered in *Unit 1: Working in the Private Security Industry* and *Unit 2: Working as a CCTV Operator*. Building upon what they have covered in Unit 2, in Unit 3 learners will learn about functional checks and about how to operate CCTV equipment in order to record images and ensure that evidential requirements are met. They will develop the skills required to deal with incidents, including giving descriptions, locating and tracking individuals and performing lost contact drills.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
<p>1 Be able to operate CCTV equipment</p>	<p>1.1 Carry out functional checks of the CCTV system</p> <p>1.2 Explain equipment fault reporting procedures</p> <p>1.3 Demonstrate appropriate use of keypads and joysticks to operate cameras, monitors and associated equipment</p> <p>1.4 Demonstrate how to overcome poor weather, lighting and positioning</p> <p>1.5 Produce images of sufficient quality for evidential purposes</p> <p>1.6 Record images onto storage media in an evidentially sound manner</p> <p>1.7 Complete relevant documentation associated with an incident</p>
<p>2 Be able to demonstrate operational use of a CCTV system</p>	<p>2.1 Demonstrate correct radio procedures with a third party</p> <p>2.2 Explain how to work with the control room team to deal with multiple incidents</p> <p>2.3 Identify body language and behaviours that could indicate unusual or suspicious activity</p> <p>2.4 Give clear and accurate descriptions of people, vehicles and events</p> <p>2.5 Locate and track a suspect who is on foot or in a vehicle</p> <p>2.6 Use cameras to view a suspect entering or leaving an area</p> <p>2.7 Carry out lost contact drills</p> <p>2.8 Use cameras to search the outside of buildings, streets and open spaces for suspected IEDs</p>

Unit content

1 Be able to operate CCTV equipment

1.1 Functional checks of the CCTV system: what needs checking (camera, lights, image quality, data transmission, recorders); how to carry out checks

1.2 Equipment fault reporting procedures: why faults must be dealt with; who needs to be told; documentation that needs to be completed; information that needs to be recorded

1.3 Using keypads and joysticks to operate cameras, monitors and associated equipment: how to use keypads and joysticks to operate cameras, monitors; associated equipment, eg lights, recording equipment

1.4 How to overcome poor weather, lighting and positioning: poor weather and lighting (switching to black and white, use of zoom and infra-red lamps); reporting procedures if cameras are poorly positioned

1.5 Producing images for evidential purposes: use of real time recording; Home Office Scientific Development Branch guidelines on image size for people (monitoring, detection, recognition, identification); images size for vehicles (monitoring, identification); how to print out stills of images

1.6 Recording images onto storage media: analogue recording systems; the need for tape unique reference numbers; use of backup and working copies digital recording systems; how to transfer data from hard drives for use as evidence

1.7 Completing relevant documentation associated with an incident: how to complete an incident log/incident report form; documentation associated with tapes, discs and print outs (labels, tape location and use logs)

2 Be able to demonstrate operational use of a CCTV system

2.1 Radio procedures: NATO phonetic alphabet; pro-words; avoidance of personal names

2.2 Dealing with multiple incidents: procedures when one incident recorder is available; procedures when more than one incident recorder is available

2.3 Body language and behaviour that could be suspicious: types of body language and behaviour that may be relevant, eg posture, gestures, speed/lack of movement, concealment, repeated sightings, numbers of people in a location

2.4 Giving descriptions of people, vehicles and events: personal descriptions (gender, colour, height, age, build, hair); IC/ethnicity codes; vehicle descriptions (type, colour, make, model, registration); events (what can be directly observed)

2.5 Locating and tracking suspects: use of real time recording; using zoom to identify targets; proportional panning; next camera preparation

2.6 Using cameras to view a suspect entering or leaving an area: use of pan tilt zoom; how to ensure images meet evidential requirements

2.7 Lost contact drills: checks of last location; wider camera views; methodical searching

2.8 Using cameras to search for IEDs: how to recognise IEDs; use of cameras to search locations

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* and *Unit 2: Working as a CCTV Operator*. Delivery of all or part of this unit could, however, be integrated with the teaching of Unit 2, so that they are taught simultaneously. There are clear links, in particular, between the two learning outcomes of Unit 3 and learning outcomes 4 and 5 in Unit 2.

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

Assessment

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

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

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

Assessment criterion	Suggested evidence
1.1 Carry out functional checks of the CCTV system	Observation record signed by assessor, supported by any relevant logs
1.2 Explain equipment fault reporting procedures	Assessor's written record of discussion/Q&A or Completed fault log
1.3 Demonstrate appropriate use of keypads and joysticks to operate cameras, monitors and associated equipment	Observation record signed by assessor related to the scenario-based task
1.4 Demonstrate how to overcome poor weather, lighting and positioning	Observation record signed by assessor, related or unrelated to the scenario-based task
1.5 Produce images of sufficient quality for evidential purposes	Print out of images produced related to the scenario-based task

Assessment criterion	Suggested evidence
1.6 Record images onto storage media in an evidentially sound manner	Copy of tape/disc produced related to the scenario-based task
1.7 Complete relevant documentation associated with an incident	Incident log/incident report form related to the scenario-based task
2.1 Demonstrate correct radio procedures with a third party	Observation record signed by assessor, related or unrelated to the scenario-based task
2.2 Explain how to work with the control room team to deal with multiple incidents	Assessor's written record of discussion or question and answer session as follow up to the scenario-based task
2.3 Identify body language and behaviours that could indicate unusual or suspicious activity	Incident log related to scenario or Observation record signed by assessor, related or unrelated to the scenario-based task or Assessor's written record of discussion after the scenario-based task has finished
2.4 Give clear and accurate descriptions of people, vehicles and events	Incident log related to scenario-based task or Observation record signed by assessor related to the scenario-based task
2.5 Locate and track a suspect who is on foot or in a vehicle	Observation record signed by assessor related to the scenario-based task
2.6 Use cameras to view a suspect entering or leaving an area	Observation record signed by assessor related to the scenario-based task
2.7 Carry out lost contact drills	Observation record signed by assessor, related or unrelated to the scenario-based task
2.8 Use cameras to search outside of buildings, streets and open spaces for suspected IEDs	Observation record signed by assessor, related or unrelated to the scenario-based task

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

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

Indicative resource materials

Websites

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

Training materials

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

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

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related information and publications include:

- *BTEC Security Qualifications Centre Management Handbook*, available from the Edexcel website: www.edexcel.com/quals/tests/sia/
- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- *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 can be downloaded from: www.ukstandards.co.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 – Sector qualification frameworks

Below is the Edexcel BTEC qualification framework for the sector Security, Parking and Public Services

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist qualifications	NVQ/occupational
7				
6				
5				
4				
3		BTEC Nationals in Public Services	BTEC Certificate in Close Protection	
2		BTEC Firsts in Public Services	BTEC Award in Community Safety for Accredited Persons BTEC Award in CCTV Operations (Public Space Surveillance) BTEC Award in Disengagement and Physical Intervention Skills BTEC Award in Door Supervision BTEC Award in Security Guarding BTEC Award in Vehicle Immobilisation	NVQ in Providing Security Services NVQ in Controlling Parking Areas

Annexe B – Wider curriculum mapping

Study of Edexcel BTEC qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C – Mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Award in CCTV Operations (Public Space Surveillance) (QCF) against the underpinning knowledge of the Edexcel Level 2 NVQ in Providing Security Services.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units of Level 2 NVQ in Providing Security Services	Units of BTEC Award		
	1	2	3
HSS1 Make sure your own actions reduce risks to health and safety	#	#	
SLP2 Communicate effectively and efficiently in the workplace	#	#	#
ICS9 Give customers a positive impression of yourself and your organisation	#	#	
SLP4 Control security incidents	#	#	#
Unit 224 Produce documents		#	
HSS7 Make sure your own actions within the workplace aim to protect the environment	#		
AA1 Promote equality and value diversity	#	#	#
AG12 Liaise with other services		#	#
2J3 Present information to courts or at other hearings	#	#	#
SLP6 Maintain the security of property and premises through observation			
SLP7 Control entry to and egress from premises			
SLP8 Carry out searches of people and their property for unauthorised items			
SLP9 Provide security at licensed venues			
SLP10 Carry out searches of vehicles for unauthorised items			
SLP11 Arrest people suspected of committing an offence			
SLP12 Deal with disorderly and aggressive behaviour			
SLP13 Monitor areas using CCTV systems		#	#
CTV13 Maintain CCTV recording media libraries and preserve potential evidence		#	#
SLP15 Maintain the operational performance of CCTV systems		#	#
SLP16 Provide covert security in retail environments			
SLP17 Detect loss and theft in retail environments			
SLP18 Control a guard dog under operational conditions			

Units of Level 2 NVQ in Providing Security Services <i>(continued)</i>	Units of BTEC Award		
	1	2	3
SLP22 Deal with lost and found property			
SLP25 Maintain an understanding of current legislation and regulation relevant to your role	#	#	
SLP26 Record information relevant to your role			
SLP41 Preventing unauthorised items passing through ports			
SLP50 Respond to keyholding visit requests			
SLP51 Visit sites in response to keyholding requests			

Annexe D – Scenario briefs for Unit 3

THEFT FROM SHOPS

Police radio communication:

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

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

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

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

TERRORIST BOMB

Police radio communication:

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

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

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

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

THEFT

Police radio communication:

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

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

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

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

THEFT FROM A MOTOR VEHICLE

Police radio communication:

‘Information has been received that a team of car thieves may be visiting [location] today. They usually attack vehicles in car parks and are not deterred by CCTV camera systems. They will usually carry out checks in car parks prior to the offences being committed and will decide on vehicles to target and items on view to steal. The last time that they visited [location] they stole from eight vehicles by opening locked doors with a flexible metal device. The thieves are prepared to wait in the area until the opportunity arises for the theft to be carried out and will not be put off by persons being in the area.

There are usually two or more thieves that work together – one or more will actually steal from the vehicle and one will act as a lookout. Sometimes one will mask the offender by standing very close to obstruct views of the actual offence. When items have been stolen, the thief will usually transfer them to the lookout, who will then make off and return independently to the street [multi-storey car park, railway station] where the car has been parked.

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

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

Annexe E – Standards of behaviour for CCTV operators

Personal Appearance
<p>An operator should at all times:</p> <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
<p>An operator when on duty should:</p> <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
<p>In carrying out his/her duty, an operator 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 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
<p>An operator should:</p> <ul style="list-style-type: none"> - comply with the employer's policies, procedures and objectives.

Publications Code BA031291 April 2012

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

BTEC is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121**