

# Qualification Handbook

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

R423 04

Version 1


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



<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>

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**BIIAB Award for Working as a CCTV Operator  
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## **1. About the BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6**

BIIAB is regulated for the delivery of security qualifications by SQA Accreditation in Scotland. Each qualification will have a unique regulated qualification number (referred to as Group Award Code) which are shown below. Each unit within the qualification will also have a regulatory unit accreditation code.

The group award code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number</b>
BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6	R423 04

## **2. Objective and Purpose of the Qualification**

The BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6 is designed to show that learners have obtained and can demonstrate the knowledge and skills required to be a CCTV Operator.

The primary purpose of the qualification is to confirm occupational competence and/or 'licence to practise'. However, employers can also rely on the knowledge provided as meeting nationally recognised standards within security, and more specifically around CCTV operations, at this level as such the sub-purpose is to Confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry body.

Under the Private Security Industry Act 2001, all CCTV operators must hold a licence to practise issued by the Security Industry Authority (SIA). Successful completion of this course enables a CCTV operative to meet one of the requirements to apply for their licence.

### **3. About this Handbook**

This support pack has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring these qualifications.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.


## **5. What are Rules of Combination (RoC)?**

Under the regulatory framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The RoC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Guided Learning Hours (GLH)
- The title, unit accreditation code and BIIAB unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

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**6. BIIAB Award for Working as a CCTV Operator (Public Space  
Surveillance) within the Private Security Industry (Scotland) at  
SCQF Level 6 Rules of Combination and Structure**

To achieve the BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6, learners **must** complete all units within the qualification. This **must** consist of:

- Total number of units: **3**
- Mandatory Group A **minimum** number of units: **3**
- GLH: **32**
- Minimum contact hours: **23**

Listed below is the qualification unit.

**Mandatory Unit Group A**

Unit No.	URN	Unit Title	SCQF Level	Minimum contact hours	Guided Learning Hours	SCQF Credit	Assessment Method
WWPSIS	UG44 04	Working within the private security industry	2	1	10	1	Multiple-choice assessment
WCCTVOS	UG47 04	Working as a CCTV Operator within the Private Security Industry	2	14	14	2	Multiple-choice assessment
POCCTVES	UG48 04	Practical Operation of CCTV Equipment within the Private Security Industry	2	8	8	1	Practical Demonstration and Knowledge Test
<b>Total</b>				<b>23 hours (minimum of 3 days)</b>	<b>32 hours</b>	<b>4</b>	

## **7. Age Restriction**

The BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6 is only suitable for learners 18 or above.

## **8. Entry Requirements and Progression**


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

It is a centre's responsibility to ensure that learners are sufficiently competent in the use of the English language, and as such all assessment are conducted in English language only. Centres must ensure that learners have sufficient language skills before putting the learners forward for assessment. Centres are required to evidence this for each learner.

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

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



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## 9. Assessment

The BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6 contains two knowledge units, and one knowledge and skills unit, all of which are assessed.

All BIIAB-approved training centres and their assessment must adhere to the designed assessment strategy for this qualification. The qualification contains two knowledge units, and these units are externally set and marked by BIIAB. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.


Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

In order to assess formally the learners' knowledge, BIIAB has developed externally set, externally marked paper-based **multiple-choice assessment**.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Centre Manual for the Administration of BIIAB Qualifications within the Security Portfolio document, available in the password protected area of CentreZone.

BIIAB will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

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**Assessment Process**


Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

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**Trainers involved in the delivery of licensed-linked qualifications**

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

**Qualification requirements for Trainers**

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

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

Trainers who are unsure about their current qualifications or who wish to check their eligibility may do so by contacting BIIAB.

**Sector Competence for Approved Trainers**

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

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

To ensure that trainers have the right occupational expertise, the SIA and BIIAB require trainers new to the sector to have three years frontline operational experience in the last ten in the UK, relevant to the qualifications that they are delivering. This experience should have been gained in the UK, although it is recognised that some overseas experience in Close Protection may also be relevant and this will be judged on individual merit.

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

## **10. Additional Centres and Venue Criteria for Delivery of Practical Operation of CCTV Equipment for the Private Security Industry**

Training must be undertaken in an environment appropriate for training and learning. The environment must be adequately equipped for training, conducive to effective learning and must comply with current Health and Safety requirements. Equipment for practical demonstrations must be readily available and fit for purpose. For practical scenarios, it may be necessary or desirable to set these up in a real or realistic work environment.

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

## **11. Standard Delivery Times for Units**

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

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

Learning for the qualifications must be delivered to the specified time scales. Each day should not exceed eight hours of learning. For the delivery of the BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6 the SIA recognises that one day may be eight and a half hours to accommodate the assessment arrangements.


## **12. Distance Learning**

Centres must ensure that the minimum contact hours stipulated by the SIA are being met, however the SIA and BIIAB recognise that there is some learning that contributes to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning.

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

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

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

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### **13. Resources**

BIIAB provides the following additional resources for this qualification:

- Multiple-choice assessments (externally set, externally marked)
- Candidate Answer Sheets
- Learner handbooks
- Specimen questions

Resources are available for download and purchase from [www.biiab.org](http://www.biiab.org).

#### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery.

## **14. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned GLH, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **15. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Accreditation Number**


The Unit Accreditation Number is the unique code that the unit is given by SQA Accreditation. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **SCQF Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Minimum Contact Time**

The mandatory number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

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**Guided Learning Hours (GLH)**

Guided Learning Hours are defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**SCQF Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

**Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



## **16. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found in the secure CentreZone section of [www.biiab.org](http://www.biiab.org)

BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found in the secure CentreZone section of [www.biiab.org](http://www.biiab.org)

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

## **17. Qualification Review and Feedback**


BIIAB is committed to the ongoing review of this qualification to ensure it remains fit-for-purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

## **18. Units**

The following four units are mandatory for the BIIAB Award for Working as a CCTV Operator (Public Space Surveillance) within the Private Security Industry (Scotland) at SCQF Level 6. There are no optional units for either qualification.

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**Unit Title:** Working within the Private Security Industry

**Unit Code:** UG44 04

**SCQF Level:** 6

**Guided Learning Hours:** 10 hours

**SCQF Credit:** 1

**Learning Outcomes and Assessment Criteria:**

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1	Know the main characteristics of the Private Security Industry	1.1	Identify the key purposes of the private security industry
		1.2	State the functions of the Security Industry Authority (SIA)
		1.3	Identify standards of behaviour required of a security operative
		1.4	Identify different sectors within the private security industry
		1.5	Identify the benefits of linking with crime reduction initiatives
2	Understand legislation as it applies to the individual in carrying out a licensable activity	2.1	Identify the differences between Civil and Criminal Law
		2.2	State the main aims of the Private Security Industry Act 2001
		2.3	Identify key legislation relating to promoting equality and diversity in the workplace
3	Understand the importance of safe working practices to comply with legal requirements	3.1	State the importance of Health & Safety in the work environment
		3.2	State the meaning of 'duty of care'
		3.3	Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation
		3.4	Identify methods for safe manual handling
		3.5	Recognise 'risks' in relation to health and safety at work
		3.6	State how to minimise risk to personal safety

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			and security
		3.7	Identify typical workplace hazards
		3.8	Identify safety signs and signals
		3.9	State reporting procedures for Health and Safety accidents and incidents
		3.10	Identify who to contact in first aid situations
4	Understand fire procedures in the workplace	4.1	Identify basic fire safety measures
		4.2	Identify the elements that must be present for fire to exist
		4.3	Identify classifications of fire
		4.4	Identify basic fire fighting equipment
		4.5	State the different types of fire extinguishers and their uses
		4.6	State the actions to be taken upon discovering a fire
		4.7	State the importance of understanding fire control panels
		4.8	State the importance of understanding fire evacuation procedures
		4.9	Identify the role and responsibilities of a fire marshal
5	Understand emergencies and the importance of emergency procedures	5.1	Identify responses to different types of emergencies
		5.2	State how to make emergency calls
		5.3	Identify actions to be taken in the event of personal injury
		5.4	Identify factors which may indicate individuals could be vulnerable and at risk of harm
		5.5	State actions to take when individuals have been identified as vulnerable and at risk of harm
		5.6	Identify how to report indicators of child sexual exploitation
		5.7	Identify behaviours that could indicate suspicious or terrorist activity


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		5.8	Identify actions to be taken in the event of a security threat
		5.9	State the importance of a business continuity plan
6	Understand the importance of communication skills and customer care	6.1	State the basic elements of communication
		6.2	Identify the different types of communication
		6.3	State the importance of communication in delivering customer care
		6.4	Identify different types of customers and how their needs can vary
		6.5	State the principles of customer care
		6.6	Identify best practice in relation to telephone communications
		6.7	Identify best practice in relation to radio communications
		6.8	Recognise the call signs of the NATO phonetic alphabet

**Indicative Content:**

Learning Outcome	Indicative Content
1 Know the main characteristics of the Private Security Industry	<p>1.1 Identify the key purposes of the private security industry</p> <ul style="list-style-type: none"> <li>• Prevent and detect crime and unauthorised activities (use of CCTV, presence of uniformed guards, visible security signs)</li> <li>• Prevent and reduce loss, waste and damage (protection of life; reduced loss of goods from shoplifting, burglary and pilfering; reduced damage to buildings and contents)</li> <li>• Monitor and responding to safety risks (controlling site access and egress, performing searches, supervising premises evacuation, responding to emergencies)</li> <li>• Provide personnel and appropriate protection systems for people, property and premises</li> </ul> <p>1.2 State the functions of the Security Industry Authority (SIA)</p> <ul style="list-style-type: none"> <li>• Protect the public and regulate the security industry (licensing, industry regulations)</li> <li>• Raise industry standards (Approved Contractor Scheme, licensing for all regulated security businesses)</li> <li>• Monitor the activities and effectiveness of those</li> </ul>

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	<p>working in the industry (inspections, updating and improving legislation)</p> <ul style="list-style-type: none"> <li>• Set and approve standards of conduct, training and supervision within the industry (SIA Standards of Behaviours, regulation of training providers and training programmes)</li> <li>• Keep under review the private security industry and the operation of the legislative framework</li> </ul> <p>1.3 Identify standards of behaviour required of a security operative</p> <ul style="list-style-type: none"> <li>• Personal appearance (smart presentable attire, meet employer guidelines, carry SIA licence while on duty)</li> <li>• Professional attitudes and skills (act without discrimination, professionalism, courtesy, personal integrity and understanding, moderate language, alertness, fitness for work)</li> <li>• General conduct (not accept bribery, never abuse power of authority, not drink alcohol or be under the influence of alcohol or un-prescribed drugs on duty, comply with employer and regulator codes of practice and guidelines)</li> <li>• Organisation/Company Values and Standards (adhere to employer standards, procedures and policies; awareness of employer culture and values)</li> </ul> <p>1.4 Identify different sectors within the private security industry</p> <ul style="list-style-type: none"> <li>• Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit, keyholding</li> <li>• Other sectors: private investigation; events security (stewarding); electronic security and fire security systems, dog handling</li> </ul> <p>1.5 Identify the benefits of linking with crime reduction initiatives</p> <ul style="list-style-type: none"> <li>• Crime reduction initiatives: National PubWatch, local PubWatch initiatives; Crimestopper; partnership working ( initiatives to radio link with other venues); Red and Yellow cards; cooperating with Local Authority and police)</li> <li>• Benefits: reduces the opportunity for crime to take place; improves security of vulnerable targets; improves the environment; removes the means to commit crime; increased knowledge to support</li> </ul>
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	<p>monitoring activities; reduces risk of crime to own employer</p>
<p>2 Understand legislation as it applies to the individual in carrying out a licensable activity</p>	<p>2.1 Identify the differences between Civil and Criminal Law</p> <ul style="list-style-type: none"> <li>• Main features of Civil law: purpose is to right a wrong; cases brought by individuals or organisations; compensation for loss or damage as remedy; proven on balance of probabilities             <ul style="list-style-type: none"> <li>○ Types of offences: trespass, breach of contract</li> </ul> </li> <li>• Main features of Criminal Law: purpose is to deter and punish; cases brought by the Crown; fines and imprisonment as remedy; proven beyond reasonable doubt             <ul style="list-style-type: none"> <li>○ Types of offences: common assault, actual bodily harm, grievous bodily harm, violence undertaking licensable activities without an SIA licence; permitting drug related activities to take place on licensed premises (supplying and/or consuming illegal drugs)</li> </ul> </li> </ul> <p>2.2 State the main aims of the Private Security Industry Act 2001</p> <ul style="list-style-type: none"> <li>• Raise standards in the private security industry</li> <li>• Increase public confidence in the private security industry</li> <li>• Increase public safety</li> <li>• Remove criminal elements from the private security industry</li> <li>• Establish the SIA (Security Industry Authority)</li> <li>• Establish licensing</li> </ul> <p>2.3 Identify key legislation relating to promoting equality and diversity in the workplace</p> <ul style="list-style-type: none"> <li>• Key Legislation: Equalities Act 2010; Human Rights Act 1998</li> <li>• Protection from discrimination in the workplace:             <ul style="list-style-type: none"> <li>○ protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity</li> <li>○ direct and indirect discrimination</li> </ul> </li> <li>• Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits;</li> </ul>

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	<p style="text-align: center;">promotion opportunities; terms and conditions; redundancy; dismissal</p> <ul style="list-style-type: none"> <li>• Employer’s duty to make reasonable adjustments</li> </ul>
<p>3 Understand the importance of safe working practices to comply with legal requirements</p>	<p>3.1 State the importance of Health &amp; Safety in the work environment</p> <ul style="list-style-type: none"> <li>• Duty of care</li> <li>• To keep employees and customers safe</li> <li>• To avoid damage to equipment and property</li> <li>• To comply with legislation; consequences of failure to comply (prosecution, fines, business closure)</li> <li>• To avoid negative consequences (lost productivity, business disruption, staff shortages, long-term effects on employee health, damage to organisation’s image and reputation)</li> </ul> <p>3.2 State the meaning of ‘duty of care’</p> <ul style="list-style-type: none"> <li>• Definition: requirement to act with a standard of reasonable care while carrying out any actions that could foreseeably harm others; legal requirement under Common Law</li> <li>• Exercising duty of care: deciding the need and recognising the consequences of physical intervention; fully trained to deal with all aspects of the job; fit and proper to engage in security activities</li> </ul> <p>3.3 Identify the responsibilities of employees, employers and the self-employed under Health and Safety at Work legislation</p> <ul style="list-style-type: none"> <li>• Responsibilities of employees and the self-employed: to take responsibility for own health and safety; to co-operate with employer; to take reasonable care and not put themselves or public at risk; to report injuries and accidents to employer; to follow processes and procedures put in place by their employer</li> <li>• Responsibilities of employers: to assess and reduce risk; to provide first aid facilities; to tell staff about hazards; to provide training if required; to record injuries and accidents; to provide and maintain necessary equipment and clothing and warning signs</li> </ul> <p>3.4 Identify methods for safe manual handling</p> <ul style="list-style-type: none"> <li>• Assessment of load: know own limits; plan route; use of mechanical aid; stable base; correct positioning of</li> </ul>



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	<p>head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull</p> <p>3.5 Recognise 'risks' in relation to health and safety at work</p> <ul style="list-style-type: none"> <li>• Definition of risks: likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard</li> <li>• Risk factors: drug use, drunken behaviour, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures</li> <li>• Risks to health and safety: injury, ill health, fatality</li> <li>• Risk assessment process: identify hazards; evaluate risks (low, medium, high) record findings; review and implement changes to remove or minimise hazards</li> </ul> <p>3.6 State how to minimise risk to personal safety and security</p> <ul style="list-style-type: none"> <li>• Awareness of potential hazards</li> <li>• Understanding the risk assessment process</li> <li>• Following health and safety and organisational procedures and policies</li> <li>• Use of appropriate personal protective equipment, personal alarms and mobile phones, radios</li> <li>• Procedures for lone working</li> </ul> <p>3.7 Identify typical workplace hazards</p> <ul style="list-style-type: none"> <li>• Definition of 'hazard': potential source of harm; adverse health effect on a person or persons</li> <li>• Typical workplace hazards: conditions that cause slips and trips (footwear, wet floor, poor lighting); exposure to harmful substances; obstacles; sharp objects; assaults and violent acts; manual handling; faulty equipment; fires and explosions; overexertion; lone working</li> </ul> <p>3.8 Identify safety signs and signals</p> <ul style="list-style-type: none"> <li>• Types of safety signs: prohibition; warning; mandatory; emergency escape or first aid; safety colour; fire safety</li> <li>• Types of safety signals: hand; acoustic</li> </ul> <p>3.9 State reporting procedures for Health and Safety accidents</p>
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	<p>and incidents</p> <ul style="list-style-type: none"> <li>• Reportable incidents and accidents under RIDDOR: work-related; dangerous occurrence; resulting in injury; occupational disease or death; gas related incident</li> <li>• Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting (responsible person, reporting to the relevant enforcing authority, keeping records of incidents)</li> <li>• Reporting methods: online; telephone; by post)</li> </ul> <p>3.10 Identify who to contact in first aid situations</p> <ul style="list-style-type: none"> <li>• First aid situations: bleeding; seizures; fractures; unconsciousness ; choking; shock; heart attack; stroke</li> <li>• Who to contact: designated first aider; nurse; ambulance services; referral to doctor/hospital; dependent on situation</li> <li>• Notify supervisor</li> </ul>
<p>4 Understand fire procedures in the workplace</p>	<p>4.1 Identify basic fire safety measures</p> <ul style="list-style-type: none"> <li>• Control of fuel and ignition sources (bins and waste disposal)</li> <li>• Safe storage of flammables</li> <li>• Inspection and maintenance of electrical equipment (checking alarms, ensure adequate equipment - fire blanket/extinguishers sprinkler systems)</li> <li>• Staff training</li> <li>• Avoidance of overloading electrical points</li> <li>• Fire plan: fire walls; fire doors; emergency exits</li> </ul> <p>4.2 Identify the elements that must be present for fire to exist</p> <ul style="list-style-type: none"> <li>• Components of fire: the fire pyramid (oxygen, fuel, heat, chemical chain reaction)</li> </ul> <p>4.3 Identify classifications of fire</p> <ul style="list-style-type: none"> <li>• A - Ordinary combustibles: includes paper, wood, textiles, rubber</li> <li>• B – Flammable liquids e.g. petrol, paint, solvents</li> <li>• C - Flammable gas e.g. butane, propane</li> </ul>

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	<ul style="list-style-type: none"><li>• D - Metal fires e.g. powdered and metal shavings, alkali-based metals</li><li>• Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel).</li><li>• F - Hot cooking oils</li></ul> <p>4.4 Identify basic firefighting equipment</p> <ul style="list-style-type: none"><li>• Equipment: fire extinguishers (different colour codes ); fire blankets; fire hose; sprinkler system (wet/dry risers)</li></ul> <p>4.5 State the different types of fire extinguishers and their uses</p> <ul style="list-style-type: none"><li>• Water: use with paper, wood, fabric</li><li>• General Foam: use with paper, wood; specialist foam for use with industrial alcohol; flammable liquids (secondary)</li><li>• CO<sub>2</sub> Gas: use with electrical fires (primary)</li><li>• Wet chemical: cooking oil fires</li><li>• Powder: use with most fires including liquid and electrical fires</li></ul> <p>4.6 State the actions to be taken upon discovering a fire</p> <ul style="list-style-type: none"><li>• Sound the alarm and inform emergency services</li><li>• FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt if puts you in danger.</li><li>• Identify area where fire is, isolate other areas</li></ul> <p>4.7 State the importance of understanding fire control panels</p> <ul style="list-style-type: none"><li>• Ensure full understanding of extent of area of incident</li><li>• To pass on correct message to emergency services (materials, chemicals stored in affected area)</li><li>• To act accordingly to the notifications</li><li>• To take necessary precautions as signalled by the systems</li></ul> <p>4.8 State the importance of understanding fire evacuation procedures</p> <ul style="list-style-type: none"><li>• To keep self and others safe</li><li>• To save time in an emergency</li><li>• To assist emergency services</li></ul>
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	<ul style="list-style-type: none"> <li>• To confirm evacuation</li> </ul> <p>4.9 Identify the role and responsibilities of a fire marshal</p> <p>Daily duties to check:</p> <ul style="list-style-type: none"> <li>• exit doors are available for use, unlocked and unobstructed</li> <li>• escape routes are clear of storage and combustible materials</li> <li>• fire extinguishers are in position with seals in place</li> <li>• fire safety signs are in position</li> <li>• fire alarm call points are unobstructed</li> <li>• fire-resisting doors are closed and functioning properly</li> <li>• if any malfunction of the weekly fire alarm test is reported</li> </ul> <p>In event of emergency:</p> <ul style="list-style-type: none"> <li>• on hearing the alarm</li> <li>• check allocated area to ensure that everybody has left, take roll call</li> <li>• take control of the evacuation and ensure that anybody with evacuation difficulties is aided</li> <li>• proceed to the assembly area and report to the Fire Co-ordinator</li> </ul>
<p>5 Understand emergencies and the importance of emergency procedures</p>	<p>5.1 Identify responses to different types of <b>emergencies</b></p> <p>Definition of emergency: situation that is unexpected, threatens safety or causes serious disruption and requires immediate action</p> <p>Types of emergencies: power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat</p> <p>Responses to emergencies:</p> <ul style="list-style-type: none"> <li>• follow correct procedures depending on emergency</li> <li>• ensure safety of self and others</li> <li>• report to appropriate authorities</li> <li>• appropriate behaviour: act quickly, be authoritative, remain calm, encourage others to remain calm</li> <li>• prioritisation of incidents</li> </ul>

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	<p>5.2 State how to make emergency calls</p> <ul style="list-style-type: none"> <li>• Stay calm</li> <li>• Dial appropriate emergency telephone number and ask for relevant emergency service</li> <li>• Provide relevant information: location of incident; any injuries; names of casualties; telephone number you are calling from; nature and time of the incident; equipment at the incident</li> </ul> <p>5.3 Identify actions to be taken in the event of personal injury</p> <ul style="list-style-type: none"> <li>• Contact designated first aider or call the emergency services, as appropriate</li> <li>• Ensure safety of self and others</li> <li>• Deal with injury within limits of own ability and authority</li> <li>• Record the injury in the accident book (name and address of person injured, details of the incident that caused injury, witnesses)</li> </ul> <p>5.4 Identify factors which may indicate <b>individuals</b> could be <b>vulnerable</b> and at risk of harm</p> <ul style="list-style-type: none"> <li>• Individuals: adults, young people and children who the private security operative may come into contact with whilst on duty</li> <li>• Factors indicating vulnerability: being under the influence of alcohol or drugs; alone or receiving unwanted attention; separated from friends; appearing lost or isolated; being followed or threatened; victims of domestic violence; young people under the age of 18, having a physical or learning disability</li> </ul> <p>5.5 State actions to take when individuals have been identified as vulnerable and at risk of harm</p> <ul style="list-style-type: none"> <li>• Seeking help of Street Pastors, Street Marshalls or any other active schemes</li> <li>• Calling a relative to assist in the case of a younger or vulnerable adult</li> <li>• Calling for a licensed taxi to take the vulnerable person home</li> <li>• Using 'safe havens' or other local initiatives run by organisations such as St John's Ambulance</li> <li>• Calling the police</li> </ul>
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	<p>5.6 Identify how to report indicators of child sexual exploitation</p> <p>Indicators of child sexual exploitation:</p> <ul style="list-style-type: none"> <li>• Children and young people in the company of older people or anti-social groups, acting in an inappropriate and sexualised way; intoxicated; arriving and departing a location with different adults; getting into and out of a number of different cars</li> </ul> <p>Reporting:</p> <ul style="list-style-type: none"> <li>• contact the police or call Crimestoppers</li> <li>• Report as soon as possible</li> </ul> <p>5.7 Identify behaviours that could indicate suspicious or terrorist activity</p> <ul style="list-style-type: none"> <li>• Person taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities</li> <li>• Person with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings</li> <li>• Parked vehicles with people inside; empty parked vehicles left unattended for long period</li> <li>• Multiple sightings of same suspicious person, vehicle, or activity</li> </ul> <p>5.8 Identify actions to be taken in the event of a security threat</p> <ul style="list-style-type: none"> <li>• Ensuring a visible presence of vigilant security staff; regular patrols</li> <li>• Maintaining organised search procedures</li> <li>• Ensuring emergency exits are secured when not in use Know and follow relevant procedure for your place of work (company's evacuation plan; within the limits of your own authority)</li> <li>• Reporting incident requiring immediate response to the police.</li> <li>• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.</li> </ul>
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	<p>5.9 State the importance of a business continuity plan</p> <ul style="list-style-type: none"> <li>• Ensures important business operations continue in event of an emergency or incident</li> <li>• Allows for remote operation; protects important assets such as financial and operating information; reduces potential downtime; prevents business failure</li> </ul>
<p>6 Understand the importance of communication skills and customer care</p>	<p>6.1 State the basic elements of communication</p> <ul style="list-style-type: none"> <li>• Communication process: sender; receiver; communication channel (telephone, face-to-face, written); message (encoding, decoding); noise (external, psychological, physical); feedback</li> </ul> <p>6.2 Identify the different types of communication</p> <ul style="list-style-type: none"> <li>• non-verbal communication: body language (gesture, stance, eye contact, facial expression, physical distance); tone of voice (pitch inflection, volume); written communication</li> <li>• verbal communication: speaking (tone); listening</li> </ul> <p>6.3 State the importance of communication in delivering customer care</p> <ul style="list-style-type: none"> <li>• Features of effective communication: choosing language and medium appropriate for message and recipient; delivering message clearly; checking understanding</li> <li>• Importance of effective communication: greater organisational efficiency and effectiveness; better team working; meet customer needs and expectations; better resolve customer problems and complaints; create a good impression and present a positive organisational image; reduce conflict; managing customer expectations</li> </ul> <p>6.4 Identify different types of customers and how their needs can vary</p> <ul style="list-style-type: none"> <li>• Types of customer: internal and external, direct and indirect</li> <li>• Customer needs/expectations: information, assistance, directions, product and/ service</li> <li>• Customers with particular needs: physical difficulties; learning difficulties; sensory impairment; English as</li> </ul>

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	<p>second language; under influence of drugs and/or alcohol; speech impediment</p> <p>6.5 State the principles of customer care</p> <ul style="list-style-type: none"> <li>• Principles: establishing rapport; understanding customer needs and expectations; listening to the customer; empathising; communicating information; being polite; efficient, knowledgeable; helpful; approachable</li> <li>• Dealing with problems: acknowledge the customer; establish the customer's needs; put yourself in the customer's position; accept responsibility for resolving problem; involve the customer in the solution; see it through</li> </ul> <p>6.6 Identify best practice in relation to telephone communications</p> <ul style="list-style-type: none"> <li>• Best practice: polite and professional approach and language; appropriate greeting when answering phone; clear distinct voice with moderate pitch and volume; listening to verbal and vocal expressions; use of questioning techniques; providing appropriate information; maintaining confidentiality; leaving, taking and passing on messages accurately; recognise limits of own authority; use of phonetic alphabet; completing relevant phone logs and records</li> </ul> <p>6.7 Identify best practice in relation to radio communications</p> <ul style="list-style-type: none"> <li>• Check equipment; battery charged; check all parts are in working order</li> <li>• Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings</li> <li>• Methods used to communicate clearly and accurately over a radio network: use of radio protocols to signal start/end of transmissions; use of clear and concise language; ensure clear and effective communication; ensure urgent incidents are dealt with quickly</li> <li>• How to deal with an emergency incident: local organisational protocols ( identification of self, call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident</li> </ul>
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	<p>6.8 Recognise the call signs of the NATO phonetic alphabet</p> <ul style="list-style-type: none"><li>• Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated</li></ul>
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**Assessment:** This unit will be assessed by an externally set and marked multiple choice question paper consisting of 40 questions. The examination will last for 60 minutes and learners will be required to correctly answer 28 of the 40 questions in order to pass.

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

**Unit Number:** UG47 04

**SCQF Level:** 6

**Guided Learning Hours:** 14 hours

**SCQF Credit:** 2

**Learning Outcomes and Assessment Criteria:**

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the roles and responsibilities of the CCTV operator and other CCTV staff	1.1	Identify the roles and responsibilities of each member of the CCTV team
		1.2	State the meaning of “confidentiality” as it applies to the role of a CCTV operator
		1.3	State the CCTV operators’ responsibilities regarding privacy issues
		1.4	Identify the main types of incidents that a CCTV operator may assist with
		1.5	Identify non-crime incidents and how the operator should deal with them
		1.6	Identify local crime and disorder issues that affect CCTV operations
		1.7	Recognise indicators of a suspected Improvised Explosive Device (IED)
2	Understand CCTV codes of practice, operational procedures and guidelines	2.1	Identify the purpose of codes of practice, operational procedures and guidelines
		2.2	Identify the <b>impact</b> of codes of practice, operational procedures and guidelines on CCTV operations
		2.3	State why the control room is kept as a secure environment
		2.4	Identify the key features of access control systems

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		2.5	State the requirements for dealing with authorised and unauthorised visitors to the CCTV control room
		2.6	Identify reasons for targeting suspects and vehicles
		2.7	Identify the methods used when targeting suspects and vehicles
		2.8	State the importance of accurate record keeping
3	Understand relevant legislation and how it impacts on CCTV operations	3.1	Identify how Data Protection legislation impacts on the role of the CCTV operator
		3.2	Identify how Freedom of Information legislation impacts on the role of the CCTV operator
		3.3	Identify how Human Rights legislation impacts CCTV operations
		3.4	Identify the main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act
		3.5	State how main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act impact on CCTV operations
		3.6	State how to conduct surveillance planning
		3.7	Identify how the Police and Criminal Evidence Act and the Criminal Procedure and Investigations Act impact on the role of a CCTV operator when collecting and processing evidence
		3.8	Identify how the Police and Criminal Evidence Act and the Criminal Procedure and Investigations Act impact on the role of a CCTV operator when <b>securing</b> evidence

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		3.9	Identify the responsibilities of the CCTV operator to produce statements and give evidence in court
		3.10	Identify how the Sex Offenders legislation impacts on CCTV operations
4	Understand the importance of communication within CCTV operations	4.1	State how CCTV operators interact with third parties during an incident
		4.2	Identify ways in which the CCTV operator can assist statutory enforcement agencies
		4.3	Identify actions to take on receiving a request for assistance from the police and other partners
		4.4	State the importance of team working
		4.5	Identify the importance of dedicated communication links with third parties
		4.6	State the importance of accurate and timely communication up and down the reporting chain
5	Understand emergency procedures in the CCTV control room	5.1	State the actions to take when an evacuation of the control room is ordered
		5.2	State the procedures to follow on re-occupying the CCTV control room after an evacuation
		5.3	State how to carry out a search of the CCTV control room for a suspicious object
		5.4	Identify actions to take if a suspicious object is found in the CCTV control room
		5.5	State the actions to be taken in the event of a systems failure
6	Understand the characteristics of a CCTV system	6.1	State the purposes of a CCTV system
		6.2	Identify the main components of the CCTV


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			system
		6.3	Identify the main types of CCTV cameras
		6.4	Identify current and emerging CCTV technologies
7	Understand Health and Safety relevant to the CCTV operator	7.1	State procedures for lone working
		7.2	State the guidelines for CCTV operators under the Display Screen Regulations
		7.3	Identify the reasons for operator check call systems
		7.4	State the key indicators of stress and how these can be managed
		7.5	State the purpose of a risk assessment


**Indicative Content:**

<b>Learning Outcome</b>	<b>Indicative Content</b>
1. Understand the roles and responsibilities of the CCTV operator and other CCTV staff	<p>1.1 Identify the roles and responsibilities of each member of the CCTV team</p> <ul style="list-style-type: none"> <li>• team worker: operator, supervisor, manager, systems manager, technical support staff;</li> <li>• lone worker;</li> <li>• responsibilities of each; include observing, recording, reporting</li> </ul> <p>1.2 State the meaning of “confidentiality” as it applies to the role of a CCTV operator</p> <ul style="list-style-type: none"> <li>• not disclosing information to unauthorised persons,</li> <li>• compliance with Data Protection Act,</li> <li>• system and data security,</li> <li>• no unauthorised recording e.g. using mobile phones or similar devices or unauthorised copying of footage</li> <li>• repercussions of breaches</li> </ul> <p>1.3 State the CCTV operators’ responsibilities regarding privacy issues</p> <ul style="list-style-type: none"> <li>• following Home Office guidance on what can and</li> </ul>

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	<p>cannot be recorded,</p> <ul style="list-style-type: none"> <li>• difference between private (not allowed to record) and public areas (allowed to record) ;</li> <li>• privacy blanking,</li> <li>• recording suspected criminal activity,</li> <li>• what not to record or view i.e. voyeurism, private areas etc.</li> <li>• can record if actions can be justified by crime and disorder and or safety reasons</li> </ul> <p>1.4 Identify the main types of incidents that a CCTV operator may assist with</p> <ul style="list-style-type: none"> <li>• those that come to the attention of the operator</li> <li>• and observational requests: <ul style="list-style-type: none"> <li>○ emergencies,</li> <li>○ anti-social behaviour,</li> <li>○ suspicious activity,</li> <li>○ criminal (theft, housebreaking, violence, assault, criminal damage, drugs) and non-criminal (see 1.5)</li> </ul> </li> </ul> <p>1.5 Identify non-crime incidents and how the operator should deal with them</p> <ul style="list-style-type: none"> <li>• crowd control/evacuation; missing person, accident, fire, traffic, flood, safety issues.</li> <li>• contacting emergency services, assisting emergency services by providing intelligence and information to appropriate authority, searching, recording evidence</li> </ul> <p>1.6 Identify local crime and disorder issues that affect CCTV operations</p> <ul style="list-style-type: none"> <li>• typical: crowded areas, cash machines, banks, sports and event venues, car parks, bus/train stations, retail and business areas, local authority buildings, high profile buildings, leisure and entertainments areas;</li> <li>• local hot spots, high risk areas and trends,</li> <li>• how time of day affects issues</li> </ul> <p>1.7 Recognise indicators of a suspected Improvised Explosive Device (IED)</p> <ul style="list-style-type: none"> <li>• circumstances that should arouse suspicion: unattended items, suspicious vehicles, suspicious behaviour/ clothing, almost anything can be an IED</li> </ul>
2. Understand CCTV codes of	2.1 Identify the purpose of codes of practice, operational

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<p>practice, operational procedures and guidelines</p>	<p>procedures and guidelines</p> <ul style="list-style-type: none"> <li>• Ensuring integrity of system and personnel that run the system, reassuring the public, definition of operational procedures; establishes best practice, compliance with legislation, protection of public, protect the CCTV system and staff from complaints and allegations of malpractice and expectations under Data Protection Act</li> <li>• The Information Commissioner’s CCTV Code of Practice: “helping ensure that good practice standards are adopted by those who operate CCTV”.</li> <li>• Surveillance camera code of practice: guidelines for CCTV and automatic number plate recognition; the purpose of the code “will be to ensure that individuals and wider communities have confidence that surveillance cameras are deployed to protect and support them, rather than spy on them”. The 12 guiding principles in the code</li> </ul> <p>2.2 Identify the <b>impact</b> of codes of practice, operational procedures and guidelines on CCTV operations</p> <p>Impact of codes, procedures and guidelines: Information contained in The Information Commissioner’s CCTV Code of Practice is a public document that governs how processes and procedures for CCTV operators are developed</p> <ul style="list-style-type: none"> <li>• ensures evidence admissible in court,</li> <li>• increases protection and confidence of the public,</li> <li>• ensures compliance with legislation,</li> <li>• raise standards,</li> <li>• improve efficiency.</li> </ul> <p>Surveillance camera code of practice:</p> <ul style="list-style-type: none"> <li>• the 12 guidance principles and how each principle affects the operators actions and the procedures they have to follow.</li> </ul> <p>Value of codes, procedures and guidelines: public: reassures, protects; partners: improving efficiency, clear working relationships.</p> <p>Consequences of not complying: SIA Standards of Behaviour; Company procedures, manuals and assignment instructions: industry standards</p> <p>2.3 State why the control room is kept as a secure</p>
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	<p>environment</p> <ul style="list-style-type: none"> <li>• To ensure compliance with legislation,</li> <li>• security of data and systems;</li> <li>• security of staff if incident occurs and ensuring that operators can continue to assist/monitor during emergency in area covered by system ,</li> <li>• prevent unauthorised persons entering, taking over or using control room</li> <li>• Review suite; can be in separate area</li> </ul> <p>2.4 Identify the key features of access control systems</p> <ul style="list-style-type: none"> <li>• air lock, manual systems e.g. push button;</li> <li>• electronic systems e.g. audio and visual, keypad, card swipe, proximity, biometric;</li> <li>• Control systems record access and egress or personnel.</li> <li>• Combination of systems may be used to enter and exit e.g. swipe and key and biometric</li> </ul> <p>2.5 State the requirements for dealing with authorised and unauthorised visitors to the CCTV control room</p> <ul style="list-style-type: none"> <li>• Procedures for authorised visitors: identification, verification of details, reasons for control room access, completing appropriate signing in and out documentation ensuring correct and legible, site procedures.</li> <li>• Procedures for unauthorised visitors: refusing entry and appropriate responses, , calling police, completing incident reports, informing others</li> </ul> <p>2.6 Identify reasons for targeting suspects and vehicles</p> <ul style="list-style-type: none"> <li>• reasons for targeting and ceasing targeting with CCTV: prior experience, observed activity/behaviour, body language</li> <li>• suspected criminal or antisocial behaviour;</li> <li>• valid request by third party;</li> <li>• invalid reasons for target selection; equality issues: code of behaviour for CCTV Operators, Data protection, Human rights: type of issue to give concern,</li> <li>• justification of continued targeting</li> </ul> <p>2.7 Identify the methods used when targeting suspects and vehicles</p> <ul style="list-style-type: none"> <li>• use of: Facial recognition or ANPR for vehicles,</li> <li>• deploying cameras appropriately so target is not lost</li> <li>• ensuring have image for identification purposes</li> </ul>
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	<ul style="list-style-type: none"> <li>• zooming to get image for identifications purpose</li> <li>• obtaining views suitable for investigations</li> </ul> <p>2.8 State the importance of accurate record keeping</p> <ul style="list-style-type: none"> <li>• admissible in court, audit trail,</li> <li>• guidelines for writing notes and records.</li> <li>• consequences of incorrect record keeping,</li> <li>• ensure rough notes also kept as can be used as evidence</li> </ul>
<p>3. Understand relevant legislation and how it impacts on CCTV operations</p>	<p>3.1 Identify how Data Protection legislation impacts on the role of the CCTV operator</p> <ul style="list-style-type: none"> <li>• The 8 principles of data protection,             <ul style="list-style-type: none"> <li>○ E.g. How long data may be kept, Data must be relevant, adequate and not excessive</li> </ul> </li> <li>• subject access and who is responsible</li> <li>• Information Commissioners code of practice for CCTV; registrations of CCTV system; person responsible for system; signage about system; quality, access, disclosure and processing of images/data, access by data subjects</li> </ul> <p>3.2 Identify how Freedom of Information legislation impacts on the role of the CCTV operator</p> <ul style="list-style-type: none"> <li>• Freedom of Information (Scotland) Act (2002); who it applies to (public bodies including companies owned by Scottish Ministers and other Scottish public authorities);</li> <li>• who can request information under the act and what type of information;</li> <li>• exemptions</li> </ul> <p>3.3 Identify how Human Rights legislation impacts CCTV operations</p> <p>Human Rights Act (1998)/ Scottish Commission for Human Rights Act 2006:</p> <ul style="list-style-type: none"> <li>• the authorising officer; the grounds for directed surveillance; circumstances under which it can be granted to not contravene the articles.</li> <li>• Articles are: Absolute, limited and qualified</li> <li>• Main articles:             <ul style="list-style-type: none"> <li>○ Article 6: right to a fair trial</li> <li>○ Article 8: right to privacy and family life</li> <li>○ Article 14: prohibition of discrimination</li> </ul> </li> </ul>

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	<p>3.4 Identify the main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act</p> <p>RIPA: Regulation of Investigatory Powers (Scotland) Act (2000)</p> <ul style="list-style-type: none"> <li>• Types of Surveillance: overt, covert: intrusive, directed; need authorisation required to carry out the above</li> <li>• Protections of Freedoms empowers the CCTV Commissioners code of practice and the Surveillance Camera Code of Practice</li> </ul> <p>3.5 State how main provisions of the Regulation of Investigatory Powers and the Protections of Freedoms Act impact on CCTV operations</p> <ul style="list-style-type: none"> <li>• Impact of RIPA: requirements for authorisation of covert/ directed surveillance, circumstance for authorisation; who can authorise, Definition of surveillance</li> <li>• Freedom act: empowers the commissioner’s code and the destruction of images</li> </ul> <p>3.6 State how to conduct surveillance planning</p> <ul style="list-style-type: none"> <li>• Authorisation levels: circumstances when authorisation is required; Authorisation by Police, security services, local authorities;</li> <li>• What plan is: when, where, time and for how long/, how it must be carried out, who etc.</li> <li>• RIPA authority if applicable</li> </ul> <p>3.7 Identify how the Police and Criminal Evidence Act and the Criminal Procedure and Investigations Act impact on the role of a CCTV operator when <b>collecting and processing</b> evidence</p> <p>Scotland Criminal Procedure (Scotland) Act 1995</p> <ul style="list-style-type: none"> <li>• Different types of evidence,</li> <li>• requirements for presentation of evidence, audit trails, record keeping and note taking/ statement forms, correct descriptions, exhibit numbers</li> <li>• all evidence must be disclosed used and unused, including rough notes which must be kept</li> </ul> <p>3.8 Identify how the Police and Criminal Evidence Act and the Criminal Procedure and Investigations Act impact on the role</p>
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	<p>of a CCTV operator when <b>securing</b> evidence</p> <ul style="list-style-type: none"> <li>• Scotland Criminal Procedure (Scotland) Act 1995</li> <li>• Storage, statement, hand over to relevant authority</li> <li>• Ensuring that operational procedures and audit trails and continuity of evidence procedures are followed – particular to the production of exhibits.</li> <li>• What is evidence – format – bagging tagging procedures and other forms of preservation</li> </ul> <p>3.9 Identify the responsibilities of the CCTV operator to produce statements and give evidence in court</p> <ul style="list-style-type: none"> <li>• responsibility to provide or give evidence in court when required</li> <li>• consequences of failing to do so,</li> <li>• not appearing, guidelines for giving evidence in Court,</li> <li>• Judiciary and Courts (Scotland) Act 2008, Sheriff Courts (Scotland) Act 1907, role of the Procurator Fiscal and the structure of statements</li> </ul> <p>3.10 Identify how the Sex Offenders legislation impacts on CCTV operations</p> <p>Sex offenders act 1997 and Sexual Offences Act 2003</p> <ul style="list-style-type: none"> <li>• The sex offenders register / may receive targeting requests / understand requirements for release if images to authorised parties for ID or appeals for witnesses/ confidentiality of information.</li> <li>• Safeguarding requirements: safeguarding children and young people, and others including voyeurism,</li> <li>• limits what can view and record</li> <li>• what considerations to take before viewing CCTV material</li> <li>• defines what a sexual offence is</li> <li>• to help prevent and report and detect</li> </ul>
<p>4. Understand the importance of communication within CCTV operations</p>	<p>4.1 State how CCTV operators interact with third parties during an incident</p> <ul style="list-style-type: none"> <li>• types of third party: police, customs health and safety, ambulance, fire etc.</li> <li>• Types of assistance: providing intelligence and information, tracking, searching and securing area; crowd control/evacuation; recording evidence</li> <li>• radio, phone, person / dedicated person in room / dedicated telephone line, radios etc</li> </ul> <p>4.2 Identify ways in which the CCTV operator can assist statutory enforcement agencies</p> <ul style="list-style-type: none"> <li>• know which are the relevant enforcement agencies;</li> </ul>

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	<ul style="list-style-type: none"> <li>• providing intelligence and information, descriptions, searching and securing area;</li> <li>• recording evidence and providing updates</li> </ul> <p>4.3 Identify actions to take on receiving a request for assistance from the police and other partners</p> <ul style="list-style-type: none"> <li>• Making a record of the receipt of the request</li> <li>• communicating with team/ supervisor</li> <li>• prioritising / type of request priority or emergency = 2 types of procedures</li> </ul> <p>4.4 State the importance of team working Team working can be within the CCTV team or include outside agencies</p> <ul style="list-style-type: none"> <li>• maximises efficiency</li> <li>• people work to own strengths</li> <li>• share tasks and responsibilities</li> <li>• common targets</li> <li>• improves communication</li> </ul> <p>When working as a team it is important that information is communicated clearly within the team and other agencies Prevents:</p> <ul style="list-style-type: none"> <li>• Duplication of tasks</li> <li>• Inefficiency / misunderstanding</li> </ul> <p>4.5 Identify the importance of dedicated communication links with third parties</p> <ul style="list-style-type: none"> <li>• third parties: police, PCSOs, wardens;</li> <li>• types of links: police and council control rooms, emergency centres, communication networks;</li> <li>• importance in incident management and reporting;</li> <li>• secure lines and network / inscription of data.</li> </ul> <p>4.6 State the importance of accurate and timely communication up and down the reporting chain</p> <ul style="list-style-type: none"> <li>• reporting chains,</li> <li>• importance of following procedures, including reporting procedures</li> <li>• consequences of inaccurate or delayed communication</li> </ul>
<p>5. Understand emergency procedures in the CCTV control room</p>	<p>5.1 State the actions to take when an evacuation of the control room is ordered</p> <ul style="list-style-type: none"> <li>• Actions if an evacuation is ordered: procedures for equipment, keys, control logs, transferring control to remote centre (if applicable), doors, windows, lights,</li> </ul>

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	<p>personal belongings, dispersal/assembly, importance of following evacuation plan</p> <ul style="list-style-type: none"> <li>• Ensuring that if evacuation is caused by             <ul style="list-style-type: none"> <li>• fire the doors and windows are left closed</li> <li>• suspected bomb the doors and windows are left open</li> </ul> </li> <li>• subsequent actions on evacuating the control room             <ul style="list-style-type: none"> <li>• go to muster point or</li> <li>• location specified by emergency services</li> </ul> </li> </ul> <p>5.2 State the procedures to follow on re-occupying the CCTV control room after an evacuation</p> <ul style="list-style-type: none"> <li>• equipment checking; operational status, reboot of any system that has been shut down re-establishing police contact; review of data recorded in interim; updating of logs, following procedures, reporting of incident.</li> </ul> <p>5.3 State how to carry out a search of the CCTV control room for a suspicious object</p> <ul style="list-style-type: none"> <li>• Types of search: Routine and non-routine</li> <li>• Routine: at start of shift or as per procedure, being familiar with control room, being alert</li> <li>• Non routine: divide area in sections, look not touch, systematic</li> <li>• If found evacuate/ inform supervisor</li> </ul> <p>5.4 Identify actions to take if a suspicious object is found in the CCTV control room</p> <ul style="list-style-type: none"> <li>• searching procedures,</li> <li>• common indicators of IEDs;</li> <li>• Other suspicious objects: biological, radioactive, chemical, nuclear (CRBN)</li> <li>• appropriate procedures if suspicious object is found</li> <li>• Object can be delivered e.g. post, planted or brought in</li> <li>• Actions: Do not touch, or do anything to it at all, call the police on land line, inform management, evacuate if applicable</li> </ul> <p>5.5 State the actions to be taken in the event of a systems failure</p> <ul style="list-style-type: none"> <li>• back-up systems,</li> <li>• contingency exit opening from inside only and procedure for using,</li> <li>• fault reporting procedure,</li> <li>• maintaining safety and security</li> </ul>
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<p>6. Understand the characteristics of a CCTV system</p>	<p>6.1 State the purposes of a CCTV system</p> <ul style="list-style-type: none"> <li>• assisting in the prevention and detection of crime;</li> <li>• assisting in promotion of community safety/safety of the public</li> </ul> <p>6.2 Identify the main components of the CCTV system</p> <ul style="list-style-type: none"> <li>• cameras, lenses, operator control, keyboard/ touch screen; display screens/ monitors, transmission system, matrix, recorder, printer: types and functions</li> </ul> <p>6.3 Identify the main types of CCTV cameras</p> <ul style="list-style-type: none"> <li>• CCTV cameras: technology: analogue and digital;</li> <li>• monochrome, colour and switching;</li> <li>• fixed, PTZ, mobile; lenses: zoom and vari-focal;</li> <li>• Housing: rectangular or shoe box, dome;</li> <li>• lighting: infra-red;</li> <li>• location, transmission of images: co-axial, twisted pair, fibre optic, microwave, radio, internet protocol;</li> <li>• Mountings: suitability for indoors /outdoors, size, material, suitability to camera.</li> </ul> <p>6.4 Identify current and emerging CCTV technologies</p> <p>Examples of technologies:</p> <ul style="list-style-type: none"> <li>• ANPR: Automatic Number Plate Recognition, purpose and operation;</li> <li>• Biometrics: facial recognition, iris scanning, fingerprint readers, purpose and operations, palm print reader, voice recognition;</li> <li>• Visual Recognition: purpose and operation;</li> <li>• Digital Recording: purpose and operation;</li> <li>• Algorithms: purpose and operation,</li> <li>• Thermal scanning: purpose and operation; new technologies</li> <li>• Voice recording in control room</li> <li>• Use of telephone and microphone by operators</li> </ul>
<p>7. Understand Health and Safety relevant to the CCTV operator</p>	<p>7.1 State procedures for lone working</p> <ul style="list-style-type: none"> <li>• Regular check calls</li> <li>• logs,</li> <li>• electronic devices for reporting to control room</li> </ul> <p>7.2 State the guidelines for CCTV operators under the Display Screen Regulations</p> <ul style="list-style-type: none"> <li>• Health and Safety (Display Screen Equipment) Regulation 1992, duties of employers and employees</li> <li>• Carry out risk assessment of work station</li> <li>• Training</li> </ul>

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	<ul style="list-style-type: none"><li>• regular breaks,</li><li>• eye sight test</li></ul> <p>7.3 Identify the reasons for operator check call systems</p> <ul style="list-style-type: none"><li>• to ensure safety and security of operator and other staff monitored by control room</li></ul> <p>7.4 State the key indicators of stress and how these can be managed</p> <ul style="list-style-type: none"><li>• causes: work-related, non-work related;</li><li>• key indicators: physical, behavioural, emotional;</li><li>alleviating stress: stress management</li></ul> <p>7.5 State the purpose of a risk assessment</p> <ul style="list-style-type: none"><li>• find hazards and minimise tem</li><li>• reduce risk</li><li>• reduce accidents</li></ul>
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**Assessment:** Assessment for this unit will be by an externally set and marked multiple choice question paper containing 40 questions. The examination will last for 60 minutes and learners will be required to correctly answer 28 of the 40 questions in order to pass.

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

**Unit Number:** UG48 04

**SCQF Level:** 6

**Guided Learning Hours:** 8 hours

**SCQF Credit:** 1

**Learning Outcomes and Assessment Criteria:**

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to use CCTV equipment	1.1	Explain the actions to be carried out when suspected criminal activity is detected by a CCTV operator
		1.2	Explain how to work with the control room team to deal with multiple incidents
		1.3	Identify body language and behaviours that could indicate unusual or suspicious activity
2	Be able to operate the CCTV system	2.1	Carry out functional checks of the CCTV system
		2.2	Carry out equipment fault reporting procedures
		2.3	Use keypads and joysticks to operate cameras, monitors and associated equipment
		2.4	Give clear and accurate descriptions of people, vehicles and events
		2.5	Detect and track/follow a suspect on foot or in a vehicle
		2.6	Use cameras to view a suspect entering or leaving an area
		2.7	Carry out a lost contact drill
		2.8	Use cameras to search the outside of buildings, streets and open spaces for suspicious items
		2.9	Produce images for evidential purposes
		2.10	Record images onto storage media in an evidentially sound manner



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		2.11	Overcome problems caused by weather, lighting and poor positioning when using CCTV equipment
		2.12	Complete documentation ensuring audit trail is sound

**Indicative Content:**

Learning Outcome	Indicative Content
1. Understand how to use CCTV equipment	<p>1.1 Explain the actions to be carried out when suspected criminal activity is detected by a CCTV operator</p> <p>Options available to the CCTV operator when suspected criminal activity is detected:</p> <ul style="list-style-type: none"> <li>• Know what is suspected criminal activity,</li> <li>• reporting incident if applicable,</li> <li>• using cameras appropriately, including wide angle views as well as specific close up views,</li> <li>• tracking,</li> <li>• real time recording,</li> <li>• gathering evidence,</li> </ul> <p>Being aware of Human Rights Act, RIPA, DPA, SOA</p> <p>1.2 Explain how to work with the control room team to deal with multiple incidents</p> <ul style="list-style-type: none"> <li>• working as a team,</li> <li>• prioritising of incidents,</li> <li>• best use of available equipment,</li> <li>• communication with team and statutory enforcement agencies (includes notifying if applicable) ,</li> <li>• images for identification and evidential purposes</li> <li>• completing relevant documentation</li> <li>• post incident actions</li> </ul> <p>1.3 Identify body language and behaviours that could indicate unusual or suspicious activity</p> <ul style="list-style-type: none"> <li>• relevant types of body language and behaviour of groups and individuals,</li> <li>• repeated routes,</li> <li>• concealing features and items.</li> </ul>
2. Be able to operate the CCTV system	<p>2.1 Carry out functional checks of the CCTV system</p> <ul style="list-style-type: none"> <li>• routine and handover checks,</li> <li>• equipment to be checked: cameras, monitors, recording equipment, computer, workstation, health</li> </ul>

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	<p>and safety;</p> <ul style="list-style-type: none"> <li>• how to carry out checks,</li> <li>• recording procedures and forms to be completed.</li> </ul> <p>2.2 Carry out equipment fault reporting procedures</p> <ul style="list-style-type: none"> <li>• Any faults identified and relevant documentation completed and handed over.</li> <li>• common types of fault,</li> <li>• why faults must be reported/dealt with,</li> <li>• procedure for getting faults repaired,</li> <li>• who needs to be informed.</li> </ul> <p>2.3 Use keypads and joysticks to operate cameras, monitors and associated equipment</p> <ul style="list-style-type: none"> <li>• pan, tilt, zoom, controls, monitors, switching cameras,</li> <li>• incident handling: if electronic or paper based</li> </ul> <p>2.4 Give clear and accurate descriptions of people, vehicles and events</p> <ul style="list-style-type: none"> <li>• description of individual persons, a group, a vehicle, an incident,</li> <li>• provide location and directions,</li> <li>• individual: gender, age, build/weight, height, clothing, distinguishing features, ethnicity, hair etc.</li> <li>• car colour, registration and type (as a minimum )</li> <li>• type of incident, location, who /what is involved, describe event as unfolds</li> <li>• complete relevant documentation</li> </ul> <p>2.5 Detect and track/follow a suspect on foot or in a vehicle</p> <ul style="list-style-type: none"> <li>• locate and track suspect using multiple cameras (suspect moving from one camera field to another),</li> <li>• positioning cameras, use of pan tilt and zoom,</li> <li>• securing evidence for identification and of incident of evidential quality.</li> <li>• communication with team and third parties</li> <li>• contacting neighbouring control room if leaving area</li> </ul> <p>2.6 Use cameras to view a suspect entering or leaving an area</p> <ul style="list-style-type: none"> <li>• use of multiple cameras,</li> <li>• positioning cameras, pan tilt zoom,</li> <li>• communication with team and third parties,</li> <li>• securing evidence for identification of evidential quality.</li> </ul>
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	<p>2.7 Carry out a lost contact drill</p> <ul style="list-style-type: none"> <li>• checks of last location,</li> <li>• appropriate use of multiple cameras,</li> <li>• working as a team,</li> <li>• prioritising search area,</li> <li>• methodical and systematic searching,</li> <li>• communication with team and third parties,</li> <li>• zooming out and carrying out a 360 degree check ,</li> <li>• contacting neighbour control room if relevant.</li> <li>• understand patience required</li> </ul> <p>2.8 Use cameras to search the outside of buildings, streets and open spaces for suspicious items</p> <ul style="list-style-type: none"> <li>• appropriate use of multiple cameras to search area,</li> <li>• working as a team,</li> <li>• methodical/ systematic searching,</li> <li>• zooming out and carrying out a 360 degree check</li> <li>• communication with team and third parties,</li> <li>• recognising an IED. / abandoned vehicles/ stolen/ dangerous goods / items used in connection with criminal activity / or dangerous items.</li> <li>• actions if located; inform relevant authorities.</li> <li>• (the same approach would be used for lost children vulnerable adults etc.)</li> </ul> <p>2.9 Produce images for evidential purposes</p> <ul style="list-style-type: none"> <li>• producing images of quality/size that could be used as</li> <li>• evidence identification, 100%</li> <li>• recognition of people and vehicles, 50%</li> <li>• showing close ups and or wide angle of incident;</li> <li>• use of real time recording,</li> <li>• use of multiple cameras,</li> <li>• use of pan tilt and zoom,</li> <li>• appropriate paperwork.</li> <li>• solid audit trail</li> </ul> <p>2.10 Record images onto storage media in an evidentially sound manner</p> <p>Recording images onto storage media:</p> <ul style="list-style-type: none"> <li>• using digital (or analogue) system: labelling/ unique reference numbers, producing copies that could be used as evidence, continuity of evidence, appropriate paperwork.</li> </ul> <p>Documentation associated with an incident:</p> <ul style="list-style-type: none"> <li>• completing incident report/log, witness statement</li> </ul>
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	<p>and other documentation for incident; documentation associated with recording and storing images.</p> <p>2.11 Overcome problems caused by weather, lighting and poor positioning when using CCTV equipment</p> <ul style="list-style-type: none"> <li>• use of ancillary equipment,</li> <li>• alternative light sources,</li> <li>• alternative cameras,</li> <li>• use of infra-red,</li> <li>• an tilt zoom,</li> <li>• monitor controls,</li> <li>• recording and reporting procedures</li> <li>• alterative position of camera</li> </ul> <p>2.12 Complete documentation ensuring audit trail is sound</p> <ul style="list-style-type: none"> <li>• completing incident report/log,</li> <li>• witness statement and other documentation for incident;</li> <li>• documentation associated with recording and storing images.</li> <li>• include any rough notes taken during incident</li> <li>• Ensure documentation is: accurate and detailed and audit trails is sound</li> </ul>
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**Assessment:** This unit will be assessed by an externally set and internally marked practical assessment. The practical assessment will be externally quality assured. A learner must pass all of the assessment criteria in order to pass.

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Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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