

# Specification

Edexcel NVQ/competence-  
based qualification

## Edexcel Level 2 Certificate in Providing Security Services (QCF)

For first registration January 2011

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 2 Certificate in Providing Security Services (QCF):

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>
Edexcel Level 2 Certificate in Providing Security Services (QCF)	600/0010/7	01/01/2011

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 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. It will also appear on the Learning Aims Database (LAD), where relevant.

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

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

This title replaces the following qualification from 1 January 2011:

**Qualification title**

Edexcel Level 2 NVQ in Providing Security Services

**Qualification Accreditation Number (QAN)**

500/5616/5

**Accreditation start date**

01/01/2009

**Accreditation end date**

31/12/2010

# Key features of the Edexcel Level 2 Certificate in Providing Security Services (QCF)

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This qualification:

- is nationally recognised
- is based on the National Occupational Standards (NOS) for Security Loss Prevention.

The Edexcel Level 2 Certificate in Providing Security Services (QCF) has been approved as a component of the apprenticeship framework for Providing Security Services.

## What is the purpose of this qualification?

The Edexcel Level 2 Certificate in Providing Security Services (QCF) allows people working in frontline security services to gain a qualification that attests to their occupational competence in day-to-day work.

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

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that its qualification should:

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

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

This qualification is suitable for people working in a number of security sub-sectors, including:

- static and patrol guarding
- door supervision
- CCTV operation
- retail security
- reception security
- events security
- keyholding and alarm response.

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

Learners who have completed this qualification can progress to generic qualifications at Level 3, for example the Edexcel Level 3 NVQ in Management.

Further information is available in *Annexe A*.

# What is the qualification structure for the Edexcel Level 2 Certificate in Providing Security Services (QCF)?

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

The qualification structure can be found below.

All learners must complete the four mandatory units in Group A, for a total of 9 credits. They must also complete any further mandatory units (where applicable) and optional units from within one pathway from Group B for a combined minimum total of 22 credits.

Where learners achieve their optional units from one of the following three pathways, their certificate will be endorsed to show the relevant occupational area in which the competence was achieved.

These endorsed pathways are:

- Static and Patrol Guarding
- Door Supervision
- CCTV Operation.

Learners who do not wish to take an endorsed pathway may achieve the qualification by taking the non-endorsed Providing Security Services pathway.

## **Summary of units/credit required by pathway**

### **Static and Patrol Guarding**

Group A mandatory units: 4 units (9 credits)

Group B mandatory units: 3 units (7 credits)

Group B optional units: 6 credits

### **Door Supervision**

Group A mandatory units: 4 units (9 credits)

Group B mandatory units: 4 units (9 credits)

Group B optional units: 4 credits

### **CCTV Operation**

Group A mandatory units: 4 units (9 credits)

Group B mandatory units: 3 units (8 credits)

Group B optional units: 5 credits

### **Providing Security Services non-endorsed pathway**

Group A mandatory units: 4 units (9 credits)

Group B optional units: 13 credits

Unit	Title	Credit	Level	NOS ref	Pathways			
					Static and Patrol Guarding	Door Supervision	CCTV Operation	Providing Security Services (non-specialist pathway)
<b>Group A - mandatory units for all pathways</b>								
1	Reducing the risks to health and safety at work	2	2	SFS2	M	M	M	M
2	Communicate effectively with others	2	2	SFS4	M	M	M	M
3	Portray a positive personal image	2	2	SFS5	M	M	M	M
4	Control security incidents	3	2	SLP4	M	M	M	M
<b>Group B – mandatory/optional units by pathway</b>								
5	Maintain the security of property and premises through observation	3	2	SLP6	M	O	O	O
6	Control entry to and egress from premises	2	2	SLP7	M	O	O	O
7	Carry out searches of people and their property	2	2	SLP8	O	M	O	O
8	Provide security at licensed venues	2	2	SLP9	O	M	O	O
9	Carry out searches of vehicles for unauthorised items	2	2	SLP10	M	O	O	O
10	Arrest by security operative	3	2	SLP11	O	M	O	O
11	Deal with disorderly and aggressive behaviour	2	2	SLP12	O	M	O	O
12	Monitor areas using CCTV systems	4	2	SLP13	O	O	M	O
13	Maintain CCTV recording media libraries and preserve potential evidence	2	2	CTV13	O	O	M	O
14	Maintain the operational performance of CCTV systems	2	2	SLP15	O	O	M	O

Unit	Title	Credit	Level	NOS ref	Pathways			
					Static and Patrol Guarding	Door Supervision	CCTV Operation	Providing Security Services (non-specialist pathway)
15	Provide covert security in retail environments	2	2	SLP16	0	0	0	0
16	Detect loss and theft in retail environments	3	2	SLP17	0	0	0	0
17	Control a guard dog under operational conditions	5	2	SLP18	0	0	0	0
18	Deal with lost and found property	1	2	SLP22	0	0	0	0
19	Maintain understanding of current legislation and regulation relevant to the security officer role	3	4	SLP25	0	0	0	0
20	Record information relevant to the security operative role	1	2	SLP26	0	0	0	0
21	Preventing unauthorised items passing through ports	6	2	SLP41	0	0	0	0
22	Respond to keyholding visit requests	2	2	SLP50	0	0	0	0
23	Visit sites in response to keyholding requests	3	2	SLP51	0	0	0	0
24	Protecting from the risk of violence at work	3	2	SfS1	0	0	0	0
25	Promote a healthy and safe workplace	2	2	SfS3	0	0	0	0
26	Work effectively with other agencies	2	2	SfS6	0	0	0	0
27	Assess and address risk to the environment	2	2	SfS16	0	0	0	0
28	Use radio communications effectively	2	2	SfS18	0	0	0	0

O= optional units, M=mandatory units

## How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace (where this is permitted).

### Assessment strategy

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

- approaches to assessment
- simulation
- criteria for appointment of assessors and internal verifiers
- criteria for appointment of external verifiers
- employer-direct model.

Evidence of competence may come from:

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

It is important that the evidence is:

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

### **Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)**

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

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

The abbreviations may be used for cross-referencing purposes.

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

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

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

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the assessment strategy for the sector (see *Annexe D*).

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit code:</b>					This is the unit owner's reference number for the specified unit.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					All units and qualifications within the QCF 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.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Evidence requirements:</b>					The evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Recording of evidence:</b>					This provides a summary of how evidence can be recorded.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units



## **Unit 1: Reducing the risks to health and safety at work**

<b>Unit code:</b>	SfS 2
<b>Unit reference number:</b>	D/601/9037
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	20

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### **Unit summary**

The learner will develop the knowledge, understanding and skills necessary to reduce the risks to health and safety at work.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these must come from learners' performance in the workplace, apart from assessment criterion 3.9, where 'what if'-type questioning may be used if naturally occurring performance evidence is not available.

#### **Simulation**

Simulation is not permitted for this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand roles and responsibilities in the reduction of risks to health and safety in the workplace	<p>1.1 Define 'hazards' and 'risks'</p> <p>1.2 Explain personal responsibilities and legal duties in respect of health and safety in the workplace</p> <p>1.3 Identify which workplace instructions are relevant to the job</p>			
2 Be able to assess the risks to health and safety in the workplace	<p>2.1 Describe the hazards which exist in the workplace and the safe working practices which must be followed</p> <p>2.2 Explain the importance of remaining alert to the presence of hazards in the workplace</p> <p>2.3 Identify those aspects of the workplace and working practices which could harm people</p> <p>2.4 Assess which of the potentially harmful working practices and aspects of the workplace present the highest risks to people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to take appropriate action when risks to health and safety in the workplace have been identified</p>	<p>3.1 Explain the importance of dealing with, or promptly reporting, risks</p> <p>3.2 Identify the responsible people that health and safety matters should be reported to</p> <p>3.3 Describe where and when to get additional health and safety assistance</p> <p>3.4 Identify personal scope and responsibility for controlling risks</p> <p>3.5 Identify workplace instructions for managing risks which cannot be dealt with</p> <p><b>3.6 Demonstrate dealing with hazards in accordance with workplace instructions and legal requirements</b></p> <p><b>3.7 Report to the people responsible for health and safety in their workplace those hazards which present the highest risks</b></p> <p><b>3.8 Suggest options for reducing risks to health and safety to the responsible people</b></p> <p><b>3.9 Report any differences between workplace instructions and suppliers' or manufacturers' instructions</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to maintain health and safety in his/her own workplace	<p><b>4.1 Carry out work in accordance with level of competence, workplace instructions, suppliers' or manufacturers' instructions and legal requirements</b></p> <p><b>4.2 Demonstrate behaviour that does not endanger the health and safety of people in the workplace</b></p> <p><b>4.3 Demonstrate compliance with the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products</b></p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Unit 2: Communicate effectively with others

Unit code:	SfS 4
Unit reference number:	D/601/9040
QCF level:	2
Credit value:	2
Guided learning hours:	15

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### Unit summary

The learner will develop the knowledge, understanding and skills necessary to communicate effectively with others.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. With the exception of assessment criterion 2.5 (see *Simulation* below), evidence for these must come from learners' performance in the workplace.

'Communication' in 1.3 must include oral communication, although this need not be done face-to-face.

#### **Simulation**

Simulation is permitted for assessment criterion 2.5. Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to develop and maintain communication with people</p>	<p>1.1 Explain why effective communication is an essential aspect of work in the security sector</p> <p>1.2 Identify the barriers to effective communication including:</p> <ul style="list-style-type: none"> <li>- those relating to personal differences in culture, language, gender, literacy levels, experience, health/illness</li> <li>- environmental</li> <li>- social</li> </ul> <p><b>1.3 Communicate with people in a way that:</b></p> <ul style="list-style-type: none"> <li>- is open and respectful of them as individuals</li> <li>- is consistent with their level of understanding, culture, background and preferred ways of communicating</li> <li>- is appropriate to the context in which the communication is taking place</li> <li>- promotes equality and values diversity</li> <li>- is consistent with relevant legislation, policies and procedures</li> </ul> <p><b>1.4 Provide opportunities for people to check their understanding of the information given to them and ask questions</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.5 Describe the appropriate action to take to reduce barriers to effective communication</p> <p>1.6 Describe how to get support when experiencing difficulty in communicating effectively</p> <p>1.7 Describe the importance of making records that are accurate, legible and complete, contain only information necessary for the record's purpose, and that are free from labelling and discrimination</p>			
<p>2 Be able to maintain the security of information</p>	<p><b>2.1 Comply with legislation, policies and procedures related to the security of information</b></p> <p><b>2.2 Ensure that information is only disclosed to those who have the right and need to know it</b></p> <p>2.3 State the appropriate precautions to take when communicating confidential or sensitive information</p> <p><b>2.4 Maintain the security of records when handling and storing them</b></p> <p><b>2.5 Alert the appropriate person when the security of information is not being maintained or information is being misused</b></p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 3: Portray a positive personal image**

<b>Unit code:</b>	SfS 5
<b>Unit reference number:</b>	K/601/9042
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	15

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### **Unit summary**

The learner will develop the knowledge, understanding and skills necessary to portray a positive personal image.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

### **Assessment criteria: performance**

All assessment criteria in this unit relate to performance. Evidence for all of these must come from learners' performance in the workplace.

### **Simulation**

Simulation is not permitted in this unit.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to establish an effective rapport with customers</p>	<p><b>1.1 Demonstrate a standard of appearance and behaviour that complies with the organisation's requirements</b></p> <p><b>1.2 Demonstrate how to greet a customer respectfully and in a friendly manner</b></p> <p><b>1.3 Communicate with customers in a way that makes them feel valued and respected</b></p> <p><b>1.4 Identify the customer's expectations</b></p> <p><b>1.5 Demonstrate how to treat the customer courteously and helpfully at all times</b></p> <p><b>1.6 Demonstrate how to keep the customer informed and reassured</b></p> <p><b>1.7 Demonstrate how to adapt behaviour to respond effectively to different customer behaviour</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to respond appropriately to customers</p>	<p><b>2.1 Respond promptly to a customer seeking assistance</b></p> <p><b>2.2 Select the most appropriate way of communicating with the customer</b></p> <p><b>2.3 Check with the customer that their expectations have been fully understood</b></p> <p><b>2.4 Respond promptly and positively to the customers' questions and comments</b></p> <p><b>2.5 Demonstrate how to allow the customer time to consider the response and give further explanation when appropriate</b></p>			
<p>3 Be able to communicate information to customers</p>	<p><b>3.1 Demonstrate how to quickly locate and provide information that will help the customer</b></p> <p><b>3.2 Identify information that the customer might find complicated and check whether they fully understand</b></p> <p><b>3.3 Demonstrate how to clearly inform the customer of any reasons why their needs or expectations cannot be met</b></p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Unit 4: Control security incidents

Unit code:	SLP 4
Unit reference number:	F/601/9189
QCF level:	2
Credit value:	3
Guided learning hours:	22

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for dealing with actual or potential security incidents and breaches of the law. These security-related incidents cover emergencies (such as fire, scenes of crime, and accidents) as well as threats such as from bombs, sabotage, and kidnap or product contamination. The breaches of law or security requirements that the learner should be able to deal with include criminal damage, offences against people, public order, trespass, and misuse of drugs.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. With the exception of 1.3, 1.4, 1.5 and 1.6 (see *Simulation* below), evidence for these must come from learners' performance in the workplace.

In these assessment criteria 1.3, 1.4, 1.5 and 1.6, at least two different 'emergency' situations must be dealt with. Suitable examples might include (but are not limited to):

- fire
- sabotage
- medical emergencies
- utility incidents, eg gas leak
- hostage situations
- road traffic accidents.

For assessment criteria 2.3-2.6 the security threats must be ones that are real for the organisation in which the learner works, but the risk of it happening does not need to be high. Suitable threats might include (but are not limited to):

- terrorism
- sabotage
- product contamination
- blackmail
- computer viruses.

For assessment criteria 3.1-3.5, at least two actual or potential breaches must be dealt with. These do not necessarily need to be breaches of criminal law, but can include other matters relevant to security, such as trespass or suspicious behaviour.

### **Simulation**

Simulation is permitted for assessment criteria 1.3, 1.4, 1.5 and 1.6. See above for further information about the evidence required. Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to deal with security incidents and emergencies safely</p>	<p>1.1 State the location of emergency equipment, including:</p> <ul style="list-style-type: none"> <li>- alarms</li> <li>- emergency exits</li> <li>- assembly points</li> <li>- utilities isolation points</li> <li>- nearest alternative telephones</li> <li>- internal shelter areas</li> </ul> <p>1.2 Describe how to use emergency equipment</p> <p><b>1.3 Confirm that the details relating to emergencies are accurate</b></p> <p><b>1.4 Take appropriate action in an emergency situation which is within personal responsibility, authority and competence, and which maintains the safety of all persons</b></p> <p><b>1.5 Demonstrate how to preserve the integrity of an emergency scene in line with the organisation’s policies and procedures</b></p> <p><b>1.6 Demonstrate how to report the emergency, fully and accurately, to the emergency services and other interested parties, in line with the organisation’s policies and procedures</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to deal with security threats</p>	<p>2.1 State the organisation's, and any other specific, instructions and procedures for dealing with security threats</p> <p>2.2 Describe the limits of personal responsibility, authority and competence to deal with security threats</p> <p><b>2.3 Assess a security threat situation logically and calmly to decide the severity and nature of the threat</b></p> <p><b>2.4 Record all relevant details related to threats, accurately and clearly so they can be available to authorised people as required</b></p> <p><b>2.5 Give full and accurate details of threats to the relevant person as soon as possible</b></p> <p><b>2.6 Complete the required documentation in line with the organisation's policies and procedures</b></p> <p>2.7 Describe how to keep records of security threats safe for use as evidence</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to recognise and deal with actual or potential breaches of the law or security requirements</p>	<p><b>3.1 Identify actual or potential breaches of the law correctly and promptly</b></p> <p><b>3.2 Take action to minimise or prevent the continued breach or incident in line with instructions and the organisation's policies and procedures</b></p> <p><b>3.3 Take steps to maintain personal health, safety and welfare and that of other people during a breach</b></p> <p><b>3.4 Record full and accurate details of breaches so they are available to the relevant person or authority</b></p> <p><b>3.5 Complete the required documentation in line with the organisation's policies and procedures</b></p> <p><b>3.6 State the current laws relating to security breaches including:</b></p> <ul style="list-style-type: none"> <li>- criminal damage</li> <li>- offences against people</li> <li>- trespass (criminal and non-criminal)</li> <li>- public order</li> <li>- misuse of substances</li> </ul>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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(if sampled)

## **Unit 5: Maintain the security of property and premises through observation**

<b>Unit code:</b>	SLP 6
<b>Unit reference number:</b>	T/601/9190
<b>QCF level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	23

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### **Unit summary**

This unit provides for the development of the knowledge, understanding and skills for maintaining the security of property and responding to breaches in security or safety. You would use security systems and equipment to help you maintain security, as well as patrol designated areas. You would be expected to respond to take appropriate action to deal with any actual or potential breaches in security.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these must come from learners' performance in the workplace, apart from:

- assessment criterion 3.4 (see *Simulation* below)
- assessment criteria 1.4 and 2.6, where 'what if'-type questioning may be used if naturally occurring performance evidence is not available. Use of such questions should, however, only be considered as a last resort.

For assessment criterion 2.7, the patrols must include at least three of the following:

- patrol in daylight
- patrol in darkness
- initial patrol
- fire patrol
- multi-site patrol.

For assessment criteria 3.1-3.6, at least two actual or potential security/safety breaches must be dealt with. Suitable breaches include (but are not limited to):

- theft
- criminal damage
- fire
- flood
- suspicious behaviour.

### **Simulation**

Simulation is allowed for assessment criterion 3.4 if there is no naturally occurring crime scene and associated potential evidence. In such a situation, the potential evidence/crime scene should be related to a security/safety breach or breaches dealt with in the remainder of this learning outcome. Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to monitor property and premises using security and protection systems</p>	<p>1.1 State the location and coverage of sensing equipment that monitors security and safety</p> <p><b>1.2 Demonstrate how to test and record that the security and protection systems are working properly</b></p> <p>1.3 Describe the functions and operating principles of the security and protection systems</p> <p><b>1.4 Record and report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person</b></p> <p><b>1.5 Monitor property and premises in line with legislation, instructions and good practice</b></p> <p><b>1.6 Take prompt and appropriate action to respond to alarms, indications or other signals from security and protection systems</b></p> <p><b>1.7 Complete required security monitoring and documentation in line with instructions and within required timescales</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to patrol designated areas</p>	<p>2.1 Describe the requirements and limits of responsibility and authority when patrolling designated areas</p> <p>2.2 Describe the types and sources of risks to security and safety that might be found on patrols</p> <p><b>2.3 Take appropriate action to deal with risks to security and safety that are found on patrols</b></p> <p>2.4 Explain why it is important to record accurate and complete details of any security risks or suspicious situations that are found during patrols</p> <p><b>2.5 Confirm that all security equipment and systems are operating in line with instructions</b></p> <p><b>2.6 Record and report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person</b></p> <p><b>2.7 Patrol designated areas in line with instructions, approved policies, legislation, procedures and best practice</b></p> <p><b>2.8 Report and record individual position and progress as required by instructions</b></p> <p><b>2.9 Confirm that all access points are secure and that all security equipment and systems are operating in line with instructions</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>2.10</b> Respond appropriately to any situation that increases the risk to security or safety in line with the organisation's policies and procedures</p> <p><b>2.11</b> Record and report the details of risks to security or safety, or other suspicious situations that are found during patrol, in line with instructions and within required timescales</p>			
<p>3 Be able to respond to breaches in security or safety</p>	<p><b>3.1</b> Identify actual or potential breaches of security and safety correctly and promptly</p> <p><b>3.2</b> Respond appropriately to breaches of security and safety in a calm, professional and confident manner, in line with instructions</p> <p>3.3 Describe how to get immediate help from appropriate people when it is required</p> <p><b>3.4</b> Preserve the integrity of potential evidence and any crime scene, following instructions and guidelines</p> <p><b>3.5</b> Maintain own health, safety and welfare while responding to breaches of security</p> <p><b>3.6</b> Report and record the details of breaches in security or safety, or other suspicious situations, and action taken, in line with instructions and within required timescales</p>			

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 6: Control entry to and egress from premises**

<b>Unit code:</b>	SLP 7
<b>Unit reference number:</b>	F/601/9192
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	13

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### **Unit summary**

This unit provides for the development of the knowledge, understanding and skills for controlling entry and egress to premises by employees or by visitors, making sure they have the appropriate authority when required. This means that a learner could have to check passes or other forms of identification and resolve situations when required documents are not produced. The learner should know how to present a professional image and maintain goodwill, particularly when dealing with incidents such as invalid entry authorisation, lost passes, or aggressive and abusive behaviour.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. With the exception of 1.8, 1.9, 1.10, 2.7, 3.4, 3.5, 3.6, 3.7 and 3.9 (see *Simulation* below), evidence for these must come from learners' performance in the workplace. This means that 'what if' type questioning is not an appropriate source of evidence for these assessment criteria.

For 1.9 and 2.7, at least one incident must be dealt with for each assessment criterion. Suitable examples of incidents include:

- complaints
- aggressive, rude or abusive staff/visitors
- not complying with entry requirements.

For assessment criterion 3.4, suitable indications of unauthorised entry could include one or more of the following:

- alarm activation
- CCTV monitor
- signs of forced entry
- ladders or other climbing aids
- unusual lights
- unusual sounds.

### **Simulation**

Simulation is permitted for assessment criteria 1.8, 1.9, 1.10, 2.7, 3.4, 3.5, 3.6, 3.7 and 3.9. See above for further information about the evidence required for 1.9, 2.7 and 3.4. Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to control entry and egress by employees</p>	<p>1.1 Explain why it is important to control entry to, and egress from, premises</p> <p>1.2 Explain the limits of personal authority when controlling entry and egress</p> <p>1.3 Identify the types of identity and other authority documents in use</p> <p>1.4 Describe how to recognise invalid or false entry documents</p> <p>1.5 Describe the actions to take for lost or stolen identification, or other documents authorising access</p> <p><b>1.6 Confirm that persons wishing to enter premises have the required authority to do so</b></p> <p><b>1.7 Admit authorised persons in accordance with organisation's policies and procedures</b></p> <p><b>1.8 Take appropriate action when anyone attempts to gain entry without acceptable identification when this is required</b></p> <p><b>1.9 Demonstrate how to maintain goodwill and remain professional when dealing with incidents</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>1.10 Report promptly to the appropriate person anyone seeking access who does not comply with entry requirements</b></p> <p><b>1.11 Maintain the security of keys and site information following organisation's procedures and guidelines</b></p>			
<p>2 Be able to control entry and egress by visitors</p>	<p><b>2.1 Greet visitors promptly and courteously</b></p> <p><b>2.2 Confirm the identity of visitors, the purpose of their visit, and whether they have authority to enter the premises</b></p> <p>2.3 State where to find a record of internal phone number</p> <p><b>2.4 Promptly notify the appropriate person to whom visitors should be directed or escorted</b></p> <p>2.5 Describe the layout and geography of the premises where they provide a security service</p> <p><b>2.6 Escort or direct visitors to the appropriate location, in line with organisation's policies and procedures</b></p> <p><b>2.7 Demonstrate how to deal with incidents involving visitors professionally and courteously</b></p> <p><b>2.8 Complete the required documentation, including visitor pass and visitor register, in line with organisation's policies and procedures</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to respond to unauthorised entry and egress from premises</p>	<p>3.1 State the limits of responsibility and authority and the requirements of site instructions for dealing with unauthorised entry to premises</p> <p>3.2 Identify indications that there has been unauthorised entry to the premises</p> <p>3.3 Describe what actions could be taken to deal with unauthorised entry</p> <p><b>3.4 Take appropriate action when discovering indications of unauthorised entry, in line with organisation’s policies and procedures</b></p> <p><b>3.5 Approach persons suspected of unauthorised entry appropriately</b></p> <p><b>3.6 Maintain personal health, safety and welfare while responding to unauthorised entry</b></p> <p><b>3.7 Demonstrate how to get immediate help from appropriate people when it is required</b></p> <p>3.8 Describe how to contact people who would make emergency repairs</p> <p><b>3.9 Record and report the details of unauthorised entry in line with instructions</b></p>			

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 7: Carry out searches of people and their property**

<b>Unit code:</b>	SLP 8
<b>Unit reference number:</b>	T/601/9206
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	14

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### **Unit summary**

This unit provides for the development of the knowledge, understanding and skills to carry out searches in a polite, professional and courteous manner, giving reasons for searches, and following guidelines for having witnesses to searches where appropriate.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these should come, where possible, from learners' performance in the workplace.

For learning outcome 1, learners must carry out the following types of search:

- people
- personal storage areas
- personal effects.

#### **Simulation**

Simulation is permitted for all assessment criteria related to performance, but only if the learner's organisation does not permit the searching of people and their property. In such circumstances, written confirmation must be obtained from a person in a suitable position of authority within the learner's organisation and kept for inspection by the external verifier.

In addition to this, assessment criterion 1.5 and the performance-related assessment criteria in learning outcome 2 may be simulated if the opportunity to demonstrate them will not occur in a reasonable time.

Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

**Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate, if possible, to their own work environment.

**Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to search people and their property for unauthorised items</p>	<p>1.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to authority to search people and their property</p> <p><b>1.2 Carry out searches at frequencies and in patterns that are in line with the organisation's policies and procedures</b></p> <p><b>1.3 Confirm that individuals have understood the reasons given for why they have been selected for search</b></p> <p><b>1.4 Ensure consent to search has been given before searching individuals</b></p> <p><b>1.5 Take appropriate and permitted action in line with the organisation's policies and procedures if consent to search is refused</b></p> <p><b>1.6 Carry out searches in suitable locations, in the presence of suitable witnesses, and in a polite, professional and courteous manner</b></p> <p><b>1.7 Maintain personal health, safety and welfare while carrying out searches</b></p> <p><b>1.8 Record and report the details of searches in line with instructions and the organisation's policies and procedures</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to respond to finding unauthorised items</p>	<p>2.1 List the unauthorised items that should be looked for during searches</p> <p><b>2.2 Identify unauthorised items found during searches correctly</b></p> <p><b>2.3 Take prompt and appropriate action in line with the organisation’s policies and procedures when unauthorised items are found</b></p> <p><b>2.4 Establish the reason for the person being in possession of unauthorised items</b></p> <p>2.5 Describe the possible reactions of suspects to finding unauthorised items and how to deal with them</p> <p><b>2.6 Demonstrate how to deal safely with unauthorised items found during a search and retain them securely as evidence</b></p> <p><b>2.7 Demonstrate how to apprehend people suspected of having unauthorised items, following instructions and approved policies and procedures</b></p> <p><b>2.8 Record and report the relevant details relating to the unauthorised items, clearly and accurately, to the appropriate person within required timescales</b></p> <p><b>2.9 Maintain personal health, safety and welfare while responding to finding unauthorised items</b></p>			

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Learner signature: \_\_\_\_\_  
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## **Unit 8: Provide security at licensed venues**

<b>Unit code:</b>	SLP 9
<b>Unit reference number:</b>	F/601/9208
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	14

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### **Unit summary**

This unit provides for the development of the knowledge, understanding and skills of door supervisors who have responsibility for security at licensed venues such as discotheques, nightclubs, public houses, casinos or restaurants. The unit recognises the responsibility a door supervisor has in monitoring the security and safety at licensed venues, as well as preventing crime where possible.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

For assessment criterion 2.9, at least two incidents must be documented.

For learning outcome 3, 'adverse behaviour' could include any behaviour that is:

- anti-social
- criminal
- non-compliant with conditions of entry.

#### **Simulation**

Simulation is not permitted in this unit.

### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the law, regulations, codes of practice and guidelines as they apply to licensed premises</p>	<p>1.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to licensed venues and implications for the security operative</p> <p>1.2 Outline the requirements for equal opportunities, including freedom from:</p> <ul style="list-style-type: none"> <li>- prejudice</li> <li>- discrimination</li> <li>- harassment</li> <li>- stereotyping</li> </ul> <p>1.3 State the conditions attached to the premises licence</p> <p>1.4 Describe the limits of personal authority and responsibility relating to entry to and exit from licensed venues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to control entry to licensed venues</p>	<p>2.1 State the site instructions for controlling entry to the licensed venue, including the types of identification that have to be checked</p> <p><b>2.2 Confirm and record that security and protection equipment is functioning correctly</b></p> <p>2.3 State the implications of any unprofessional behaviour when controlling entry to licensed venues</p> <p><b>2.4 Inform customers of any special conditions of entry, exit or re-entry</b></p> <p><b>2.5 Ensure entry to licensed venues is only by approved entry points, by people with valid authorisation who comply with entry requirements, and is within the permitted numbers</b></p> <p><b>2.6 Carry out consensual searches in line with the organisation's policies and procedures</b></p> <p>2.7 Describe how to get immediate help from other people when it is needed to maintain control of entry</p> <p>2.8 State the reason for recording opening and closing checks</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>2.9 Complete documentation fully and accurately, in line with site instructions and within required timescales, including that relating to:</b></p> <ul style="list-style-type: none"> <li>- opening checks</li> <li>- closing checks</li> <li>- incidents</li> </ul> <p>2.10 Describe how to contact the licence holder and the designated premises supervisor</p>			
<p>3 Be able to deter adverse behaviour at licensed venues</p>	<p><b>3.1 Provide a visible, firm and professional presence in licensed venues that deters adverse behaviour without acting aggressively, abusively or offensively</b></p> <p><b>3.2 Identify promptly indications of:</b></p> <ul style="list-style-type: none"> <li>- adverse behaviour</li> <li>- illegal substances (use and dealing)</li> <li>- dangerous items</li> </ul> <p>3.3 Describe how to deal with:</p> <ul style="list-style-type: none"> <li>- adverse behaviour</li> <li>- illegal substances (use and dealing)</li> <li>- dangerous items</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>3.4 Discourage adverse behaviour before it escalates, using professional judgement and skills to take control and defuse situations while maintaining personal health, safety and welfare</b></p> <p>3.5 State the limits of personal authority and responsibility relating to dealing with adverse behaviour at licensed venues</p> <p>3.6 Describe how to maintain goodwill and remain professional when dealing with incidents</p> <p>3.7 Describe the implications of any unprofessional behaviour when monitoring and controlling behaviour at licensed venues</p> <p><b>3.8 Take appropriate and permitted action to prevent risks to security or safety</b></p> <p>3.9 Describe how to get immediate help from other people when they need it to deal with adverse behaviour</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 9: Carry out searches of vehicles for unauthorised items**

<b>Unit code:</b>	SLP 10
<b>Unit reference number:</b>	F/601/9211
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	15

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### **Unit summary**

This unit provides for the development of the knowledge, understanding and skills for controlling the entry and exit of vehicles and searching vehicles. These searches may be on suspicion or as a formality. The unauthorised items could include illegal substances, stolen property, and banned or dangerous items.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these should come, where possible, from learners' performance in the workplace.

#### **Simulation**

Simulation is permitted for all assessment criteria related to performance, but only if the learner's organisation does not permit the searching of people and their property. In such circumstances, written confirmation must be obtained from a person in a suitable position of authority within the learner's organisation and kept for inspection by the external verifier.

In addition to this, the performance-related assessment criteria in learning outcome 3 may be simulated if the opportunity to demonstrate them will not occur in a reasonable time.

Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate, if possible, to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to control entry and exit of vehicles</p>	<p>1.1 Give reasons why access by vehicles should be controlled</p> <p><b>1.2 Communicate with all occupants of vehicles in a professional and courteous manner</b></p> <p><b>1.3 Confirm the identity of all occupants, their reason for entry, and the vehicle details</b></p> <p><b>1.4 Control the issue of passes, permits to work and vehicle access, in line with the organisation’s policies and procedures</b></p> <p><b>1.5 Promptly notify appropriate persons who need to know of the entry of vehicles</b></p> <p><b>1.6 Give clear directions to permitted parking areas and other information required by the organisation’s policies and procedures</b></p> <p><b>1.7 Confirm driver’s authority for the removal of items from premises, where this is required, in line with the organisation’s policies and procedures</b></p> <p><b>1.8 Complete the required visit documentation in line with the organisation’s policies and procedures</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to search vehicles for unauthorised items</p>	<p>2.1 State the frequency and pattern of vehicle searches required by the organisation’s policies and procedures</p> <p>2.2 List the unauthorised items that should be looked for during searches and</p> <p>2.3 Identify the possible hiding places in different types of vehicle</p> <p><b>2.4 Confirm the reasons for the search have been understood by the vehicle occupants</b></p> <p><b>2.5 Demonstrate how to establish consent to search the vehicle before starting the search</b></p> <p>2.6 Identify the possible reactions to the request to submit to a search and how to deal with them</p> <p>2.7 Describe the action to be taken in the event of a vehicle’s occupants refusing consent to search</p> <p>2.8 State the procedures and instructions to be followed when searching vehicles, including:</p> <ul style="list-style-type: none"> <li>- methods of searching different types of vehicle</li> <li>- when witnesses should be present</li> <li>- different types of search, including entry and exit</li> <li>- the implications of carrying out searches incorrectly</li> <li>- the differences between random and specific</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	<p>Be able to respond to finding unauthorised items</p> <p><b>2.9 Demonstrate how to search a vehicle effectively whilst maintaining personal health, safety and welfare</b></p> <p><b>2.10 Demonstrate the correct use of equipment to search vehicles effectively and efficiently</b></p>			
	<p>3.1 Describe the actions that should be taken when unauthorised items are found which are within the limits of personal responsibility and authority</p> <p><b>3.2 Identify unauthorised items found during searches of vehicles</b></p> <p><b>3.3 Ask the driver in a professional and courteous manner to explain the possession of unauthorised items</b></p> <p><b>3.4 Demonstrate how to securely retain unauthorised items found during a search as potential evidence, in line with the organisation's policies and procedures</b></p> <p><b>3.5 Take appropriate action to deal with people suspected of having unauthorised items, following site instructions and approved policies and procedures</b></p> <p><b>3.6 Record and report the details relating to searches to the appropriate person clearly, accurately and within required timescales</b></p>			

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## **Unit 10: Arrest by security operative**

<b>Unit code:</b>	SLP 11
<b>Unit reference number:</b>	J/601/9212
<b>QCF level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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### **Unit summary**

This unit provides for the development of the knowledge, understanding and skills for making a citizen's arrest of people suspected of committing an offence, and preserving the integrity of potential evidence.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these should come, where possible, from learners' performance in the workplace. In other instances, simulation should be used.

#### **Simulation**

Simulation is permitted in all learning outcomes in this unit. This may be required if the employer's normal policy or the learner's work environment makes arrest impractical or uncommon. It may also be required where certain assessment criteria can not be evidenced through naturally occurring evidence. Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate, if possible, to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to carry out a lawful arrest, preserve the scene and any potential evidence</p>	<p>1.1 Describe the implications of wrongful arrest</p> <p>1.2 Describe the situations in which it is permitted to apprehend suspects, and the limits of personal responsibility and authority</p> <p>1.3 Explain the concept of reasonable force, and when and how it may be used to apprehend suspects</p> <p>1.4 Describe how to identify and preserve evidence, and why it is important</p> <p>1.5 Describe how to record accurate details at the time of the arrest, and why it is important</p> <p>1.6 Describe the importance of and process for preserving the 'chain of evidence' or 'audit trail'</p> <p>1.7 Explain how to make full and accurate contemporaneous notebook entries and records and why it is important</p> <p>1.8 Explain how to record full details of the use of force, and why it is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to apprehend people suspected of committing a crime for which they can be arrested</p>	<p><b>2.1 Confirm there is sufficient and valid evidence to apprehend someone suspected of committing an offence</b></p> <p><b>2.2 Take appropriate and lawful action to apprehend suspects, in line with operational instructions and relevant codes of practice</b></p> <p><b>2.3 Maintain the health, safety and welfare of all involved when apprehending suspects</b></p> <p><b>2.4 Inform the relevant people and authorities that a suspect has been apprehended, in line with instructions and within required timescales</b></p> <p><b>2.5 Record full and accurate details of the arrest as soon as practicable</b></p> <p><b>2.6 Ensure that all witnesses are correctly identified and their contact details obtained</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to detain people who have been arrested on suspicion of committing a crime for which they can be arrested</p>	<p>3.1 State the current law relating to the rights of detainees, including the restrictions on searching them or their possessions</p> <p>3.2 Describe where the dedicated detention area is and how it must be maintained</p> <p>3.3 Describe how to allow detainees their legal rights at all times during their detention</p> <p><b>3.4 Follow approved procedures for segregating and accompanying detainees</b></p> <p>3.5 Explain how and why detainees should be monitored to prevent their escaping or destroying potential evidence</p> <p><b>3.6 Demonstrate how to ensure the health, safety and welfare of all involved while detaining suspects</b></p> <p><b>3.7 Perform a correct handover of suspects to the relevant authority</b></p> <p><b>3.8 Record the details of detentions fully, accurately and within required timescales</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to preserve the integrity of potential evidence</p>	<p><b>4.1 Take all reasonable precautions to prevent potential evidence from being lost, removed or contaminated</b></p> <p><b>4.2 Preserve scenes of crime and potential evidence, in line with approved policies and procedures and guidelines</b></p> <p><b>4.3 Prevent access to scenes of suspected offences by unauthorised people</b></p> <p><b>4.4 Demonstrate how to ensure that no alterations are made to scenes of suspected offences</b></p> <p>4.5 Describe personal responsibility to look after potential evidence, and what should be done to preserve it</p> <p>4.6 Identify what constitutes potential evidence, including anything said by detainees</p>			

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## Unit 11: Deal with disorderly and aggressive behaviour

Unit code:	SLP 12
Unit reference number:	L/601/9213
QCF level:	2
Credit value:	2
Guided learning hours:	11

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for dealing with adverse behaviour, which could be criminal or anti-social. This is more than just reacting to unacceptable behaviour; it is also about deterring adverse behaviour.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

In this unit, 'adverse behaviour' could include any behaviour that is:

- anti-social
- criminal.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to deter adverse behaviour through visible security presence</p>	<p>1.1 State the organisation's instructions for discouraging and dealing with adverse behaviour</p> <p><b>1.2 Provide a visible presence in designated areas that deters adverse behaviour</b></p> <p><b>1.3 Comply with the required company and customer standards for appearance and behaviour</b></p> <p><b>1.4 Recognise adverse behaviour promptly</b></p> <p><b>1.5 Discourage adverse behaviour before it escalates, using professional judgement and skills to defuse conflict situations</b></p> <p><b>1.6 Take appropriate action to reduce risks to security or safety whilst maintaining own health safety and welfare, and that of others</b></p> <p>1.7 Describe how to recognise criminal activity, including drug handling</p> <p>1.8 Describe the layout and geography of the locations where security services are provided in line with assignment instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to deal with adverse behaviour</p>	<p><b>2.1 Respond promptly to adverse behaviour in a polite, professional and calming manner</b></p> <p><b>2.2 Demonstrate how to recognise and defuse aggressive or abusive behaviour, using both verbal and non-verbal communication</b></p> <p><b>2.3 Demonstrate how to politely encourage people involved to refrain from adverse behaviour</b></p> <p><b>2.4 Segregate individuals involved in adverse behaviour to minimise the effect on others</b></p> <p>2.5 Describe how to get immediate help from other people when it is needed</p> <p><b>2.6 Take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with legal constraints and instructions</b></p> <p><b>2.7 Record the details of situations of adverse behaviour, in line with legal requirements and within required timescales</b></p> <p>2.8 Explain how and when reasonable and necessary force can be used</p>			

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## **Unit 12: Monitor areas using CCTV systems**

<b>Unit code:</b>	SLP 13
<b>Unit reference number:</b>	R/601/9214
<b>QCF level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	24

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### **Unit summary**

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

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>1.7 Organise the personal work area in order to comply with health and safety guidance relating to good ergonomic practice and the use of visual display units and to work efficiently and safely</b></p> <p><b>1.8 Ensure the monitor screens are clean in order to maximise clarity of image</b></p> <p><b>1.9 Complete the required records fully, clearly and within required timescales</b></p>			
<p>2 Be able to monitor CCTV camera images and react to incidents</p>	<p><b>2.1 Use CCTV systems and equipment in line with operating instructions and within legal constraints</b></p> <p>2.2 Identify activities or incidents that should be recorded, following the organisation's instructions and guidelines</p> <p><b>2.3 Use systems to their full operational ability to monitor and record incidents until no longer required to do so</b></p> <p><b>2.4 Demonstrate how to prioritise multiple incidents in relation to their seriousness or to instructions</b></p> <p><b>2.5 Interpret and report incidents promptly and clearly to the appropriate person</b></p> <p><b>2.6 Demonstrate how to work with external agencies in a way that is effective and efficient</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>2.7</b> Maintain the confidentiality of information observed and recorded, in line with relevant legislation and codes of practice</p> <p><b>2.8</b> Complete incident logs accurately, clearly and within required timescales</p> <p>2.9 Describe the local geography of the areas that are monitored</p>			
<p>3 Be able to locate pre-determined targets using CCTV</p>	<p><b>3.1</b> Interpret information provided in order to select the most appropriate cameras and viewing areas</p> <p>3.2 Describe the area of coverage of each camera in use</p> <p><b>3.3</b> Describe the capabilities and limitations of systems and equipment in use</p> <p><b>3.4</b> Search for and identify targets systematically and promptly</p> <p><b>3.5</b> Use systems to achieve their best performance, including using real and time lapse recording</p> <p><b>3.6</b> Adjust equipment and system controls to maintain the best image of targets</p> <p><b>3.7</b> Modify search patterns to hold and track multiple targets</p> <p><b>3.8</b> Interpret and report ongoing events to the appropriate person accurately and clearly</p>			

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## **Unit 13: Maintain CCTV recording media libraries and preserve potential evidence**

<b>Unit code:</b>	CTV13
<b>Unit reference number:</b>	J/602/5351
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	16

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### **Unit summary**

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

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

Assessment criteria: knowledge and understanding

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation could be used to record this information.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>1.6 Recognise when recording media is missing and take required action in line with personal responsibilities and instructions</b></p> <p><b>1.7 Maintain the confidentiality of recorded information, in line with relevant legislation and codes of practice</b></p> <p><b>1.8 Complete required records accurately, legibly and within required timescales</b></p>			
<p>2 Be able to preserve potential media evidence</p>	<p>2.1 State how and why it is important to follow the organisation's instructions and procedures for maintaining the security and confidentiality of recorded information</p> <p>2.2 State who is authorised to have access to recording media and screen printouts containing potential evidence</p> <p>2.3 Explain the importance of preserving recording media evidence</p> <p><b>2.4 Demonstrate how to preserve recording media that contains potential evidence</b></p> <p><b>2.5 Demonstrate how to record the required details in line with instructions and organisational procedures</b></p> <p>2.6 Explain the procedure for disclosing confidential information to authorised persons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>2.7 Demonstrate how to ensure that recording media containing potential evidence is stored securely and made available only to authorised persons</b></p> <p><b>2.8 Complete required records accurately, legibly and within required timescales</b></p>			

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## **Unit 14: Maintain the operational performance of CCTV systems**

<b>Unit code:</b>	SLP 15
<b>Unit reference number:</b>	Y/601/9215
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	12

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### **Unit summary**

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

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

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

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

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## Unit 15: Provide covert security in retail environments

Unit code:	SLP 16
Unit reference number:	D/601/9216
QCF level:	2
Credit value:	2
Guided learning hours:	12

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for supporting retail security, and covers maintaining covert presence and security alarm responses.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these must come from learners' performance in the workplace, apart from assessment criterion 2.3, where 'what if'-type questioning may be used if naturally occurring performance evidence is not available. Use of such questions should, however, only be considered as a last resort.

For assessment criteria 2.2, there must be evidence relating to at least one security alarm system. Suitable examples include (but are not limited to):

- access control
- surveillance
- stock protection (EAS systems, loop alarms)
- perimeter protection
- panic buttons
- fire alarms
- smoke alarms.

#### **Simulation**

Simulation is not permitted in this unit.

### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain covert security presence</p>	<p>1.1 Give examples of suspicious behaviour in a retail environment</p> <p><b>1.2 Carry out covert security observations in line with:</b></p> <ul style="list-style-type: none"> <li>- <b>organisation’s policies and procedures</b></li> <li>- <b>relevant legal requirements</b></li> <li>- <b>codes of practice</b></li> </ul> <p><b>1.3 Act in a way that maintains the covert security role</b></p> <p>1.4 Describe how to dress, behave and communicate with others to preserve the covert role</p> <p><b>1.5 Dress appropriately for the retail environments in which the covert security is being provided</b></p> <p><b>1.6 Communicate with colleagues and the relevant authorities in ways that maintains the covert security role</b></p> <p>1.7 Explain why it is important to record and maintain all observations and reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	<p>Be able to respond to security alarms</p> <p><b>1.8 Record activities as potential evidence in line with:</b></p> <ul style="list-style-type: none"> <li>- <b>the organisation's policies and procedures</b></li> <li>- <b>relevant legal requirements</b></li> </ul> <p><b>2.1</b> Identify the type and locations of security alarm systems to which a response is required</p> <p><b>2.2 Respond appropriately to security alarms that does not compromise the covert security role, in line with the organisation's policies and procedures</b></p> <p><b>2.3 Report defective or ineffective security alarm systems to the appropriate person</b></p>			

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## Unit 16: Detect loss and theft in retail environments

Unit code:	SLP 17
Unit reference number:	H/601/9217
QCF level:	2
Credit value:	3
Guided learning hours:	13

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for supporting retail security, and covers identifying when loss or theft is taking place and identifying suspects, which would be done covertly.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace. This means that 'what if' type questioning is not an appropriate source of evidence for these assessment criteria.

In assessment criterion 1.7, suitable examples of security equipment include (but are not limited to):

- CCTV equipment
- electronic article surveillance
- local alarms
- cash boxes
- safes
- keys
- protective packaging
- dispensers
- radio.

## **Simulation**

Simulation is not permitted in this unit.

## **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

## **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to gather and evaluate information to detect offences and suspects</p>	<p>1.1 State where reliable and factual information about the organisation's loss and theft can be found</p> <p><b>1.2 Collate and evaluate details related to the organisation's loss and potential offences</b></p> <p><b>1.3 Liaise with store management and loss prevention department to understand the levels of losses and risk in the store</b></p> <p><b>1.4 Agree appropriate action with store management and loss prevention department to lower the levels of loss and risk in the store</b></p> <p>1.5 Describe how to help store management ensure that employees comply with company procedures to deter loss and theft</p> <p><b>1.6 Maintain the covert nature of the security role while gathering information or evaluating evidence of loss or theft</b></p> <p><b>1.7 Maintain security equipment and ensure that integrity of data and evidence is protected</b></p> <p><b>1.8 Report details of loss, theft and subsequent actions taken, fully and accurately, to the relevant person</b></p> <p>1.9 Describe ways to prevent loss and theft from retail environments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to respond to requests to identify and surveil suspects</p>	<p><b>2.1 Record information from relevant authorities clearly and accurately maintaining own responsibility to take the appropriate action</b></p> <p>2.2 Describe how to recognise when there is sufficient information and what effective action can be taken</p> <p><b>2.3 Identify suspects correctly</b></p> <p><b>2.4 Demonstrate the surveillance techniques that should be used to identify loss or theft</b></p> <p>2.5 Describe how to identify suspicious behaviour and people suspected of causing loss or theft</p> <p><b>2.6 Take action to deal with suspects that is in line with the organisation's policies and procedures</b></p> <p><b>2.7 Report details of suspects and action to be taken clearly to the relevant person in line with the organisation's policies and procedures</b></p> <p><b>2.8 Maintain the covert nature of the security role while responding to the identification of suspects</b></p> <p><b>2.9 Communicate effectively with associates to give details of suspects and action to take, in line with the organisation's policies and procedure</b></p>			

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## Unit 17: Control a guard dog under operational conditions

Unit code:	SLP 18
Unit reference number:	H/601/9198
QCF level:	2
Credit value:	5
Guided learning hours:	30

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for carrying out security operations with the aid of a guard dog, taking account of the advantages and disadvantages of working with dogs.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. With the exception of 3.4, 3.5, 3.8, 4.1, 4.3, 4.4, 4.5 and 4.6 (see *Simulation* below), evidence for these must come from learners' performance in the workplace.

For assessment criterion 1.6, changes could include changes caused by any of the following:

- weather conditions
- light levels
- air quality
- crowds
- presence of other animals.

Assessment criterion 4.3 could relate to any of the following incidents:

- loose guard dogs
- injuries to the learner caused by a dog
- injuries to other people caused by a dog.

## **Simulation**

Simulation is permitted for assessment criteria 3.4, 3.5, 3.8, 4.1, 4.3, 4.4, 4.5 and 4.6. See above for further information about the evidence required for 4.3. Information about how simulation must be carried out is contained in *Annexe D: Assessment strategy*.

## **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

## **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to patrol designated areas with a guard dog</p>	<p><b>1.1 Control guard dogs using recognised words and gestures of command</b></p> <p><b>1.2 Demonstrate how to keep the guard dog under control at all times</b></p> <p><b>1.3 Carry out patrols in line with legislation and instructions in a way that makes best use of the dog’s natural senses</b></p> <p><b>1.4 Recognise and report to the appropriate person any potential hazards to the dog</b></p> <p><b>1.5 Take prompt and appropriate action when the dog’s reactions indicate a possible threat to security</b></p> <p><b>1.6 Recognise and respond to changes that could affect the effectiveness of patrolling with a guard dog</b></p> <p>1.7 Describe how changes in weather conditions, light levels and other environmental conditions can affect guard dogs’ senses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to control entry to premises whilst handling a guard dog</p>	<p>2.1 State the organisation's policies, procedures and instructions to be followed when controlling entry to premises and searching premises with a guard dog</p> <p><b>2.2 Demonstrate how to ensure that the dog is securely restrained when it is not being used operationally</b></p> <p><b>2.3 Take prompt and appropriate action when the dog's reactions indicate possible unauthorised entry</b></p> <p><b>2.4 Respond to unauthorised entry in line with instructions and in a way that makes best use of the dog</b></p> <p><b>2.5 Reassure other people of their safety as appropriate</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to apprehend suspects with the aid of a guard dog</p>	<p>3.1 State the current relevant legislation, regulations, codes of practice and guidelines relating to apprehending people suspected of committing an offence with the aid of a guard dog, including:</p> <ul style="list-style-type: none"> <li>- criminal damage</li> <li>- offences against people</li> <li>- vagrancy</li> <li>- public order</li> <li>- misuse of drugs</li> </ul> <p>3.2 Describe the implications of wrongful arrest</p> <p>3.3 Describe when and how to use reasonable force to apprehend suspects</p> <p><b>3.4 Follow all normal and lawful procedures related to apprehending suspects, particularly relating to using a guard dog</b></p> <p><b>3.5 Apprehend suspects in line with instructions and codes of practice taking due regard to personal safety and that of the dog</b></p> <p>3.6 Explain why it is important to preserve evidence and record accurate details at the time a suspect is apprehended</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 Identify which authorities have to be informed that a suspect has been apprehended and how to contact them</p> <p><b>3.8 Report the apprehending of a suspect to the relevant authority as soon as practicable</b></p>			
<p>4 Be able to deal with incidents caused by guards dogs</p>	<p><b>4.1 Maintain appropriate distances between the dog and other people at all times</b></p> <p>4.2 Describe the injuries that can be caused by dogs and where to get help to treat the injured person</p> <p><b>4.3 Bring the guard dog under control promptly and safely after the incident</b></p> <p><b>4.4 Take prompt and effective action to prevent any attack by the dog</b></p> <p><b>4.5 Report the situation promptly to the appropriate person when a guard dog escapes</b></p> <p><b>4.6 Report the action of the guard dog fully and as soon as practicable to the appropriate person after it has caused an injury</b></p>			

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<b>Unit 18:</b>	<b>Deal with lost and found property</b>
<b>Unit code:</b>	SLP 22
<b>Unit reference number:</b>	D/601/9197
<b>QCF level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	9

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for dealing with lost and found property.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to deal with lost and found property	<p>1.1 State the organisation's and any other specific instructions and procedures for dealing with lost and found property</p> <p>1.2 State the limits of own responsibility, authority and competence to deal with lost and found property</p> <p>1.3 Identify the other services to be contacted regarding lost property, how to contact them and what information they should be given</p> <p>1.4 Explain how and why it is important to record details accurately</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to deal with lost and found property</p>	<p><b>2.1 Gather sufficient information in line with the organisation’s policies and procedures</b></p> <p><b>2.2 Record details of lost and found property clearly, accurately and in an easily retrievable format</b></p> <p><b>2.3 Demonstrate how to help people search for property in line with the organisation’s policies and procedures</b></p> <p><b>2.4 Demonstrate how to help people claim property in line with the organisation’s policies and procedures</b></p> <p><b>2.5 Deal with suspect packages that are found, in line with the organisation’s policies and procedures whilst ensuring personal safety and that of others</b></p> <p><b>2.6 Identify and promptly contact the owner of any found property, where possible, or any person entitled to receive the property</b></p> <p><b>2.7 Complete required documentation in line with the organisation’s policies and procedures</b></p> <p><b>2.8 Handle and store information relating to lost property in a way that protects its confidentiality</b></p>			

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## **Unit 19: Maintain understanding of current legislation and regulation relevant to the security officer role**

<b>Unit code:</b>	SLP 25
<b>Unit reference number:</b>	Y/601/9196
<b>QCF level:</b>	4
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	12

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### **Unit summary**

This unit provides for the development of the knowledge, understanding of legislation and regulation within the learner's role. The learner must be able to identify and access appropriate sources of relevant information and use research methods that are efficient and effective. They must be able to determine the level of knowledge required and identify and explain fully the impact of current legislation and obtain specialist help and advice when it is needed. The learner must confirm they have authority to apply and implement legislation and inform other relevant people. They must provide details of implementation of legislation in a language and format that aids understanding and know how to explain new techniques to other people who need to know them. The learner needs to know how to record accurate and full details of the results of applying new legislation and must maintain confidentiality and security.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know the current legislation and regulation relevant to the security officer role</p>	<p>1.1 Identify and access appropriate sources of relevant information</p> <p>1.2 Use research methods that are efficient and effective in obtaining relevant information</p> <p>1.3 Identify areas of legislation relevant to personal role</p> <p>1.4 Explain the impact of legislation, regulation, codes of practice and guidelines on own role</p> <p>1.5 Describe how to obtain specialist help and advice on legislation and regulation when it is needed</p> <p>1.6 Explain the importance of maintaining knowledge and understanding of legislation relevant to personal role</p> <p>1.7 Identify the areas of own security activities that are affected by current law</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to implement new legislation and regulation</p>	<p><b>2.1 Implement new legislation within agreed timescales</b></p> <p><b>2.2 Inform other relevant people about implementation of new legislation</b></p> <p><b>2.3 Provide details of implementation of legislation in a language and format that aids understanding</b></p> <p>2.4 Explain new techniques and practices that are required by legislation to people who need to know them</p> <p><b>2.5 Record accurate and full details of the impact on the organisation of applying new legislation</b></p> <p><b>2.6 Maintain the security and confidentiality of security arrangements</b></p> <p>2.7 Explain how different pieces of legislation impact on each other and the affect on own role</p> <p>2.8 Explain how to confirm personal authority to apply new legislation and why it is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to maintain and update codes of practice and procedures</p>	<p><b>3.1 Arrange regular scheduled reviews of security procedures with staff and all relevant stakeholders</b></p> <p><b>3.2 Establish and promote a culture of continuous improvement with staff and stakeholders</b></p> <p><b>3.3 Implement processes to ensure prompt notification of relevant legislative or internal changes to all relevant stakeholders</b></p> <p><b>3.4 Propose changes in codes of practice or procedures and communicate them to required stakeholders for feedback</b></p> <p><b>3.5 Produce new documentation and processes as required when legislation has changed</b></p> <p><b>3.6 Record all changes to codes of practice, procedures and authorisations in accordance with the organisation's procedures</b></p> <p>3.7 Describe how to carry out a review of a process or changes and re-evaluate as required</p> <p>3.8 Explain why it is important to have in-depth knowledge of processes, policies and procedures that may be affected by change</p>			

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## **Unit 20: Record information relevant to the security operative role**

<b>Unit code:</b>	SLP 26
<b>Unit reference number:</b>	R/601/9195
<b>QCF level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	9

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### **Unit summary**

This unit provides for the development of the knowledge, understanding and skills for recording information within the security operative role.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to record relevant information relating to incidents accurately</p>	<p><b>1.1 Identify and correctly access sources of information relating to incidents</b></p> <p><b>1.2 Obtain sufficient relevant information relating to incidents in a lawful accurate and timely manner</b></p> <p><b>1.3 Record details of incidents accurately and in an easily retrievable format</b></p> <p><b>1.4 Take prompt and appropriate action to deal with identified gaps in information relating to incidents</b></p> <p><b>1.5 Establish any permission or conditions that may apply to using this information</b></p> <p><b>1.6 Communicate information relating to incidents only to those people authorised to receive it and within agreed timescales</b></p> <p><b>1.7 Demonstrate how to handle and store information relating to incidents in a way that protects its confidentiality, and evidential and organisational value</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to record information relevant to the security operative role</p>	<p><b>2.1 Identify essential documentation to be completed relating to own role</b></p> <p><b>2.2 Complete all essential documentation</b></p> <ul style="list-style-type: none"> <li>- accurately</li> <li>- within agreed timescales</li> <li>- following legal and organisational guidelines</li> <li>- in an appropriate format</li> </ul> <p><b>2.3 Confirm that the final document meets with the requirements of the persons who requested it</b></p> <p><b>2.4 Identify the necessary contact details needed to pass on information</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to maintain confidentiality and security of information</p>	<p>3.1 Explain why it is important to confirm who is authorised to have access to information</p> <p><b>3.2 Identify and confirm the person, or persons, who are authorised to have access to information</b></p> <p>3.3 Explain why agreed sharing protocols need to be adhered to at all times</p> <p>3.4 Describe how to ensure that agreed sharing protocols are adhered to at all times</p> <p><b>3.5 Respond to requests for information by members of the public and agencies in an appropriate manner whilst following organisational procedures</b></p> <p><b>3.6 Inform the appropriate persons of requests for information received from members of the public</b></p> <p>3.7 Explain why it is important to maintain the confidentiality of information</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>3.8 Demonstrate how to maintain confidentiality and security of information relating to security</b></p> <p>3.9 Explain the importance of maintaining the goodwill of the source of the information</p>			

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*(if sampled)*



## Unit 21: Preventing unauthorised items passing through ports

Unit code:	SLP 41
Unit reference number:	L/601/9194
QCF level:	2
Credit value:	6
Guided learning hours:	48

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for maintaining security at ports (air, sea, channel tunnel) where passengers are passing through. This involves screening and searching for items that are unauthorised or dangerous.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these must come from learners' performance in the workplace, apart from assessment criteria 2.6, 3.3, 4.2 and 4.8, for which 'what if'-type questioning may be used if naturally occurring performance evidence is not available. Use of such questions should, however, only be considered as a last resort.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to prevent unauthorised items passing through ports</p>	<p>1.1 List the types of authorisation for persons and vehicles wishing to pass through ports</p> <p>1.2 Identify invalid authorisations for persons and vehicles wishing to pass through ports</p> <p>1.3 Describe the limitations of screening equipment to detect unauthorised items</p> <p>1.4 Describe how to respond to limitations of screening equipment to detect unauthorised items</p> <p>1.5 Identify current trends and techniques used to conceal unauthorised items and disguise tampering</p> <p>1.6 Describe the difficulties that can arise during searches and how to respect these, including:</p> <ul style="list-style-type: none"> <li>- cultural and religious sensitivities</li> <li>- language</li> <li>- aggression</li> <li>- anxiety</li> <li>- non cooperation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 Describe how to recognise search avoidance methods</p> <p>1.8 Describe the possible reactions to the request to search or screen and how to deal with them</p> <p>1.9 State the range of unauthorised items and their components to be looked for during screening</p> <p>1.10 Identify the actions to be taken when unauthorised items are found and to whom this should be reported</p> <p>1.11 Explain why baggage must be loaded and positioned correctly on screening equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to screen people, belongings and baggage passing through ports</p>	<p><b>2.1 Check that the screening equipment and system in use is working properly using approved procedures</b></p> <p>2.2 Describe interpersonal skills and how to use them during screening of people and their property</p> <p><b>2.3 Confirm that persons wishing to pass through ports have the valid authorisation</b></p> <p><b>2.4 Request authorised persons to pass through screening equipment in a clear and polite manner</b></p> <p><b>2.5 Take prompt action in line with instructions and guidelines to indications from screening equipment of potentially unauthorised items</b></p> <p><b>2.6 Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions</b></p> <p><b>2.7 Record and report the details of screening in line with instructions</b></p> <p><b>2.8 Demonstrate how to ensure baggage is loaded and positioned correctly for effective screening</b></p> <p><b>2.9 Interpret images from the screening equipment correctly to identify potentially unauthorised items</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to search people, belongings and baggage passing through ports</p>	<p><b>3.1</b> Ensure consent to search has been obtained, before searching</p> <p><b>3.2</b> Take appropriate and permitted action when a person refuses to give consent to a search</p> <p><b>3.3</b> Take appropriate and permitted action if a person is attempting to avoid being searched</p> <p><b>3.4</b> Demonstrate how to search at frequencies and in patterns that are:</p> <ul style="list-style-type: none"> <li>- in line with instructions</li> <li>- appropriate to the defined level of threat</li> <li>- in suitable locations</li> <li>- in the presence of suitable witnesses</li> <li>- systematic, including inspecting items for modifications</li> <li>- correctly recorded and reported</li> </ul> <p><b>3.5</b> Demonstrate how to be polite, professional and courteous while searching</p> <p><b>3.6</b> Demonstrate how to prevent anyone interfering with the search process</p> <p><b>3.7</b> Demonstrate how to maintain personal health, safety and welfare whilst searching</p> <p><b>3.8</b> Take prompt and appropriate action, in line with instructions and guidelines, when unauthorised items are found</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to screen and search vehicles, cargo, goods and stores passing through ports</p>	<p><b>4.1</b> Ensure consent to search has been obtained, before searching</p> <p><b>4.2</b> Take appropriate and permitted action when a person refuses to give consent to a search</p> <p><b>4.3</b> Confirm screening equipment and systems are working properly using approved procedures</p> <p><b>4.4</b> Demonstrate how to search at frequencies and in patterns that are:</p> <ul style="list-style-type: none"> <li>- in line with instructions</li> <li>- appropriate to the defined level of threat</li> <li>- systematic, including inspecting items for modifications</li> <li>- correctly recorded and reported</li> </ul> <p><b>4.5</b> Take prompt and appropriate action, in line with instructions and guidelines, when unauthorised items are found</p> <p><b>4.6</b> Demonstrate how to prevent anyone interfering with the search process</p> <p><b>4.7</b> Demonstrate how to maintain personal health and safety and welfare whilst searching</p> <p><b>4.8</b> Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions</p>			

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## Unit 22: Respond to keyholding visit requests

Unit code:	SLP 50
Unit reference number:	J/601/9193
QCF level:	2
Credit value:	2
Guided learning hours:	16

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for security keyholding and response officers who respond to keyholding visit requests. These officers could typically be at alarm receiving centres or similar offices.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to collate and confirm information about visit requests</p>	<p><b>1.1 Respond to initial requests in line with organisational requirements and within required timescales</b></p> <p><b>1.2 Ensure there is sufficient valid information on which to confirm visit requirements</b></p> <p><b>1.3 Confirm the authority and validity of callers following the organisation’s contractual requirements (password, codeword, etc)</b></p> <p><b>1.4 Record required details of requested visits accurately and completely, including the purpose of the visit</b></p> <p><b>1.5 Project a professional image, both personal and organisational</b></p> <p>1.6 State the organisation’s procedures and contractual requirements for responding to visit requests</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to take responsibility for keys and site information</p>	<p><b>2.1 Confirm the correct keys, access codes and site information are available for the sites or premises to be visited</b></p> <p><b>2.2 Maintain the security of keys and site information, following the organisation's procedures and guidelines</b></p> <p><b>2.3 Follow the organisation's procedures for key management, including completing records</b></p> <p><b>2.4 Confirm there is no information attached to keys which could compromise the security of the site</b></p>			
<p>3 Be able to prioritise keyholding response visits and other actions</p>	<p><b>3.1 Demonstrate how to prioritise visits or other actions using the information that has been collated and confirmed in line with the organisation's guidelines</b></p> <p><b>3.2 Demonstrate how to take account of the type of site or premises to be visited, purpose of the visit, potential risk and nature of the customers' business</b></p> <p><b>3.3 Act within the limits of personal authority and responsibility</b></p> <p><b>3.4 Get help from the appropriate people to deal with situations when there are conflicting priorities</b></p> <p><b>3.5 Record details of visits or other actions accurately and completely, following the organisation's procedures and requirements</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to allocate resources for keyholding responses</p>	<p>4.1 Describe the organisation's procedures for the security and management of keys and site information</p> <p>4.2 Identify what site information response officers need, where to get it and why it is important to maintain its security</p> <p><b>4.3 Select the most appropriate response officer, following the organisation's guidelines</b></p> <p><b>4.4 Confirm that response officers fully understand the purpose and details of response visits</b></p> <p><b>4.5 Allocate keys, access codes and site information to response officers in line with organisational requirements, within required timescale and security requirements</b></p> <p><b>4.6 Confirm that response officers have the correct and sufficient equipment required for visit to sites and premises</b></p>			

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*(if sampled)*

## Unit 23: Visit sites in response to keyholding requests

Unit code:	SLP 51
Unit reference number:	K/601/9218
QCF level:	2
Credit value:	3
Guided learning hours:	20

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### Unit summary

This unit provides for the development of the knowledge, understanding and skills for security keyholding and response officers who visit sites in response to keyholding requests.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to travel between sites safely and efficiently</p>	<p>1.1 State the legal requirements and other relevant codes of practice that must be complied with when driving on public roads, including if involved in a traffic collision or other reportable incident</p> <p><b>1.2 Confirm that the authorised vehicle is roadworthy and complies with relevant legal and organisational requirements</b></p> <p>1.3 Describe the necessary actions if a vehicle is either not roadworthy or does not meet legal requirements</p> <p><b>1.4 Plan routes using relevant maps and other information according to journey conditions</b></p> <p><b>1.5 Travel between sites in the shortest time whilst minimising risks to life, property and the environment</b></p> <p><b>1.6 Assess the driving conditions and modify driving to minimise risk to self and others</b></p> <p><b>1.7 Maintain the safety and security of the vehicle between and at sites at all times</b></p> <p><b>1.8 Maintain effective communications with the relevant persons in accordance with the organisational requirements</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to carry out visual risk assessments on arrival</p>	<p>2.1 State personal responsibility in relation to health and safety, particularly when carrying out visual risk assessments</p> <p>2.2 Explain the factors that should be taken into account to assess the risks of entering sites or premises</p> <p><b>2.3 Demonstrate how to base risk assessments on valid and reliable factors</b></p> <p><b>2.4 Confirm the security and safety status of sites and premises, following the organisation's guidelines and procedures</b></p> <p><b>2.5 Maintain own safety whilst carrying out visual risk assessments, following the organisation's guidelines and good practice, including maintaining required communications</b></p> <p><b>2.6 Act within the limits of personal authority and responsibility</b></p> <p><b>2.7 Get help from appropriate people if needed</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to enter sites and premises</p>	<p>3.1 Explain different procedures for entering sites and premises</p> <p><b>3.2 Enter sites and premises following the correct entry procedures</b></p> <p><b>3.3 Maintain personal safety whilst entering sites or premises, following the organisation's guidelines and good practice</b></p> <p><b>3.4 Check that sites and premises are secure after they have entered</b></p> <p><b>3.5 Disarm alarm systems, in accordance with assignment instructions</b></p> <p><b>3.6 Maintain the integrity of potential evidence of breaches of security or safety</b></p> <p><b>3.7 Maintain effective communications with relevant persons in accordance with assignment instructions</b></p>			

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## Unit 24: Protecting from the risk of violence at work

Unit code:	SfS 1
Unit reference number:	J/601/9050
QCF level:	2
Credit value:	3
Guided learning hours:	22

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### Unit summary

The learner will develop the knowledge, understanding and skills necessary to protect themselves from the risk of violence at work.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the job role, responsibilities and limitations	<p>1.1 Describe the legal duties for an individual to ensure well-being and health and safety in the workplace as explained by relevant legislation</p> <p>1.2 Describe the job role, including the responsibilities and limitations</p> <p>1.3 Describe personal capabilities and limitations in terms of protection in potentially violent situations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to use verbal and non-verbal communication to help calm a potentially violent situation</p>	<p>2.1 Describe the importance of showing respect for people, their property and rights</p> <p>2.2 Describe when it is appropriate and possible to maintain a safe distance and avoid physical contact</p> <p><b>2.3 Maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour</b></p> <p><b>2.4 Maintain a safe distance and avoid physical contact</b></p> <p><b>2.5 Avoid behaviour or language that may be discriminatory or oppressive when communicating with other people</b></p> <p><b>2.6 Interpret simple body language and the importance of acknowledging other people's personal space</b></p> <p><b>2.7 Explain clearly to the people involved:</b></p> <ul style="list-style-type: none"> <li>- what they will do</li> <li>- what the people involved should do, and</li> <li>- the likely consequences if the present situation continues</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>2.8 Communicate with those presenting unacceptable behaviour in a way that:</b></p> <ul style="list-style-type: none"> <li>- <b>shows respect for them, their property and their rights</b></li> <li>- <b>is free from discrimination and oppressive behaviour</b></li> </ul>			
<p>3 Be able to dynamically risk assess a potentially violent situation</p>	<p>3.1 Describe the main signs that a situation could escalate to violent behaviour</p> <p>3.2 Describe the importance of remaining alert to triggers of violent behaviour</p> <p>3.3 Describe the importance of planning how to leave a situation if there is a physical risk including identifying where the nearest exit routes are located</p> <p><b>3.4 Demonstrate how to keep the situation under review</b></p> <p><b>3.5 Act to reduce the risks to the safety of all those affected by the incident</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety</p>	<p>4.1 Describe the types of action and behaviour that can be taken to calm situations</p> <p>4.2 Describe when to leave the scene of the incident, when to seek help and safe techniques for leaving the situation</p> <p><b>4.3 Act to calm the situation which will:</b></p> <ul style="list-style-type: none"> <li>- not make the situation worse</li> <li>- follow the organisation's policy and procedures and legal responsibilities</li> <li>- minimise the risk of injury to all those involved</li> </ul> <p><b>4.4 Get assistance promptly when the situation is not being resolved</b></p> <p><b>4.5 Demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to review an incident and support processes</p>	<p>5.1 Review the sequence of events leading up to the incident</p> <p><b>5.2 Discuss with relevant people whether organisational procedures helped or hindered the incident</b></p> <p>5.3 Assess organisation and personal risk assessments relevant to the activities and their adequacy for dealing with similar incidents</p> <p>5.4 Identify areas of personal development</p> <p>5.5 Describe the importance of making use of available support and advice to help prevent any incident-related health problems</p> <p>5.6 Describe the importance of having the opportunity to talk to someone about the incident afterwards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Be able to accurately report an incident</p>	<p>6.1 Describe the organisation's procedures for dealing with violent behaviour</p> <p>6.2 Identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence</p> <p><b>6.3 Complete records in accordance with organisational requirements in respect of:</b></p> <ul style="list-style-type: none"> <li>- <b>personal actions at the time of the incident</b></li> <li>- <b>the circumstances and severity of the incident</b></li> <li>- <b>the measures taken to ensure personal safety and that of other people</b></li> <li>- <b>the action taken to try to calm the situation down</b></li> </ul> <p><b>6.4 Produce recommendations for the relevant people in order to reduce the risk of further similar incidents</b></p> <p><b>6.5 Contribute to good practice by sharing relevant non-confidential information with others in similar roles</b></p>			

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## **Unit 25: Promote a healthy and safe workplace**

<b>Unit code:</b>	SfS 3
<b>Unit reference number:</b>	K/601/9039
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	14

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### **Unit summary**

The learner will develop the knowledge, understanding and skills necessary to promote a healthy and safe workplace.

### **Evidence requirements**

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### **Recording of evidence**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to develop plans to promote health and safety culture in the workplace</p>	<p>1.1 State the organisation structure and lines of communication</p> <p>1.2 Explain the available information sources on health and safety within the workplace</p> <p>1.3 Describe how information on health and safety instructions and regulations is currently communicated within the workplace</p> <p>1.4 Describe own responsibilities set out in the workplace instructions for communicating and consulting with colleagues and others</p> <p>1.5 Describe the current level of understanding and support for, health and safety instructions and procedures by people at the workplace</p> <p>1.6 State the workplace requirements for conducting a review of current working practices</p> <p>1.7 Describe the work areas and job roles where current working practices are being reviewed</p> <p>1.8 Identify resources which are required to improve the current health and safety culture</p> <p>1.9 Identify where improvements and changes may be necessary using current sources of information available in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to implement plans to promote a health and safety culture in the workplace</p>	<p><b>2.1 Develop plans to include promoting the advantages and legal necessities of following health and safety procedures</b></p> <p>Identify practical opportunities for regular consultation on health and safety issues and ways of encouraging ideas on good practice</p> <p><b>2.2</b> Identify those people in the workplace who will require information and advice about the plans to promote a health and safety culture in the workplace</p> <p><b>2.3</b> <b>Present plans for promoting a health and safety culture to the appropriate people in a clear and effective manner</b></p> <p><b>2.4</b> <b>Provide relevant information and advice at an appropriate time, level and pace</b></p> <p>Describe how to monitor the effectiveness of the plans against agreed performance measures</p> <p><b>2.5</b> Identify opportunities for further improvements to the health and safety culture in the workplace</p>			

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## Unit 26: Work effectively with other agencies

Unit code:	SfS 6
Unit reference number:	F/601/9046
QCF level:	2
Credit value:	2
Guided learning hours:	15

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### Unit summary

The learner will develop the knowledge, understanding and skills necessary to work effectively with other agencies.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to develop effective working arrangements with staff in other agencies</p>	<p>1.1 Identify the relevant legislation, organisational policies and procedures that apply to joint working and their impact</p> <p>1.2 Describe the principles and benefits of joint working between different agencies</p> <p>1.3 Describe the nature and purpose of the industry sector</p> <p>1.4 Describe the roles and responsibilities of the different people and agencies involved</p> <p>1.5 Describe how agency structure and culture can affect joint working</p> <p>1.6 Identify the information that needs to be shared, the reasons for this and how to maintain the security of information</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p><b>1.7</b> Define and record arrangements for joint working that:</p> <ul style="list-style-type: none"> <li>- are appropriate to the nature and purpose of the work</li> <li>- are likely to be effective in achieving their aims</li> <li>- include factors likely to hinder joint working (such as stereotyping, discrimination)</li> <li>- include how joint working is to take place when different individuals become involved</li> </ul> <p><b>1.8</b> Define how and when the joint work will be monitored and reviewed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to sustain effective working with staff in other agencies</p>	<p><b>2.1 Demonstrate joint working in a way that is consistent with agreements made, own job role and relevant policies and standards</b></p> <p><b>2.2 Demonstrate how to interact with people in the other agency in ways which:</b></p> <ul style="list-style-type: none"> <li>- encourage effective relationships and participation</li> <li>- respect their views, roles and responsibilities</li> <li>- promote equality and value diversity</li> <li>- acknowledge the value of joint working</li> </ul> <p><b>2.3 Demonstrate how to represent their agency's views and policies in a clear and constructive way</b></p> <p>2.4 Identify any issues in the joint working and use effective methods to address them with the people involved</p> <p>2.5 Identify when and where to seek support when experiencing difficulty working effectively with staff in other agencies</p> <p>2.6 Describe methods of reviewing the effectiveness of joint working relationships</p>			

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## Unit 27: Assess and address risk to the environment

Unit code:	SfS 16
Unit reference number:	J/601/9047
QCF level:	2
Credit value:	2
Guided learning hours:	14

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### Unit summary

The learner will develop the knowledge, understanding and skills necessary to assess and address risk to the environment.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to identify the risks to the environment arising as a result of workplace activities</p>	<p>1.1 Describe current environmentally-friendly working practices relevant to the workplace</p> <p>1.2 Identify workplace instructions, precautions and procedures relating to the control of risks to the environment</p> <p>1.3 Identify any current working practices, materials, products or equipment which present a risk to the environment</p> <p>1.4 Explain the importance of remaining alert to the presence of hazards to the environment in the whole workplace</p> <p>1.5 Identify the people in the workplace to whom environmental matters should be reported</p> <p><b>1.6 Report any occurrences that could cause harm to the environment, for example:</b></p> <ul style="list-style-type: none"> <li>- differences between legal regulations and workplace instructions</li> <li>- the use of materials or products hazardous to the environment</li> <li>- hazards which present high risk to the environment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to minimise risks to the environment arising as a result of workplace activities</p>	<p><b>2.1 Comply with the relevant legal requirements and workplace environmental instructions for the job role</b></p> <p><b>2.2 Use resources and materials effectively and efficiently</b></p> <p><b>2.3 Follow suppliers', manufacturers' and workplace instructions for the safe use and storage of materials, products and equipment</b></p> <p>2.4 Explain the importance of dealing with, or promptly reporting, risks to the environment</p> <p><b>2.5 Communicate suggestions for limiting risks to the environment to the responsible person</b></p> <p><b>2.6 Follow the correct instructions for disposal of materials and products which can be hazardous to the environment</b></p>			

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## Unit 28: Use radio communications effectively

Unit code:	SfS 18
Unit reference number:	R/601/9049
QCF level:	2
Credit value:	2
Guided learning hours:	14

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### Unit summary

The learner will develop the knowledge, understanding and skills necessary to use radio communications effectively.

### Evidence requirements

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

To pass the unit, learners must meet all of the assessment criteria.

#### **Assessment criteria: performance**

The assessment criteria relating to performance are emboldened. Evidence for all of these must come from learners' performance in the workplace.

#### **Simulation**

Simulation is not permitted in this unit.

#### **Assessment criteria: knowledge and understanding**

The remaining non-emboldened assessment criteria relate to knowledge and understanding. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

### Recording of evidence

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to use radio communication equipment effectively</p>	<p>1.1 Describe the effect of regulations affecting the transmitting and receiving of radio communications in both normal and emergency situations</p> <p>1.2 Describe the procedure for confirming that the radio communication equipment is working properly, and what to do if it is not</p> <p>1.3 State the limits of personal authority and responsibility for passing on information</p> <p>1.4 Describe the causes of poor transmission or reception, and what action to take to improve communications</p> <p>1.5 Describe how to report any difficulties in transmitting and receiving information promptly and accurately to the relevant person</p> <p>1.6 State the organisation's procedure for the use of:</p> <ul style="list-style-type: none"> <li>- the phonetic alphabet</li> <li>- the 24-hour clock</li> <li>- call signs</li> <li>- caller identification</li> <li>- passwords</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to use radio communication equipment effectively</p>	<p><b>2.1 Operate radio equipment in line with manufacturers' instructions and statutory regulations</b></p> <p><b>2.2 Respond to incoming communications promptly and appropriately in line with organisation's procedures</b></p> <p><b>2.3 Pass on information to the appropriate people, who are authorised to receive it, within agreed timescales</b></p> <p><b>2.4 Use outgoing communication equipment in line with organisation's procedures and statutory regulations</b></p> <p><b>2.5 Confirm the information transmitted is understood by those receiving it</b></p> <p><b>2.6 Demonstrate the correct use of the phonetic alphabet</b></p> <p><b>2.7 Maintain complete and accurate records of transmitted and received communications</b></p>			

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## Further information

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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.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published 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 standards verification of vocationally related programmes can be found on the Edexcel website.

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

To obtain the National Occupational Standards for Security Loss Prevention, go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://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.

The training we provide:

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

## Annexe A: Progression pathways

### The Edexcel qualification framework for the security sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualifications	NVQ/competence-based qualifications
<b>3</b>				Edexcel BTEC Level 3 Certificate in Close Protection (QCF)	
<b>2</b>				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)



## Annexe B: Quality assurance

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### Key principles of quality assurance

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

### Quality assurance processes

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

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

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

The 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 to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- 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 towards the achievement of national occupational standards.

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

## Annexe C: Centre certification and registration

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

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

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

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

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

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

Edexcel's policy on access arrangements and special considerations for Edexcel 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. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).



# Annexe D: Assessment strategy

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The purpose of this assessment strategy is to ensure that the Edexcel Level 2 Certificate in Providing Security Services (QCF) is subject to consistently rigorous and fair assessment. It is also designed to ensure that individuals who make judgments about competence are both qualified and competent to do so.

The assessment strategy addresses issues of:

- 1 Approaches to assessment
- 2 Simulation
- 3 Criteria for appointment of assessors and internal verifiers
- 4 Criteria for appointment of external verifiers
- 5 Expert witnesses

## 1 Approaches to assessment

- 1.1 Although individual QCF units define specific learning outcomes and assessment criteria, it is not a requirement that QCF units be taught and assessed individually. Where two or more QCF units within a qualification contain similar or complementary assessment criteria, it is acceptable and potentially desirable that such units be assessed together where practicable.
- 1.2 Within the learning outcomes for the units, there is generally a mix of assessment criteria that relate to **performance** and those that relate to **knowledge/understanding**. These will be identified in each unit.
- 1.3 Evidence for assessment criteria that relate to **performance** must derive from real work activities carried out either in the workplace or by simulation in a realistic working environment (see section 2)
- 1.4 Assessment criteria that relate to **knowledge and understanding** can be assessed inside or outside the workplace, but the learner must relate their knowledge and understanding to the work environment.
- 1.5 For assessment criteria that relate to **performance**, the preferred types of evidence are:
  - observation by the assessor of learner performance in the workplace
  - expert witness testimony relating to learner performance in the workplace. This is particularly useful for evidence that occurs when the assessor is not present. To be considered an expert witness, they must meet the definition outlined in section 5.
  - products of work done in the workplace, eg written records. Where these are confidential, the records themselves must not be included the learner's portfolio.

- 1.6 Other acceptable sources of evidence for the learner's performance and knowledge/understanding include:
- Learner reflective accounts
  - Witness testimony
  - Professional discussion between the assessor and the candidate, with a summary recorded by the assessor
  - Oral or written questioning, with questions and answers recorded by the assessor or candidate
  - Assignments and projects related to the learner's work environment
  - Recognition of prior learning.

## **2 Simulation**

- 2.1 Where simulation is permitted, this is identified within the relevant unit.
- 2.2 Simulation is only allowed in situations where:
- a work activity occurs infrequently and therefore opportunities to complete it do not easily arise
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - mistakes would be too hazardous or expensive to contemplate.
- 2.3 All simulations should match the conditions of a realistic working environment. In other words, the conditions should match those found in the workplace, including facilities, equipment and material, as well as relationships, constraints and pressures.
- 2.4 All simulations must be planned, delivered and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess.
- 2.5 Assessors should confirm with their internal verifier about the validity of any simulation scenario, prior to its use.
- 2.6 Where possible, the centre should confirm with its external verifier about the validity of any simulation scenario, prior to its use.

### 3 Criteria for appointment of assessors and internal verifiers

Centres must comply with all of the requirements set out below.

3.1 Assessors and internal verifiers (IVs) must be occupationally competent. This means that each assessor/IV must be competent in the functions covered by the units they are assessing/verifying. This competence must be current and verifiable, and must be sufficient to be effective and reliable when judging the learner's competence.

Experience and knowledge can be confirmed in various ways, for example through:

- CV and references
- Possession of relevant qualification(s)
- Membership of a relevant professional institution.

3.2 Assessors and IVs must provide evidence of maintaining their occupational competence, for example by maintaining a CPD log.

3.3 Assessors and IVs must:

- understand the structure of the qualification
- recognise acceptable sources of evidence for the qualification
- implement the required assessment recording procedures
- understand and comply with the quality assurance and administrative requirements for the qualification.

3.4 Assessors must **either**:

- hold one of the following assessor awards: D32; D33; A1; Level 3 Award in Assessing Competence in the Work Environment (QCF)

**or**

- have a clear plan for achieving the A1 or the Level 3 Award in Assessing Competence in the Work Environment (QCF) award within 12 months of starting in the role of assessor

3.5 IVs must **either**:

- hold one of the following internal verifier awards: D34; V1; Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)

**or**

- have a clear plan for achieving the V1 or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) award within 12 months of starting in the role of internal verifier

## **4 Criteria for the appointment of external verifiers**

Edexcel will ensure that external verifiers comply with the following criteria.

### **4.1 External verifiers must:**

- have a good understanding of the sector and of current working practices
- demonstrate a commitment to maintaining their occupational knowledge
- understand the structure, content and evidence requirements for the qualification
- be independent of the centres that they are verifying
- hold an appropriate external verifier award.

## **5 Expert witnesses**

- 5.1 Anyone considered as an expert witness must be occupationally competent. This means that they must be competent in the functions covered by the units they are witnessing. This competence must be current and verifiable, and must be sufficient to be effective and reliable when judging the learner's competence.
- 5.2 Expert witnesses must have current experience within their occupational roles. Current experience is defined here as having held a relevant post for a minimum of one year within the past two years in a role directly related to the units they are witnessing as an experienced practitioner, manager or trainer.
- 5.3 Expert witnesses must be familiar with the qualification and must be able to interpret current working practices and technologies within the area of work.

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