



# **Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry**



# Qualification Handbook

SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry

Qualification Number: 603/7336/2

Operational Start Date: 1<sup>st</sup> April 2021

<b>Version</b>	<b>Date of issue</b>	<b>Amendment(s)</b>	<b>Page</b>
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V4	July 2023	Additional information surrounding English language requirements Amendments to GLH/TQT Updates to delivery requirements Updates to guidance around centre requirements	8 10 52 + 53 61 - 68
V3	December 2021	Included reference to Act Awareness and Act Security Amendment to indicative content (unit 1, AC 8.4) Removal of 'UAV (Drone) from indicative content (unit, AC 8.2 Amendment to 5.2.2 supporting product evidence	9 24 47 57
V2	June 2021	Amendment: evidential statement can be handwritten or completed electronically	56
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# Contents

Contents .....	4
1 Introduction .....	6
1.1 About us .....	6
1.2 Customer Service Statement .....	6
1.3 Centre support .....	6
2 The Qualification .....	7
2.1 Qualification objective .....	7
2.2 Pre-entry requirements .....	7
2.3 Qualification structure .....	8
2.4 Total Qualification Time (TQT) .....	9
2.5 Age range and geographical coverage .....	10
2.6 Opportunities for progression .....	10
2.7 Use of languages .....	11
3 Qualification Units .....	12
4 Delivery Requirements .....	52
4.1 International delivery of licence-linked qualifications .....	52
4.2 Standard delivery times for units in licence-linked qualifications .....	52
4.3 Use of self-study .....	52
4.4 Virtual learning and assessment guidance .....	54
5 Assessment .....	56
5.1 Qualification assessment methods .....	56
5.2 Knowledge assessment .....	57
5.3 Practical assessment .....	57
6 Centre Requirements .....	60
6.1 Facilities .....	60
6.2 Centre insurance .....	61
6.3 Examination venue criteria .....	61
6.4 Additional requirements for the delivery of Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry .....	62
6.5 Checking identification .....	63
6.6 Audit criteria .....	63

6.7	Trainer/assessor and internal quality assurer requirements.....	64
6.8	Standardisation .....	67
6.9	Recognition of Prior Learning (RPL).....	67
6.10	Equality and diversity .....	68
6.11	Health and safety .....	69

# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health, justice and security sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces, security, and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Qualification objective

This handbook relates to the following qualification:

### **SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry**

The main objective of this qualification is to provide learners with the knowledge, skills and understanding to work as a CCTV operator. Successful completion of this qualification enables learners to apply for an SIA licence to work as a CCTV operator within the private security industry.

This qualification has been developed to meet the training and licensing requirements of the SIA who regulate the sector under the terms of the Private Security Industry Act 2001.

## 2.2 Pre-entry requirements

### 2.2.1 English language requirements

The safety of the public is key to the role of a security operative; therefore, it is essential that it is essential that they can communicate effectively in English. They are likely in the course of their work to have to make calls to the emergency services, or to need to resolve conflict. Good communication skills are essential to reducing conflict management and minimising the need to use physical interventions.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must take place in English and/or Welsh.

Learners should, as a minimum, have language skills in reading, writing, speaking, and listening equivalent to the following:

- a B2 Level qualification on the Home Office's list of recognised English tests and qualifications
- a B2 Common European Framework of Reference for Languages (CEFR)
- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Credit and Qualifications Framework Level 5 awarded by SQA Accreditation and taken in Scotland
- Functional Skills Level 1 in English

- Core Skills in Communication at Scottish Credit and Qualifications Framework Level 5
- Essential Skills Wales Communication Level 1

If a learner does not already hold a formal qualification confirming their language skills as outlined above, the centre must:

- conduct an assessment in English and/or Welsh with the learner. The learner must be able to demonstrate their ability to read, write, speak, listen in English and/or Welsh.
- be able to confirm that the learner registered to take the course, is the same learner taking the language assessment.
- ensure that the language assessment is marked, and the learner passes the assessment, before the learner is accepted onto the course.
- ensure that they have effective measures in place to ensure that the English and/or Welsh language requirement has been met.

Training centres must ensure that all learners have sufficient language skills as described above before putting them forward for training and assessment.

Training centres must agree all English/Welsh language assessments that they use with SFJ Awards as part of their approval process.

Training centres must retain records of learners' language skills against all four competencies for a minimum of 3 years for quality assurance purposes.

### 2.3 Qualification structure

This qualification is made up of 2 mandatory units. To be awarded this qualification the learner must achieve a total of 3 credits as shown in the table below.

Mandatory Units					
Ofqual Reference	Odyssey Reference	Unit Title	Level	TQT	Credit Value
D/618/6871	5732	Principles of Working in the Private Security Industry	2	17	2
H/618/6872	5733	Principles and Practices of Working as a CCTV Operator in the Private Security Industry	2	13	1

The SIA will only accept full qualification certification as evidence of successful achievement of licence-linked qualifications; learners will not be able to apply for a licence with a unit certificate only.

Learners undertaking the CCTV licence-linked qualification must be trained in the following before they undertake the one-to-one CCTV practical assessment:

- Principles of Working in the Private Security Industry
- Principles and Practices of working as a CCTV Operator (Public Space Surveillance) in the Private Security Industry

## **2.4 Total Qualification Time (TQT)**

The SIA stipulates a minimum number of contact hours and a minimum number of training days.

### **2.4.1 SIA total learning time**

This is the minimum time that learners must be engaged in learning and assessment, and which must be evidenced. In some units this includes permitted self-study as well as time spent under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). The difference between these hours and SIA minimum contact time may be addressed by self-study.

### **2.4.2 SIA minimum contact time**

This is the minimum time that a learner must spend under the immediate guidance or supervision of a trainer, assessor or invigilator (including assessment). It does not include time spent checking ID or assessing English language skills, or breaks. This time is monitored and enforced by SFJ Awards.

### **2.4.3 SIA permitted self-study**

For some units we allow self-study. This could be, for example, pre-course workbooks that learners must work through and complete, or suitable e-learning programmes. Training centres that use self-study must ensure that there is auditable evidence confirming that learning has taken place. SFJ Awards will monitor this.

### **2.4.4 Ofqual Total Qualification Time (TQT)**

This value is based on consultation with deliverers of the qualifications and represents the total time a learner may take to achieve the qualification, including both guided learning and all other learning. Other learning includes self-study e.g. examination revision, re-reading course notes, independent research e.g. internet searches for support materials and preparation e.g. practicing physical intervention techniques or searching. TQT is also provided as a recommendation as to the time an average learner may take to achieve a qualification under the supervision of a trainer and through completion of any other independent learning.

The GLH, Minimum Contact Time, Permitted Self-Study Time and Total Qualification Time for this qualification are as follows:

Unit title	SIA total learning and assessment time (GLH) if self-study <u>is not</u> used	SIA minimum contact time if self-study <u>is</u> used	SIA permitted self-study from the SIA total learning time – up to a max of	Ofqual TQT
Principles of Working in the Private Security Industry	17	7	10*	17
Principles and Practices of Working as a CCTV Operator in the Private Security Industry	13	13	Not permitted	13
<b>TOTAL</b>	<b>30 hours (min 4 days)</b>	<b>20 hours (min 3 days)</b>	<b>10 hours</b>	<b>30 hours</b>

\*ACT Awareness and ACT Security e-learning programmes are available and can be used. These are the only e-learning programmes permitted for learning outcome 9 of the Principles of Working in the Private Security Industry. Centres must retain copies of learner's ACT certificates as evidence that the required mandatory hours have been completed. This evidence must be retained for a minimum of 3 years for audit purposes.

Delivery can only take a minimum of 3 days only where self-study can be evidenced. No self-study means courses must be delivered over a minimum of 30 hours (4 days).

## 2.5 Age range and geographical coverage

Only those aged 18 or over may hold an SIA licence.

Those aged 16 and 17 may enrol on this qualification and are exempt from the requirement to video record their practical assessment. In these cases, centres must provide alternative evidence, such as a transcript. Training centres must make clear to these learners that they cannot hold a licence until the age of 18.

This qualification is regulated in England and Wales.

## 2.6 Opportunities for progression

Achievement of this qualification confirms the learner has gained the knowledge, skills and understanding required to work as a CCTV Operator. However, to be able to work as a CCTV operator, learners must also successfully obtain an SIA licence.

Learners can progress to the following qualifications:

- SFJ Awards Level 2 Award for Security Officers in the Private Security Industry
- SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry
- SFJ Awards Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry

## **2.7 Use of languages**

SFJ Awards business language is English, and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

### 3 Qualification Units

<b>Title</b>	Principles of Working in the Private Security Industry		
<b>Level</b>	2		
<b>Ofqual Reference</b>	D/618/6871		
<b>Credit Value</b>	2		
<b>GLH</b>	17		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Indicative Content</b>
1. Know the main characteristics and purposes of the Private Security Industry	1.1	Identify the key purposes of the private security industry	<ul style="list-style-type: none"> <li>• Prevent and detect crime and unauthorised activities</li> <li>• Prevent and reduce loss, waste and damage</li> <li>• Monitor and respond to safety risks</li> <li>• Provide personnel and appropriate protection systems for people, property and premises</li> <li>• Raise standards in the industry</li> </ul>
	1.2	State the aims and functions of the Security Industry Authority (SIA)	<ul style="list-style-type: none"> <li>• Protect the public and regulate the security industry through licensing</li> <li>• Raise standards (through the Approved Contractor Scheme) Monitor the activities and effectiveness of those working in the industry</li> </ul>

		<ul style="list-style-type: none"> <li>• Set and approve standards of conduct, training and supervision within the industry</li> <li>• Keep under review the private security industry and the operation of the legislative framework</li> </ul>
1.3	Recognise the required standards of behaviour of a security operative	<ul style="list-style-type: none"> <li>• Main qualities required for security industry operatives: reliability and integrity; politeness; professional attitude and appropriate personal appearance; being prepared to take responsibility</li> <li>• Skills: communication skills; observational skills; problem solving; ability to handle sensitive situations; team-working skills</li> <li>• Adherence to SIA Standards; adherence to organisation/ company values and standards</li> </ul>
1.4	Identify the benefits of community safety initiatives	<ul style="list-style-type: none"> <li>• Examples of community safety initiatives: police liaison officers, police community links, initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards</li> <li>• Aim: to reduce the opportunity for crime to take place</li> <li>• Activities: include improving physical security of vulnerable targets, improving the environment, removing the means to commit crime; improving the visibility in an area e.g. lighting; controlling access to areas so unauthorised people cannot gain access to commit crime; initiatives to radio link with other venues e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards</li> <li>• Benefits: include better partnership working, cooperating with Local Authority and police, liaison with other venues, reduction of risk of crime to own employer or other employers, promotion of safer communities</li> </ul>

	1.5	Recognise how assignment instructions support the Security Operative role	<ul style="list-style-type: none"> <li>• Describes the security operative's roles and duties for specific location</li> <li>• Outlines actions to take in an emergency including obtaining contact numbers</li> <li>• Part of a contract between client/ customer and the security company</li> </ul>
	1.6	Recognise how each security operative role may use CCTV	<ul style="list-style-type: none"> <li>• Benefits of using CCTV e.g. <ul style="list-style-type: none"> <li>➤ prevents crime</li> <li>➤ cuts down on incidents</li> <li>➤ reduces costs by not having to employ additional staff</li> <li>➤ can provide clear evidence for investigations</li> <li>➤ can provide evidence which can be used in a court of law</li> </ul> </li> <li>• Understand the legal implications of using CCTV e.g. <ul style="list-style-type: none"> <li>➤ must be registered</li> <li>➤ must have a named person who is responsible and accountable for its use</li> <li>➤ must display signs to inform people that CCTV is in operation</li> <li>➤ must not record in private spaces such as toilets</li> </ul> </li> <li>• Must comply with current data protection legislation e.g. <ul style="list-style-type: none"> <li>➤ when storing data including any recordings</li> <li>➤ restricting access to certain staff</li> <li>➤ by using recordings appropriately</li> </ul> </li> </ul>
	1.7	Identify the limitations of CCTV within the security operative role	<ul style="list-style-type: none"> <li>• Privacy issues and concerns</li> <li>• Vulnerable to damage and vandalism</li> <li>• Misuse</li> <li>• Cannot prevent crime</li> <li>• Cost</li> </ul>

			<ul style="list-style-type: none"> <li>• Familiarity with scope of cover</li> <li>• Technology vulnerabilities</li> </ul>
	1.8	State the purpose of the Approved Contractor Scheme	<ul style="list-style-type: none"> <li>• Raise performance standards</li> <li>• Assist the SIA to develop new opportunities</li> <li>• Increased customer confidence</li> </ul>
2. Understand legislation as it applies to a security operative	2.1	Identify the differences between Civil and Criminal Law	<p>Main features of Civil Law:</p> <ul style="list-style-type: none"> <li>• Purpose to right a wrong</li> <li>• Individual brings the cases</li> <li>• Remedy by compensation for loss or damage</li> <li>• Standard of proof on balance of probabilities</li> </ul> <p>Examples of Civil Offences:</p> <ul style="list-style-type: none"> <li>• Libel</li> <li>• Slander</li> <li>• Breach of contract</li> <li>• Employment Law</li> <li>• Family and matrimonial disputes</li> <li>• Property disputes</li> <li>• Personal injury cases</li> <li>• Trespass</li> </ul> <p>Main features of Criminal Law:</p> <ul style="list-style-type: none"> <li>• Purpose to deter and punish</li> <li>• State brings the cases</li> <li>• Remedy is fines/ imprisonment</li> <li>• Standard of proof is beyond reasonable doubt</li> </ul> <p>Examples of Criminal Offences:</p> <ul style="list-style-type: none"> <li>• Driving under the influence</li> </ul>

		<ul style="list-style-type: none"> <li>• Assault</li> <li>• Murder</li> <li>• Rape</li> <li>• Child abuse</li> <li>• Theft</li> <li>• Domestic abuse</li> <li>• Arson</li> <li>• Kidnapping or holding someone against their will</li> </ul>
2.2	State the main aims of the Private Security Industry Act 2001	<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>• Established the SIA (Security Industry Authority)</li> <li>• Established licensing</li> </ul>
2.3	Identify key legislation relating to promoting equality and diversity in the workplace	<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; promotion opportunities; terms and conditions; redundancy; dismissal</li> <li>• Employer's duty to make reasonable adjustments</li> </ul>

	2.4	Identify licensable roles under the Private Security Act	<ul style="list-style-type: none"> <li>• Licensable roles</li> <li>• Licensed sectors in manned guarding: vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit (CVIT), key holding</li> </ul>
	2.5	Identify how data protection regulation impacts on the security operative	<p>Have an understanding of current data protection regulation</p> <p>Include the general principles</p> <ul style="list-style-type: none"> <li>• The use of body worn cameras and restrictions e.g. <ul style="list-style-type: none"> <li>➤ images must be stored to comply with GDPR and can only be viewed by authorised personnel</li> </ul> </li> <li>• Recording and documenting in notebooks</li> </ul>
3. Understand arrest procedures relevant to security operatives	3.1	State the meaning of arrest	<ul style="list-style-type: none"> <li>• Arrest is to take away someone's liberty</li> <li>• There is no legal definition for citizen's arrest</li> <li>• Police and non-police arrest</li> <li>• Arrest with a warrant</li> <li>• Arrest without a warrant</li> </ul>
	3.2	Identify offences for which a security operative can make an arrest	<ul style="list-style-type: none"> <li>• Security operatives have no special powers of arrest, only the same powers of arrest as every other citizen</li> <li>• Arrestable offences, indictable offences and Breach of the Peace</li> <li>• Indictable offences are usually tried at the Crown Court</li> <li>• Powers of arrest under the common law</li> <li>• Offences include: <ul style="list-style-type: none"> <li>➤ murder/ homicide</li> <li>➤ aggravated assault</li> <li>➤ assault</li> <li>➤ rape</li> <li>➤ sexual assault</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>➤ firearms offences</li> <li>➤ robbery</li> <li>➤ burglary</li> <li>➤ theft</li> <li>➤ drugs offences</li> <li>➤ fraud</li> <li>➤ criminal damage</li> </ul>
3.3	Identify the limitations to a security operative's powers of arrest	<ul style="list-style-type: none"> <li>• Must be within powers of citizen's arrest</li> <li>• Section 24a of the Police and Criminal Evidence Act 1984</li> <li>• Indictable offence must be either being committed or have already been committed</li> <li>• Arrest can only be made to prevent the person from: <ul style="list-style-type: none"> <li>a) causing injury to himself or another;</li> <li>b) suffering injury himself;</li> <li>c) causing loss of or damage to property;</li> <li>d) making off before a constable can assume responsibility for him</li> </ul> </li> </ul>
3.4	State procedures to follow when making an arrest	<ul style="list-style-type: none"> <li>• Inform person that they are under arrest, provide the reason for arrest, and that the police will be called</li> <li>• Detain the person and ensure their safety</li> <li>• Use witnesses wherever possible</li> <li>• Only use reasonable and necessary force to prevent: <ul style="list-style-type: none"> <li>➤ escape of individual under arrest or assault against security operatives or others</li> </ul> </li> </ul>
3.5	State why an arrest should only be made as a last resort	<ul style="list-style-type: none"> <li>• Taking someone's liberty is a serious matter</li> <li>• Can only arrest for indictable offences</li> </ul>

			<ul style="list-style-type: none"> <li>• False arrest can lead to civil or criminal prosecution of the security operative making the arrest</li> <li>• Personal safety of the security operative can be at risk</li> </ul>
	3.6	State procedures following an arrest	<ul style="list-style-type: none"> <li>• The arrested person is now the security operative's responsibility</li> <li>• Ensure own safety</li> <li>• Ensure the person's safety</li> <li>• Ensure any evidence is preserved and not disposed of</li> <li>• Hand person over to police, explaining reason for arrest</li> <li>• Inform police of any extra evidence of offence (witnesses, CCTV, property)</li> <li>• Record arrest in line with local policy</li> <li>• Assist police with a statement if required</li> <li>• Attend court at a later date if required</li> <li>• Identify how to work with the police in relation to arrest procedures</li> </ul>
	3.7	State what is meant by 'reasonable' and 'necessary' force	<ul style="list-style-type: none"> <li>• Reasonable force is the amount of force that can be used to protect yourself or your property from attack. It can be used to prevent crime or when detaining someone through a citizen's arrest. It can also be classed as "legal force"</li> <li>• Necessary force is an opinion of the level of force that was carried out in any situation</li> </ul>
4. Understand the importance of safe working practices	4.1	Identify responsibilities under the Health and Safety at Work etc. Act	<p>Responsibilities of employees and the self-employed:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• To follow instruction, processes and procedures put in place by their employer</li> </ul>

			<p>Responsibilities of employers:</p> <ul style="list-style-type: none"> <li>• To maintain the safety of employees and anyone who visits the premises</li> <li>• To provide safe access and egress</li> <li>• 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> <li>• To comply with legislation: consequences of failure to comply e.g. prosecution, business closure</li> </ul>
	4.2	Identify the risks of lone working within the private security industry	<ul style="list-style-type: none"> <li>• Being isolated and having to rely on technology for back up</li> <li>• Being vulnerable: <ul style="list-style-type: none"> <li>➤ injury/ ill-health</li> <li>➤ violence</li> <li>➤ lack of support</li> <li>➤ lack of communication</li> <li>➤ lack of welfare facilities for rest</li> </ul> </li> </ul>
	4.3	Identify typical workplace hazards and risks	<p>Definition of 'hazard':</p> <ul style="list-style-type: none"> <li>• Potential source of harm or adverse health effect on a person or persons</li> </ul> <p>Typical workplace hazards:</p> <ul style="list-style-type: none"> <li>• Accidents due to poor lighting, uneven surfaces, steps, etc.</li> <li>• Risk of infection from body fluids</li> <li>• Risk of dealing with aggressive or violent behaviour</li> <li>• Injuries from poor manual handling</li> <li>• Misuse/ abuse of machinery</li> <li>• Sharp objects (needles and knives)</li> </ul>

			<ul style="list-style-type: none"> <li>• Diseases</li> <li>• Hazardous chemicals</li> <li>• Noise pollution</li> <li>• Moving vehicles</li> <li>• Obstructions</li> <li>• Poor lighting</li> <li>• Fire/ floods and other emergencies</li> </ul> <p>Definition of 'risks':</p> <ul style="list-style-type: none"> <li>• Likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard</li> </ul> <p>Identify risks:</p> <ul style="list-style-type: none"> <li>• Level of risk (High, Medium or Low Impact)</li> <li>• Assess the risk of the hazard by identifying who may be harmed and how, what controls are already in place, what additional controls are needed to control the risk, who is required to do this and when is it required to be completed by</li> </ul>
	4.4	State how to minimise risk to personal safety at work	<ul style="list-style-type: none"> <li>• Risk assessment: developing awareness of risks and how to minimise them</li> <li>• Following health and safety and organisational procedures in relation to health and safety</li> <li>• Use of protective equipment, personal alarms and mobile phones</li> <li>• Importance of following safe routines and being systematic</li> <li>• Identify methods for safe manual handling <ul style="list-style-type: none"> <li>➤ assessment of load; know own limits; plan route; use of mechanical aid; stable base; correct positioning of head,</li> </ul> </li> </ul>

		<p>feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull</p> <ul style="list-style-type: none"> <li>• Follow health and safety and organisational procedures in relation to global (or critical) incidents</li> </ul>
4.5	Identify safety signs and signals	<ul style="list-style-type: none"> <li>• Different categories of sign: e.g. prohibition, warning, mandatory, safe condition, fire-fighting, hazard/ chemical warning plates</li> </ul>
4.6	State procedures to be followed for recording and reporting accidents and health and safety incidents	<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’, online, telephone, by post</li> <li>• Remember to include who, what, when, how and where</li> </ul>
4.7	Identify ways to keep personal information safe	<ul style="list-style-type: none"> <li>• When handling any personal information or data (either their own or someone else’s) security operatives must: <ul style="list-style-type: none"> <li>➤ comply with current data protection legislation</li> <li>➤ follow organisational procedures</li> <li>➤ follow assignment instructions</li> <li>➤ maintain confidentiality of information</li> </ul> </li> <li>• Security operatives should: <p>Use personal social media responsibly including managing privacy settings</p> <ul style="list-style-type: none"> <li>➤ not wear anything identifiable outside the workplace</li> <li>➤ keep personal vigilance e.g. not completing surveys</li> <li>➤ not discuss work issues outside the workplace</li> <li>➤ not discuss work information with colleagues</li> </ul> </li> </ul>

5. Understand fire procedures in the workplace	5.1	Identify the elements that must be present for fire to exist	<ul style="list-style-type: none"> <li>• Components of fire: the fire triangle (oxygen, fuel, heat - chemical chain reaction)</li> </ul>
	5.2	State the actions to be taken upon discovering a fire	<ul style="list-style-type: none"> <li>• Follow organisation's policies and procedures</li> <li>• Sound the alarm and inform emergency services</li> <li>• FIRE (Find, Inform, Restrict, Evacuate or Extinguish). Do not attempt to put out a fire if it puts you in danger</li> <li>• Identify area where fire is, isolate other areas</li> <li>• Control panel: important to ensure full understanding of extent of area of incident, to pass on correct message to emergency services e.g. with regard to materials, chemical stored in affected area</li> </ul>
	5.3	Identify basic fire safety controls	<ul style="list-style-type: none"> <li>• Be observant and vigilant</li> <li>• Control of fuel and ignition sources e.g. bins and waste disposal</li> <li>• Safe storage of flammables</li> <li>• Inspection and maintenance of electrical equipment</li> <li>• Avoidance of overloading electrical points</li> <li>• Follow staff training</li> <li>• Adhere to fire plan</li> </ul>
	5.4	Identify classifications of fire	<ul style="list-style-type: none"> <li>• A – Ordinary combustible: 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> <li>• D – Metal fires e.g. powdered and metal shavings, alkali-based metals</li> </ul>

			<ul style="list-style-type: none"> <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>
	5.5	Identify the different types of fire-fighting equipment	<p>Extinguishers:</p> <ul style="list-style-type: none"> <li>• Water for use with paper, wood</li> <li>• General Foam for use with paper, wood; specialist foam for use with industrial alcohol</li> <li>• CO<sup>2</sup> Gas for use with electrical fires (primary); flammable liquids (secondary)</li> <li>• Wet Chemical, for cooking oil fires</li> <li>• Powder for use with most fires including liquid and electrical fires</li> </ul> <p>Other equipment:</p> <ul style="list-style-type: none"> <li>• Fire blankets, fire hose, sprinkler system</li> </ul>
	5.6	Identify the role of a fire marshal in the event of an emergency	<ul style="list-style-type: none"> <li>• Sound 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 Officer in charge</li> </ul>
6. Understand emergencies and the importance of emergency procedures	6.1	Identify the key emergency terms	<p>Emergency is:</p> <ul style="list-style-type: none"> <li>• a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action</li> </ul> <p>Emergencies can include incidents, occurrences, accidents. Examples are listed below:</p>

			<ul style="list-style-type: none"> <li>• Incident/ Occurrence – this could include a fight, power cut or drug overdose, etc.</li> <li>• Emergency – this could include health emergencies such as epileptic seizure, anaphylactic shock, heart attack, etc.</li> <li>• Accident – this could include someone falling down steps, someone slipping on a wet floor, etc.</li> </ul>
	6.2	Identify different types of emergencies within the workplace	<p>Types of emergency:</p> <ul style="list-style-type: none"> <li>• Power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat, fire, terror threat</li> </ul>
	6.3	Recognise how people react when emergencies occur	<p>Types of reactions:</p> <ul style="list-style-type: none"> <li>• Public/ human responses – fight or flight</li> <li>• Panic, freeze</li> <li>• Crowd control, danger of crushing</li> </ul>
	6.4	Identify actions to be taken in an emergency situation	<p>Security operative 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>• Act quickly, be authoritative, remain calm, encourage others to remain calm</li> <li>• Follow procedures for making emergency calls</li> <li>• Follow escalation procedures if required</li> <li>• Document clearly what happened and your response</li> <li>• Review and evaluate incident</li> <li>• Identify how a graduated response can be applied to incidents</li> </ul>

	6.5	Identify the role of the security operative in relation to first aid incidents	<p>List actions to be taken when first aid is required</p> <ul style="list-style-type: none"> <li>• If necessary, contact designated first aider or the emergency services</li> <li>• Know the limits of your own ability and authority to deal with personal injury</li> <li>• Record the injury in the accident book</li> <li>• Keep people safe, including onlookers</li> <li>• Provide privacy whenever possible</li> </ul>
	6.6	Recognise evacuation principles	<ul style="list-style-type: none"> <li>• Evacuation – this is a controlled process of emptying an area or premises of people. Evacuation can be to an adjoining area within a building or outside depending on the severity of the incident. Examples for evacuation could be flood, fire or terror threat</li> <li>• Invacuation – this is a controlled process of getting people into safe premises due to an incident which could cause harm to people who were outside. For example, if a person with a firearm started to shoot people in the street you would encourage everyone into the building and lock the doors for safety</li> <li>• Basic principles are to keep people safe and to follow the organisation's policies and procedures</li> <li>• Importance of knowing venue specific requirements</li> </ul>
7. Understand how to communicate effectively as a security operative	7.1	Identify the different types of communication	<ul style="list-style-type: none"> <li>• Non-verbal communication: gesture, stance, eye contact, facial expression,</li> <li>• Verbal communication: speaking, listening, reading, pitch, tone of voice</li> <li>• Written communication: pictures, signs, script, text messages</li> </ul>

	7.2	State the importance of effective communication	<ul style="list-style-type: none"> <li>• To ensure that the message being sent is received and understood by the recipient</li> <li>• Features of effective communication include choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding</li> <li>• Promotes effective teamwork</li> <li>• Promotes a professional establishment and service</li> <li>• Prevents misinterpretation which could lead to aggressive behaviour</li> <li>• Prevents misunderstanding which could lead to mistakes</li> <li>• Importance of effective communication: to ensure organisational effectiveness and effective team working, to provide effective service to customers</li> <li>• NATO phonetic alphabet: Call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated</li> <li>• Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings</li> </ul>
	7.3	Identify the benefits of teamwork in the private security industry	<ul style="list-style-type: none"> <li>• Promotes safety</li> <li>• Provides a professional and safe service and establishment</li> <li>• Supports colleagues</li> <li>• Promotes efficiency</li> </ul>
	7.4	State the principles of customer service	<ul style="list-style-type: none"> <li>• Establishing rapport, acknowledging the customer, communicating information effectively, showing respect, listening to the customer and trying to meet their expectations</li> <li>• Dealing with problems: acknowledge the customer, establish the customer's needs, put yourself in the customer's position,</li> </ul>

			accept responsibility, involve the customer in the solution, see it through
	7.5	Recognise diverse customer needs and expectations	<ul style="list-style-type: none"> <li>• Types of customer: internal and external, direct and indirect</li> <li>• Customer needs/ expectations: e.g. information, assistance, directions</li> <li>• Customers with particular needs: e.g. physical difficulties, learning difficulties, sensory impairment, English as second language, under influence of drugs and/ or alcohol</li> </ul>
8. Understand record keeping relevant to the role of the security operative	8.1	State the importance of accurate record keeping	<ul style="list-style-type: none"> <li>• To comply with the law</li> <li>• To provide a clear audit trail of the incident or accident</li> <li>• To prevent you from having to rely on your memory</li> </ul>
	8.2	Identify the types of records that may need to be completed	<ul style="list-style-type: none"> <li>• Incident records</li> <li>• Accident records</li> <li>• Searches and checks</li> <li>• Logbooks</li> <li>• Pocket notebooks</li> <li>• Search/ visitor/ key registers</li> <li>• Duty sheets</li> <li>• Accident reports</li> <li>• Lost/ found property registers</li> <li>• Message books</li> <li>• Handover reports</li> <li>• Other site-specific reports</li> </ul>
	8.3	Identify what information to include in records	<ul style="list-style-type: none"> <li>• Who – the report is for/ it was written by</li> <li>• What – happened/ action was taken/ was the result</li> <li>• When – day/ date/ time</li> </ul>

			<ul style="list-style-type: none"> <li>• How – did it happen</li> <li>• Where – place of incident</li> <li>• Details of any other witnesses/ people/ injuries or property</li> </ul>
	8.4	Demonstrate the accurate completion of an evidential statement (Section 9 Statement)	<p><b>Statement to be completed as part of the training and internally assessed with a sign off sheet submitted to SFJ Awards to say it has been completed</b></p> <ul style="list-style-type: none"> <li>• An evidential statement is the basis of the Section 9 Statement which will be written by a police officer. The implications of failing to complete the section 9 statement or using the required documents.</li> <li>• Criminal Justice Act 1967</li> <li>• Incidents requiring physical intervention/ use of force, must be fully reported – including: <ul style="list-style-type: none"> <li>➤ description of subject’s behaviour</li> <li>➤ other ‘impact factors’</li> <li>➤ staff responses including description of physical interventions and level of force used</li> <li>➤ description of any injuries sustained</li> <li>➤ first aid and/ or medical support provided</li> <li>➤ details of admission to hospital</li> <li>➤ support to those involved and follow up action required</li> </ul> </li> </ul>
	8.5	State the process of attending court to give evidence	<ul style="list-style-type: none"> <li>• Follow organisation’s policies and procedures</li> <li>• Follow any legal advice from representative</li> <li>• Be punctual and prepared</li> </ul>

9. Understand terror threats and the role of the security operative in the event of a threat	9.1	Identify the different threat levels	<ul style="list-style-type: none"> <li>• The official source of UK Threat Level is (MI5) and their website is <a href="https://www.mi5.gov.uk/threat-levels">https://www.mi5.gov.uk/threat-levels</a>. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have</li> <li>• LOW means an attack is highly unlikely</li> <li>• MODERATE means an attack is possible, but not likely</li> <li>• SUBSTANTIAL means an attack is likely</li> <li>• SEVERE means an attack is highly likely</li> <li>• CRITICAL means an attack is highly likely in the near future</li> <li>• Have an understanding of how UK threat level may impact the response level for the location in which you are working</li> </ul>
	9.2	Recognise the common terror attack methods	<ul style="list-style-type: none"> <li>• Awareness of attack planning phases</li> <li>• Most current terrorist attack methodologies: <ul style="list-style-type: none"> <li>➤ Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc.</li> <li>➤ Explosive Device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED), Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED)</li> <li>➤ Vehicle As A Weapon (VAAW) also known as vehicle ramming</li> <li>➤ Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks</li> <li>➤ cyber attacks</li> <li>➤ insider threat</li> </ul> </li> </ul>

	9.3	Recognise the actions to take in the event of a terror threat	<ul style="list-style-type: none"> <li>• Understand the role security operatives have to play during a terror attack.</li> <li>• Understand what 'Run, Hide, Tell' means for a security operative: <ul style="list-style-type: none"> <li>➤ keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place</li> </ul> </li> <li>• Know and follow relevant procedure for your place of work, including the company's evacuation plan within the limits of your own authority</li> <li>• Use your knowledge of the location and making dynamic decisions based on available information to keep yourself and the public safe</li> <li>• Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options: <ul style="list-style-type: none"> <li>➤ in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities</li> </ul> </li> <li>• Report incidents requiring immediate response from the police on 999</li> <li>• Know what information emergency response require: <ul style="list-style-type: none"> <li>➤ what you have seen and what has happened</li> <li>➤ who you saw, what they looked like, what they were wearing</li> <li>➤ where did the situation happen and where you are</li> <li>➤ when did it happen</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>• Awareness of emergency services response time</li> <li>• Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline</li> <li>• Know who the public sector counter-terrorism experts are and how to access their information: <ul style="list-style-type: none"> <li>➤ Centre for the Protection of National infrastructure (CPNI)</li> <li>➤ National Counter Terrorism Security Office (NaCTSO)</li> </ul> </li> <li>• Awareness of current initiatives: <ul style="list-style-type: none"> <li>➤ Run, Hide, Tell; keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place</li> <li>➤ ACT - Action Counter Terrorism</li> <li>➤ SCaN - See, Check and Notify</li> </ul> </li> </ul>
	9.4	Identify the procedures for dealing with suspicious items	<p>Hot Principles:</p> <ul style="list-style-type: none"> <li>• Hidden</li> <li>• Obviously suspicious</li> <li>• Typical</li> </ul> <p>Four Cs:</p> <ul style="list-style-type: none"> <li>• Confirm</li> <li>• Clear</li> <li>• Communicate</li> <li>• Control</li> </ul> <p>Safety distance, including:</p> <ul style="list-style-type: none"> <li>• Distance v suspicious item size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m)</li> <li>• How to visually represent safety distance (e.g. football field)</li> <li>• Difficulty involved in setting up a safety distances and not use radio/ mobile phone within 15 m</li> </ul>

	9.5	Identify behaviours that could indicate suspicious activity	<ul style="list-style-type: none"> <li>• Suspicious activity is any observed behaviour that could indicate terrorism or terrorism related crime</li> <li>• Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act</li> <li>• Understand examples of what this might look like, including: <ul style="list-style-type: none"> <li>➤ individuals taking particular interest in security measures, making unusual requests for information, testing security by breaching restricted areas, loitering, tampering with utilities</li> <li>➤ individuals avoiding security staff</li> <li>➤ individuals carrying out activities inconsistent with the nature of the building or area</li> <li>➤ individuals 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> </li> <li>• Understands actions that can deter or disrupt hostile reconnaissance, including: <ul style="list-style-type: none"> <li>➤ ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals</li> <li>➤ maintaining organised search procedures</li> <li>➤ ensuring emergency exits are secured when not in use to prevent unauthorised entry</li> </ul> </li> </ul>
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	9.6	Identify how to respond to suspicious behaviour	<ul style="list-style-type: none"> <li>• Use your customer service skills to disrupt potential hostile reconnaissance</li> <li>• Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance</li> <li>• Know where to report suspicious behaviour including: <ul style="list-style-type: none"> <li>➤ internal procedure for site</li> <li>➤ Confidential (Anti-Terrorist) Hotline: 0800 789 321</li> <li>➤ British Transport Police (BTP) “See it, Say it, Sorted”: text 61016 or call 0800 40 50 40</li> <li>➤ non-emergency: 101</li> <li>➤ ACT online reporting</li> <li>➤ life threatening emergency or requiring immediate response: 999</li> </ul> </li> </ul>
10. Understand how to keep vulnerable people safe	10.1	Recognise duty of care with regard to vulnerable people	<ul style="list-style-type: none"> <li>• Duty of care is: “a moral or legal obligation to ensure the safety or well-being of others”</li> <li>• People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone</li> </ul>
	10.2	Identify factors that could make someone vulnerable	<ul style="list-style-type: none"> <li>• Vulnerable: 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, mental ill-health, learning disabilities, physical disabilities, being elderly, being acutely ill</li> <li>• Key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person’s movements, senses or activities that is invisible to the onlooker)</li> <li>• Indicators of child sexual exploitation: children and young people in the company of older people or antisocial groups,</li> </ul>

			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
	10.3	Identify actions that the security operative should take towards vulnerable individuals	<ul style="list-style-type: none"> <li>• Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people</li> <li>• Offer to call a relative or friend to give assistance</li> <li>• Offer to call 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>• Be aware of current safety initiatives e.g. Ask Angela campaign</li> <li>• Reporting indicators of child sexual exploitation: <ul style="list-style-type: none"> <li>➤ contact the police or call Crimestoppers</li> <li>➤ report as soon as possible</li> </ul> </li> </ul>
	10.4	Identify behaviours that may be exhibited by sexual predators	<ul style="list-style-type: none"> <li>• Close monitoring of vulnerable people</li> <li>• Buying drinks or gifts for vulnerable people</li> <li>• Suspicious behaviour around certain times and venues</li> <li>• Inappropriate use of technology e.g. upskirting with phones</li> </ul>
	10.5	Identify indicators of abuse	<ul style="list-style-type: none"> <li>• Restricting freedom of individuals</li> <li>• Unexplained bruising</li> <li>• Lack of confidence and insecurity</li> <li>• Change in circumstances e.g. cleanliness, appearance</li> </ul>
	10.6	State how to deal with allegations of sexual assault	<ul style="list-style-type: none"> <li>• Follow organisation's policies and procedures</li> <li>• Notify police</li> <li>• Safeguard victim</li> <li>• Separate victim from assailant</li> </ul>

			<ul style="list-style-type: none"> <li>Record and document all information</li> </ul>
	10.7	State how to deal with anti-social behaviour	<ul style="list-style-type: none"> <li>Follow your organisation's policies and procedures</li> <li>Speak to the person</li> <li>Explain the situation and the risks of the anti-social behaviour</li> <li>Explain the consequences if the anti-social behaviour continues</li> <li>Remain calm</li> <li>Ensure that your colleagues know about the situation and that you have back-up if needed</li> <li>Vigilance</li> <li>High-profile patrols</li> <li>Early intervention</li> <li>Positive non-aggressive communication</li> <li>Prompt reporting of incidents</li> <li>Accurate recording of incidents</li> <li>Liaison with police and other appropriate agencies</li> </ul>
11. Understand good practice for post incident management	11.1	Identify sources of post incident support available	<ul style="list-style-type: none"> <li>Sources of support through colleagues, management and counsellors</li> <li>Publications, internet</li> <li>Help lines (e.g. Samaritans)</li> <li>Other support e.g. Citizen's Advice/ Trade Unions</li> </ul>
	11.2	State why accessing support following an incident is important	<ul style="list-style-type: none"> <li>Reducing the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress</li> <li>Helps you to reflect on the incident and evaluate your actions</li> </ul>

	11.3	State the benefits of reflecting on incident	<ul style="list-style-type: none"> <li>• Areas for improvement can be identified</li> <li>• Preventing reoccurrence of the same problem</li> <li>• Organisations can use data for licensing hearings</li> <li>• Recognising trends</li> <li>• Recognising poor practice</li> <li>• Recognising good practice</li> <li>• Sharing good practice</li> <li>• Making improvements</li> <li>• Improving procedures for incident management</li> <li>• Identifying common response to situations</li> </ul>
	11.4	Identify why it is important for security operatives to contribute to improving practice	<ul style="list-style-type: none"> <li>• Promotes professional service</li> <li>• Increases safety for staff</li> <li>• Promotes teamwork</li> <li>• Increases safety for customers</li> <li>• Identifies procedures or methods to deal with situations effectively</li> </ul>
<b>Additional information about the unit</b>			
Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers		

<b>Title</b>	Principles and Practices of working as a CCTV operator in the Private Security Industry		
<b>Level</b>	2		
<b>Ofqual Reference</b>	H/618/6872		
<b>Credit Value</b>	1		
<b>GLH</b>	13		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Indicative Content</b>
1. Understand the purpose of surveillance (CCTV) systems and the roles and responsibilities of control room team and other stakeholders	1.1	Identify the different uses of public space surveillance (CCTV) systems	<ul style="list-style-type: none"> <li>• Assisting in the prevention, detection and reduction of crime, disorder and anti-social behaviour</li> <li>• Assisting in promotion of community/ public safety</li> <li>• Monitoring traffic flow and assist in traffic management issues</li> <li>• Assisting in civil emergencies and counter terrorism</li> <li>• Assisting in the prosecution of offenders</li> </ul>
	1.2	State the roles and responsibilities of each member of the control room team	<ul style="list-style-type: none"> <li>• Roles include: <ul style="list-style-type: none"> <li>➤ team worker: operator, supervisor, manager, systems manager, technical support staff</li> </ul> </li> <li>• Responsibilities of each, include: <ul style="list-style-type: none"> <li>➤ observing, recording, reporting</li> </ul> </li> <li>• Other responsibilities include: <ul style="list-style-type: none"> <li>➤ Following Home Office guidance</li> <li>➤ Knowing the difference between private and public areas</li> <li>➤ Privacy blanking</li> <li>➤ Knowing what can/ cannot be recorded</li> </ul> </li> </ul>

	1.3	Identify the roles of other stakeholders in public space surveillance (CCTV) systems	<ul style="list-style-type: none"> <li>• Other stakeholders: <ul style="list-style-type: none"> <li>➤ police, customs, health and safety, ambulance, fire and other members of the team during CCTV operations</li> </ul> </li> <li>• Communication in response to CCTV operations</li> </ul>
	1.4	State how to work effectively with a range of stakeholders and other agencies	<ul style="list-style-type: none"> <li>• Working effectively can include: <ul style="list-style-type: none"> <li>➤ pass and receive information from other stakeholders: police, other members of the CCTV team and other emergency services during CCTV operations</li> <li>➤ dealing with a multi-incident and multi-agency operation</li> </ul> </li> <li>• Third parties to include: <ul style="list-style-type: none"> <li>➤ emergency services</li> <li>➤ statutory agencies</li> <li>➤ media</li> </ul> </li> <li>• Types of assistance: <ul style="list-style-type: none"> <li>➤ providing intelligence and information</li> <li>➤ tracking, searching and securing areas</li> <li>➤ crowd control/ evacuation</li> <li>➤ recording evidence</li> </ul> </li> <li>• Utilising: <ul style="list-style-type: none"> <li>➤ radio, phone, personnel</li> <li>➤ dedicated person in room/ dedicated telephone line</li> </ul> </li> </ul>
2. Understand the different types of legislation and how they	2.1	Identify how the Data Protection Act impacts on to the role of a CCTV Operator	<ul style="list-style-type: none"> <li>• The meaning of “confidentiality” as it applies to the role of a CCTV operator: <ul style="list-style-type: none"> <li>➤ compliance with 6 principles of the Data Protection Act</li> </ul> </li> </ul>

impact on public space surveillance (CCTV) operations			<ul style="list-style-type: none"> <li>➤ not disclosing information to any unauthorised persons relating to all operational aspects of the system and data security</li> <li>➤ no unauthorised recording e.g. using mobile phones or similar devices</li> <li>➤ no unauthorised copying of footage</li> <li>➤ body worn cameras</li> <li>➤ UAVs - drones</li> <li>• Repercussions of breaches e.g.: <ul style="list-style-type: none"> <li>➤ dismissed, fines and potential prosecution</li> </ul> </li> </ul>
	2.2	Identify how the Freedom of Information Act impacts on public space surveillance (CCTV) operations	<ul style="list-style-type: none"> <li>• Who it applies to: <ul style="list-style-type: none"> <li>➤ local councils and other public bodies only</li> <li>➤ who can request information under the Act</li> <li>➤ who and what type of information, only data held on individuals (subject access)</li> <li>➤ exemptions national security</li> </ul> </li> </ul>
	2.3	Identify how the Protection of Freedoms Act impacts on public space surveillance (CCTV) operations	<ul style="list-style-type: none"> <li>• The role of Surveillance Camera Commissioner: <ul style="list-style-type: none"> <li>➤ to promote the Surveillance Camera Code of Practice and review its operation and impact</li> </ul> </li> </ul>
	2.4	Identify how human rights impact on public space surveillance (CCTV) operations	<ul style="list-style-type: none"> <li>• The articles of the Human Rights Act, that impact on role</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> <li>• Articles are: <ul style="list-style-type: none"> <li>➤ absolute, limited and qualified</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Impact on CCTV operations such as necessity, proportionate, legal and non-discriminatory</li> </ul>
	2.5	Identify how the principles of covert surveillance impact on public space surveillance (CCTV) operations	<ul style="list-style-type: none"> <li>• Purpose of Regulation of Investigatory Powers Act (RIPA): <ul style="list-style-type: none"> <li>➤ authorisation of covert/ directed surveillance.</li> </ul> </li> <li>• Circumstance for authorisation: <ul style="list-style-type: none"> <li>➤ who can authorise e.g. police</li> </ul> </li> <li>• Definition of surveillance (difference between Directed and Intrusive Surveillance): <ul style="list-style-type: none"> <li>➤ Directed Surveillance is covert surveillance that is not intrusive and is carried out in relation to a specific investigation or operation</li> <li>➤ Intrusive Surveillance is covert surveillance that is carried out in relation to anything taking place on residential premises or in any private vehicle (and that involves the presence of an individual on the premises or in the vehicle or is carried out by a means of a surveillance device)</li> </ul> </li> </ul>
	2.6	Identify how the offence of voyeurism impacts on public space surveillance (CCTV) operations	<ul style="list-style-type: none"> <li>• Safeguarding requirements: <ul style="list-style-type: none"> <li>➤ safeguarding children and young people, and others including voyeurism, limits what can view and record</li> <li>➤ what considerations to take before viewing CCTV material</li> <li>➤ voyeurism falls under the Sexual Offences Act 2003</li> </ul> </li> </ul>
	2.7	Recognise the impact of Codes of Practice on public space surveillance (CCTV)	<ul style="list-style-type: none"> <li>• Information contained in the Information Commissioner's CCTV Code of Practice <ul style="list-style-type: none"> <li>➤ is a public document that governs how processes and procedures for CCTV operators are developed</li> <li>➤ ensures evidence admissible in court</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>➤ increases protection and confidence of the public</li> <li>➤ ensures compliance with legislation,</li> <li>➤ raise standards</li> <li>➤ improve efficiency</li> <li>• Surveillance camera code of practice: <ul style="list-style-type: none"> <li>➤ the 12 guidance principles and how each principle affects the operator's actions and the procedures they must follow</li> <li>➤ SIA Standards of Behaviour</li> <li>➤ company procedures, manuals and assignment instructions; industry standards</li> </ul> </li> </ul>
	2.8	Identify how the use of unmanned aerial vehicles (UAV) is controlled	<ul style="list-style-type: none"> <li>• Role of the Civil Aviation Authority (CAA) and the Air Navigation Order is to: <ul style="list-style-type: none"> <li>➤ monitor the use of UAV within restricted airspace (Airports)</li> </ul> </li> <li>• The CCTV operative needs to be: <ul style="list-style-type: none"> <li>➤ aware of the reporting process</li> <li>➤ communicate sightings to the appropriate services</li> </ul> </li> </ul>
3. Understand the importance of operational procedures in public space surveillance (CCTV) operations	3.1	State why operational procedures are necessary to public space surveillance (CCTV) operations	<ul style="list-style-type: none"> <li>• Value of codes, procedures and guidelines: <ul style="list-style-type: none"> <li>➤ public: reassurance, protects; partners: improving efficiency, clear working relationships</li> <li>➤ ensuring integrity of system and personnel that run the system</li> <li>➤ reassuring the public</li> </ul> </li> <li>• Definition of operational procedures: <ul style="list-style-type: none"> <li>➤ establishes best practice</li> <li>➤ compliance with legislation</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>➤ protection of public</li> <li>➤ protect the CCTV system and staff from complaints and allegations of malpractice and expectations under the Data Protection Act</li> </ul>
	3.2	Identify the key elements of an operational procedures' manual	<ul style="list-style-type: none"> <li>• Information found in CCTV Operations manual can include the following: <ul style="list-style-type: none"> <li>➤ access control to control room</li> <li>➤ emergency procedures</li> <li>➤ health and safety</li> <li>➤ proactive use of CCTV</li> <li>➤ duties and shift patterns</li> <li>➤ image management</li> <li>➤ communications and radios</li> <li>➤ legal guidance</li> <li>➤ key handling</li> <li>➤ fault reporting methods</li> <li>➤ system failure and actions</li> <li>➤ system maintenance</li> <li>➤ essential/ useful contact numbers</li> <li>➤ releasing recorded information</li> </ul> </li> </ul>
	3.3	State how the operational procedures manual impacts on public space surveillance (CCTV)	<ul style="list-style-type: none"> <li>• System must be: <ul style="list-style-type: none"> <li>➤ operated, controlled, maintained within a control room to a set procedure</li> <li>➤ enables standardisation and consistency to for all operatives work in the same manner</li> <li>➤ establishes the boundaries of the procedures</li> </ul> </li> </ul>

	3.4	State the procedure for creating an evidential audit trail	<ul style="list-style-type: none"> <li>• Importance of accurate and detailed note taking and record keeping: <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> </ul> </li> <li>• Ensure rough notes also kept as can be used as evidence: <ul style="list-style-type: none"> <li>➤ master, copy, bag and tag</li> </ul> </li> </ul>
4. Understand how public space surveillance (CCTV) systems equipment operates	4.1	Identify how the different components of a surveillance system operate	<ul style="list-style-type: none"> <li>• Main components of a surveillance system are: <ul style="list-style-type: none"> <li>➤ cameras, lenses, operator control</li> <li>➤ keyboard/ touch screen</li> <li>➤ display screens</li> <li>➤ transmission system</li> <li>➤ video management system (VMS) recording systems</li> </ul> </li> <li>• Emerging technologies are: <ul style="list-style-type: none"> <li>➤ Artificial Intelligence (AI)</li> <li>➤ Automatic Facial Recognition (AFR)</li> <li>➤ Automatic Number Plate Recognition (ANPR)</li> <li>➤ Biometrics, BWC (Body Worn Cameras)</li> <li>➤ UAV (Drone)</li> </ul> </li> </ul>
	4.2	Identify the purpose of functional checks on control room equipment	<ul style="list-style-type: none"> <li>• Ensure all equipment is operational and in full working order: <ul style="list-style-type: none"> <li>➤ minimises system failures</li> </ul> </li> <li>• Equipment to be checked: <ul style="list-style-type: none"> <li>➤ cameras</li> <li>➤ control equipment (keyboards/ joystick)</li> <li>➤ monitors</li> <li>➤ recording equipment and computers</li> <li>➤ log faulty equipment in accordance with operational procedures</li> </ul> </li> </ul>

5. Understand surveillance techniques	5.1	Explain a range of surveillance techniques	<ul style="list-style-type: none"> <li>• Surveillance techniques include: <ul style="list-style-type: none"> <li>➤ pattern recognition</li> <li>➤ activity profiling</li> <li>➤ pro-active and reactive surveillance techniques</li> <li>➤ planning surveillance</li> <li>➤ hotspots (high risk areas)</li> <li>➤ human behaviours: <ul style="list-style-type: none"> <li>▪ suspicious activity</li> <li>▪ body language</li> </ul> </li> <li>➤ situational awareness</li> <li>➤ incidents and occurrence</li> <li>➤ lost contact drills</li> </ul> </li> </ul>
	5.2	State the standards for capturing evidential images	<p>Images dimensions for evidential purposes.</p> <ul style="list-style-type: none"> <li>• Quality/ size that could be used: <ul style="list-style-type: none"> <li>➤ identification 100%</li> <li>➤ recognition 50%</li> <li>➤ observation 25%</li> <li>➤ detection 10%</li> <li>➤ vehicles 50%</li> </ul> </li> </ul> <p>Quality and frame rate can affect evidential image through high compression levels, low quality and frame rate.</p> <ul style="list-style-type: none"> <li>• System performance in adverse conditions: <ul style="list-style-type: none"> <li>➤ fog/ mist</li> <li>➤ snow</li> <li>➤ obstructions (foliage, signs)</li> <li>➤ low light</li> </ul> </li> </ul>

	5.3	State actions to take when dealing with multiple incidents	<ul style="list-style-type: none"> <li>• Work as a team</li> <li>• Prioritising of incidents</li> <li>• Maximise use of available equipment</li> <li>• Communication with team and statutory enforcement agencies (includes notifying if applicable)</li> <li>• Completing relevant documentation</li> <li>• Post incident actions</li> </ul>
6. Understand different types of incidents and how to respond to them	6.1	Recognise the difference between a crime and non-crime incident	<ul style="list-style-type: none"> <li>• Non-criminal: <ul style="list-style-type: none"> <li>➤ crowd control</li> <li>➤ evacuation</li> <li>➤ missing person</li> <li>➤ accident</li> <li>➤ fire, traffic</li> <li>➤ flood</li> <li>➤ safety issues</li> </ul> </li> <li>• Criminal: <ul style="list-style-type: none"> <li>➤ theft</li> <li>➤ robbery</li> <li>➤ burglary</li> <li>➤ assault</li> <li>➤ criminal damage</li> <li>➤ drug related</li> </ul> </li> </ul>
	6.2	Identify the CCTV Operators response to a	<ul style="list-style-type: none"> <li>• Actions to be taken when dealing with multiple incidents to a crime and non-crime incident:</li> </ul>

		crime and non-crime incident	<ul style="list-style-type: none"> <li>➤ communication with police, emergency services, supervisors, health and safety executive and local authority</li> <li>• Graded Response <ul style="list-style-type: none"> <li>➤ immediate – risk to life</li> <li>➤ routine – may need action</li> <li>➤ deferred – no immediate action required</li> </ul> </li> <li>• Maintain a record of all incidents in the appropriate incident log</li> </ul>
7. Understand health and safety in the CCTV environment	7.1	State the guidelines for CCTV operators under the display screen equipment regulations	<ul style="list-style-type: none"> <li>• Health and Safety (Display Screen Equipment) Regulation 1992: <ul style="list-style-type: none"> <li>➤ carry out risk assessment of workstation</li> <li>➤ regular breaks</li> <li>➤ eyesight test</li> </ul> </li> </ul>
	7.2	Identify the factors in CCTV operations which may create stress for operators and how to deal with them	<ul style="list-style-type: none"> <li>• Different causes: <ul style="list-style-type: none"> <li>➤ work-related</li> <li>➤ non-work related</li> </ul> </li> <li>• Key indicators: <ul style="list-style-type: none"> <li>➤ physical – aches and pains etc</li> <li>➤ behavioural – mood swings etc</li> <li>➤ emotional – worrying, anxiety etc</li> <li>➤ alleviating stress</li> <li>➤ stress management</li> </ul> </li> </ul>
	7.3	Identify specific risks and controls when working in CCTV operations	<ul style="list-style-type: none"> <li>• Specific risks inside and outside the control room can include: <ul style="list-style-type: none"> <li>➤ fire</li> <li>➤ bomb threats/ Improvised Explosive Device (IED)</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>➤ trip/ slip hazards</li> <li>➤ electrical hazards</li> <li>• Purpose or risk assessments to include: <ul style="list-style-type: none"> <li>➤ identifying and determining risk</li> <li>➤ minimising risk to reduce and prevent accident</li> <li>➤ responsibility of complying with health and safety regulations</li> </ul> </li> </ul>
8. Demonstrate operational use of CCTV equipment	8.1	Demonstrate functional checks on control room equipment	<ul style="list-style-type: none"> <li>• Functional checks on CCTV control room equipment: <ul style="list-style-type: none"> <li>➤ cameras</li> <li>➤ control equipment (keyboard/ joystick)</li> <li>➤ monitors</li> <li>➤ recording equipment</li> <li>➤ computer</li> <li>➤ workstation</li> </ul> </li> <li>• Produce a completed fault log (include in folder)</li> <li>• Communicate using a range of devices</li> </ul>
	8.2	Demonstrate how to use surveillance equipment	<ul style="list-style-type: none"> <li>• Use CCTV control room equipment including the use of: <ul style="list-style-type: none"> <li>➤ controllers</li> <li>➤ recording devices</li> <li>➤ monitors</li> <li>➤ Video Management Systems (VMS)</li> <li>➤ Use of Pan, Tilt, Zoom (PTZ)</li> <li>➤ BWC (Body Worn Camera) - as applicable</li> <li>➤ overcome problems caused by weather</li> </ul> </li> </ul>
	8.3	Demonstrate surveillance techniques	<ul style="list-style-type: none"> <li>• Prioritise during multiple incidents</li> </ul>

			<ul style="list-style-type: none"> <li>• Detect and track/follow suspect on foot or in a vehicle: <ul style="list-style-type: none"> <li>➤ locate, track</li> <li>➤ secure evidence and images</li> <li>➤ use of Pan, Tilt, Zoom (PTZ)</li> </ul> </li> <li>• Lost contract drill and searching <ul style="list-style-type: none"> <li>➤ last location check</li> <li>➤ use of multiple cameras</li> <li>➤ methodical and systematic searching</li> <li>➤ use of Pan, Tilt, Zoom (PTZ) to conduct zoom in/ out 360 degree checks</li> </ul> </li> </ul>
	8.4	Demonstrate effective use of communication devices	<ul style="list-style-type: none"> <li>• Use different communication methods to pass and receive information</li> <li>• Give clear and accurate descriptions of people, vehicles and events: <ul style="list-style-type: none"> <li>➤ suspicious activity</li> <li>➤ description of individual persons</li> <li>➤ a group</li> <li>➤ a vehicle</li> <li>➤ an incident</li> <li>➤ provide location and directions</li> </ul> </li> <li>• Individual: <ul style="list-style-type: none"> <li>➤ gender</li> <li>➤ age</li> <li>➤ build/ weight</li> <li>➤ height</li> <li>➤ clothing</li> <li>➤ distinguishing features</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>➤ ethnicity, hair etc.</li> <li>• Vehicle: <ul style="list-style-type: none"> <li>➤ car colour</li> <li>➤ registration</li> <li>➤ make/ type (as a minimum)</li> </ul> </li> <li>• Type of incident: <ul style="list-style-type: none"> <li>➤ location</li> <li>➤ who/ what is involved</li> <li>➤ describe event as unfolds</li> <li>➤ complete relevant documentation</li> </ul> </li> </ul>
	8.5	Obtain an evidential image	<ul style="list-style-type: none"> <li>• Produce images of quality/size that could be used as evidence: <ul style="list-style-type: none"> <li>➤ identification 100%</li> <li>➤ recognition 50%</li> <li>➤ observation 25%</li> <li>➤ detection 10%</li> <li>➤ vehicles 50%</li> </ul> </li> </ul>
9. Produce evidential documentation	9.1	Produce documents required for the audit trail	<ul style="list-style-type: none"> <li>• Copy of rough notes taken during the incident</li> <li>• Incident report</li> <li>• Copy of recorded images (practical assessment)</li> <li>• Print log</li> <li>• Evidence labels</li> <li>• Evidence review log</li> <li>• Evidence handover document</li> <li>• Fault log (as 8.1)</li> <li>• Statement detailing actions</li> </ul>
<b>Additional information about the unit</b>			

Assessment guidance	Please refer to the SIA's 'Get Training' requirements for Awarding Organisations/Bodies and Training Providers
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# 4 Delivery Requirements

## 4.1 International delivery of licence-linked qualifications

Licence-linked qualifications may be delivered outside the UK if SFJ Awards is satisfied that delivery is in line with the UK qualification regulations requirements. Delivery must also be subject to SFJ Awards standard quality assurance arrangements.

Learners must have the right to work in the UK in order to obtain an SIA licence.

## 4.2 Standard delivery times for units in licence-linked qualifications

'Contact time' is defined as time when the learner is in the same room as the trainer or invigilator and is receiving training or undertaking assessment. This time does not include:

- any breaks in the delivery of the course.
- assessing English language skills.
- an induction / course registration / checking ID / other course administration

Each day should not involve more than 8 hours of contact time.

Training centres must keep detailed registers that include start/end/break times of training for each day. Learners must sign these daily. If digital registers are used, learners must sign these daily, it is not acceptable for centres to reuse a stored digital learner signature. The register should include a record of any late arrivals/early leavers and how these learners made up the required hours which they missed. These must be kept for audit purposes. Training centres must keep this information for a minimum of three years.

## 4.3 Use of self-study

SFJ Awards and the SIA recognise that some content can be completed through self-study. If a centre wants to use self-study, they must gain prior approval with SFJ Awards. The centre must detail each of the following within their quality management processes:

- the areas of learning delivered by self-study
- the method of self-study to be used
- the number of hours to be covered by the self-study material
- a robust and auditable method for determining that learners have undertaken the self-study

The materials used must clearly show learners how many hours of learning they are expected to undertake. They must be given sufficient time to allow its completion before their course begins. The centre must check during training to ensure that appropriate learning has taken place. This will be checked through SFJ Awards' external quality assurance processes.

ACT Awareness and ACT Security are the only permitted e-learning training packages that can be used as self-study for Learning Outcome 9 of the Principles of Working in the Private Security Industry. Where the ACT Awareness and ACT Security are completed online, the centre must retain copies of the learner's certificate in order to confirm mandatory hours have been completed. This evidence must be retained for a minimum of 3 years for audit purposes.

Suitable methods of self-study include prepared, high quality:

- on-line learning materials or courses that the learner must navigate
- workbooks that the learner must work through and complete
- learning materials that the learner can use to cover specified areas of content

Self-study material must be kept for a minimum of 3 years and may be used to deliver up to **10 hours** of **Principles of Working in the Private Security Industry (PWPSI)**:

**Learning Outcomes that can be delivered via self-study**

- LO1:** Know the main characteristics and purposes of the private security industry (**2 hours**)  
**LO2:** Understand legislation as it applies to a security operative (**2 hours**)  
**LO4:** Understand the importance of safe working practices (**2 hours**)  
**LO5:** Understand fire procedures in the workplace (**1 hour**)  
**LO9:** Terror Threat Awareness (ACT) Awareness and ACT Security only (**2 hours**)  
**LO11:** Understand good practice for post incident management (**1 hour**)

**Contact hours for SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry**

<b>Qualification Title</b>	<b>Minimum contact hours if self-study <u>is not</u> used</b>	<b>Minimum number of days</b>	<b>Minimum contact hours if self-study <u>is</u> used</b>	<b>Minimum number of days</b>
SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry	30 hours	4 days	20 hours	3 days

#### 4.4 Virtual learning and assessment guidance

The SIA has agreed with SFJ Awards that virtual learning and assessment can be used for a selection of the reformed licence-linked qualification content.

Virtual learning is an online platform which enables synchronous learning (live) and interactive delivery of training. This learning environment means that the tutors and learners can communicate (sound and visual) and interact with each other in an online group setting. Virtual learning may also be referred to as 'remote delivery training' or 'online classroom'.

Any training provider wishing to use virtual learning and/or remote online invigilated exams must be approved to deliver and/or assess in this way. For more information, please contact [QATeam@sfjawards.com](mailto:QATeam@sfjawards.com).

The tables below indicate which learning outcomes and assessment criteria can or cannot be delivered through virtual learning:

Principles of Working in the Private Security Industry		
Learning Outcome	Virtual delivery acceptable	
	Yes	No
*LO1 Know the main characteristics and purposes of the Private Security Industry	All ACs	
*LO2 Understand legislation as it applies to a security operative	All ACs	
LO3 Understand arrest procedures relevant to security operatives	All ACs	
*LO4 Understand the importance of safe working practices	All ACs	
*LO5 Understand fire procedures in the workplace	All ACs	
LO6 Understand emergencies and the importance of emergency procedures	All ACs	
LO7 Understand how to communicate effectively as a security operative	All ACs	
LO8 Understand record keeping relevant to the role of the security operative	All other ACs	8.4 Demonstrate the accurate completion of an evidential statement (Section 9 Statement)
LO9 Understand terror threats and the role of the security operative in the event of a threat	All ACs	

LO10 Understand how to keep vulnerable people safe	All ACs	
*LO11 Understand good practice for post incident management	All ACs	

\* Denotes content that can alternatively be taught through self-study

<b>Principles and Practices of Working as a CCTV Operator in the Private Security Industry</b>		
<b>Learning Outcome</b>	<b>Virtual delivery acceptable</b>	
	<b>Yes</b>	<b>No</b>
LO1 Understand the purpose of a surveillance (CCTV) systems and the roles and responsibilities of control room team and other stakeholders	All ACs	
LO2 Understand the different types of legislation and how they impact on Public Space Surveillance (CCTV) operations	All ACs	
LO3 Understand the importance of operational procedures in public space surveillance (CCTV) operations	All ACs	
LO4 Understand how public space surveillance (CCTV) systems equipment operates.	All ACs	
LO5 Understand Surveillance techniques	All ACs	
LO6 Understand different types of incidents and how to respond to them	All ACs	
LO7 Understand health and safety in the CCTV environment	All ACs	
LO8 Demonstrate operational use of CCTV equipment		All ACs
LO9 Produce evidential documentation		All ACs

For more information on virtual learning and assessments, please refer to the **SFJ Awards Centre Security Guide for Licence Linked Qualifications**.

# 5 Assessment

## 5.1 Qualification assessment methods

Learners are assessed for the SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry through knowledge assessments and practical assessments.

Unit title	Assessment Method	Pass mark
Principles of Working in the Private Security Industry	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 72 questions (110 minutes)	70%
	<b>Practical assessment:</b> externally set, internally assessed activity based on the completion of an evidential statement	<i>No pass mark awarded (see SIA Get Training document)</i>
Principles and Practices of Working as a CCTV Operator in the Private Security Industry	<b>Knowledge assessment:</b> externally set and marked MCQ exam made up of 40 questions (60 minutes)	70%
	<b>Practical assessment:</b> externally set and internally assessed practical CCTV scenario with portfolio and observation sheet. The practical assessment and portfolio completion should take approximately 25 minutes per learner	100%
	and  Externally set and internally assessed workbook, which includes 6 Short Answer Questions (SAQs), 15 marks in total	80%

All knowledge and practical assessment evidence (including visual recordings) must be retained for a minimum of 3 years for audit purposes. Centres must have in place and implement a risk-based internal quality assurance sampling strategy. All assessments must be internally quality assured and are subject to external quality assurance.

The ratio of trainers to learners should be 1 trainer to a maximum 12 learners for units where there is an assessment of practical skills.

Each learner **must** be assessed individually when undertaking the practical demonstrations.

Learners **must** be trained in the following before they undertake the one-to-one CCTV practical assessment:

- Principles of Working in the Private Security Industry
- Principles and Practices of Working as a CCTV Operator (Public Space Surveillance) in the Private Security Industry

## **5.2 Knowledge assessment**

The MCQ exams are externally set and marked by SFJ Awards.

## **5.3 Practical assessment**

### **5.3.1 Principles of Working in the Private Security Industry**

The following learning outcome and assessment criterion are assessed through practical assessment:

- LO8 / AC8.4: Demonstrate the accurate completion of an evidential statement (Section 9 Statement)

Learners are required to produce an **evidential statement** (SFJ Awards preference is that the statement is handwritten, however the statement can be completed electronically), based on a given scenario using the template provided (available to download from Odyssey).

In order to achieve this assessment criterion, the evidential statement must include these key areas:

- The author of the report (I am)
- The date of the report (On)
- Where the incident happened (At)
- The time of the incident (About)
- What they saw/ did (I was/ I saw/ I did)
- Signature of the report author

The evidential statement is to be completed as part of the training and internally assessed with a sign off sheet submitted to SFJ Awards to say it has been completed.

As a guide, the assessment task is expected to take 15 minutes.

Exemplar scenarios and witness statements are available to download from Odyssey.

Practical assessments must be visually (video) and orally recorded.

### 5.3.2 Principles and Practices of Working as a CCTV Operator in the Private Security Industry

The following learning outcomes are assessed through practical assessment:

- LO8: Demonstrate operational use of CCTV equipment
- LO9: Produce evidential documentation

The Principles and Practices of CCTV Operations within the Private Security Industry Workbook is designed to enable the learner to show understanding and knowledge within their role and demonstrate their skills in the practical application. The workbook is split into 2 sections:

#### Section 1:

- This section contains 6 knowledge questions in relation CCTV operations and **must** be completed by the learner only and internally marked by the assessor. To pass this section they will need to achieve 12/15 marks (80%).
- The learner is expected to complete this section before participating in their practical operation of CCTV equipment assessment.

#### Section 2:

- This section is achieved by observation of the learner demonstrating practical use of the CCTV system. The assessor should indicate on the documentation what the learner has completed and provide comments throughout. It is the judgement of the assessor as to whether the learner has achieved this section to a satisfactory standard.
- It is essential that the centre make a record of the time each learner spends on this aspect in order to confirm that the mandatory hours are complied with.
- The practical assessment is conducted on a one-to-one basis, which covers LO8 (approximately 25 mins).
- The learner **must be assessed individually** when undertaking their practical demonstrations of their CCTV skills.
- The learner **must** be video recorded when completing their final practical assessment.
- The collation of evidence and workbook completion, which covers LO9, can be conducted as a group.

Learners are required to include the following supporting product evidence in their portfolio:

- Copy of rough notes made during incident
- Incident report
- Image log
- Exhibit labels
- Evidence review log
- Evidence handover document
- Fault log

- Statement detailing actions
- Assessor declaration signed
- Learner declaration signed
- IQA completed
- Fully completed workbook

As a guide, the practical assessment and portfolio completion should take approximately 25 minutes.

The workbook and scenarios to use with the practical assessment are available to download from Odyssey.

Practical assessments must be visually (video) and orally recorded.

# 6 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance (IQA) processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Security Guide for Licence Linked Qualifications, the SFJ Awards Centre Handbook, the SFJ Awards Assessment Guidance and the SFJ Awards Quality Assurance (Internal and External) Guidance, available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

## 6.1 Facilities

Training and assessment for approved licence-linked qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose, i.e., radios, handheld metal detectors (HHMD), CCTV monitors, cameras, recording facilities etc

It is best practice to provide a realistic work environment for the training and assessment of any required practical activities.

Training and assessment facilities must comply with the ongoing approval arrangements of SFJ Awards.

## 6.2 Centre insurance

The minimum cover for an approved centre offering licence-linked qualifications is:

- employers' liability – £5 million
- public liability
- professional indemnity

This is in line with general insurance requirements and the Employers Liability (Compulsory Insurance) Act 1969.

Training centres must set their public liability and professional indemnity insurance at the appropriate level.

## 6.3 Examination venue criteria

All examination venues must comply with the policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

This means that:

- the seating arrangement for learners must ensure there can be no cheating or collusion between them
- all learners must be facing the same way (except for some on-screen testing)
- each learner must be a minimum of 1.25 metres (centre to centre) in every direction from the next learner's workspace
- seating plans should be completed for the delivery of tests and retained for external quality assurance purposes
- if on-screen testing is being used, each workstation must be isolated by a minimum space of 1.25 metres (measured from the nearest outer edge of one screen to the next) unless the monitors are positioned back-to-back
- under certain circumstances 1.25 metres may not be far enough to prevent learners seeing the work of others, intentionally or otherwise
- privacy screens can be used. The aim is to make sure that no learner's work can be seen by others
- there must be a place for the invigilator to sit with clear view of all learners
- maximum ratio is 1 invigilator to 30 learners
- there should be no material on the walls that would provide help to learners
- all learners must have a clear view of examination signage and a clock
- SFJ Awards must be made aware of assessment venues in advance i.e., the assessment venue must be approved by SFJ Awards and must only take place in approved locations
- substitutes cannot be used, unless there has been an emergency, such as fire
- centres must record any such emergency and notify SFJ Awards at the first possible opportunity
- trainers who have delivered the training and/or practical assessments to learners must not invigilate or be in the room when the learners take their exam

- training centres need to think about all potential conflicts of interest and have an appropriate policy in place
- all invigilators must receive an induction explaining the role of invigilation and its policies and procedures
- training centres must maintain a register which must be signed by the invigilator to confirm that they have received this induction.
- all test papers must be stored securely in a lockable safe or password protected on a secure platform in the case of online assessment
- if a lockable safe is not available a suitable lockable cabinet/ storage unit kept in a secure location is acceptable
- this cabinet/storage unit should only be accessed by appropriate personnel and records of key holders should be kept
- all test papers must be transported securely to and from the training centre and any satellite centre where tests are administered
- the centre must have an appropriate policy to support this
- SFJ Awards, the SIA, and qualification regulators retain the right to make spot checks to ensure that exam conditions are being maintained.

#### **6.4 Additional requirements for the delivery of Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry**

Centres must use one of the following to deliver and assess the 'Principles and Practices of Working as a CCTV Operator in the Private Security Industry' unit:

- A control room with at least 2 PTZ cameras and associated recording and monitoring equipment.
- A simulated control room environment that is used solely for this purpose during training and assessment. Learners should be video recorded using the CCTV equipment. Recordings must be retained for audit purposes.

Centres can conduct the completion of documentation and portfolio creation within a classroom (group) environment.

The practical assessments must take place after the delivery of the following units:

- Principles of Working in the Private Security Industry.
- Principles and Practices of Working as a CCTV Operator in the Private Security Industry.

Once the practical assessment is completed, the centre can support the learners with the completion of the audit documentation to produce a portfolio within a classroom (group) environment.

## 6.5 Checking identification

The training centre must check the learner's identity before assessing them. Centres must keep a record of the identity documents they review and accept for each learner. These records must be kept for a minimum of 3 years and must be made available for audit purposes. Training centres should make sure they store all data in a way that meets current data protection legislation.

SFJ Awards will provide confirmation of which forms of ID are acceptable via the up-to-date Learner Declarations (found on Odyssey Online under **Resources - Documents**). This will reflect [the SIA's list of acceptable identity documents](#). The learner must have one document from Group A and two from Group B. The learner must show these documents to be able to register on the course.

Centres must check the learner's identity before assessing them. This means that learners must provide one Group A document from the SIA's list of acceptable ID documents before they can sit the knowledge assessments. Centres must keep a record of the identity document they review and accept for each learner. If the Group A document provided does not include a photograph of the learner, then an additional identity document which does include a photograph of the learner must also be provided so the centre can confirm the identity of the person sitting the assessment.

A learner who does not produce documents to satisfy the SIA's ID requirements cannot sit the required exams, and therefore will not be able to complete the qualification. Anyone in this situation should contact the SIA through their SIA online account to:

- explain why they do not possess the required documents
- confirm documents they do have

The SIA will assess this evidence on a case-by-case basis.

## 6.6 Audit criteria

Training centres must allow SFJ Awards and the SIA/qualification regulators (and anyone associated with them) to inspect/audit training, delivery, and assessment (including venues) at any time and without notice.

SFJ Awards, as part of the process of gaining SIA endorsement, made commitments with regard to our quality assurance processes. This includes the commitment that every centre has a physical visit at least once per year to confirm that the venue is still fit for purpose.

We regularly review the quality assurance processes through a range of activities. These include quarterly meetings with the SIA and other awarding organisations, and three-yearly quality meetings with the SIA.

SFJ Awards will also monitor all training centres regularly. We will do this in accordance with the additional quality measures for both approvals and external quality assurance (EQA) agreed with the SIA.

SFJ Awards can withdraw the approval of trainers and/or training centres if they do not comply with quality assurance processes.

## **6.7 Trainer/assessor and internal quality assurer requirements**

### **6.7.1 Trainers/assessors delivering licence-linked qualifications**

Approved trainers/assessors seeking to deliver licence-linked qualifications must successfully complete a range of formal qualifications. A sample of qualifications is listed below; however, this list is not exhaustive. If the qualification does not appear below, please contact SFJ Awards.

All trainers/assessors must have achieved one of the qualifications below (or equivalent) as a minimum:

1. Award in Education and Training (Level 3 QCF/RQF) (Level 6 SCQF) or a teaching or training qualification at Level 3 (QCF/RQF) Level 6 (SCQF) (or equivalent or above), which has been accredited by SQA Accreditation/QCA/Ofqual or validated by a HEI, or equivalent such as:
  - Level 4 Award in Education and Training (QCF/RQF)
  - Certificate in Education
  - Post Graduate Certificate in Education
  - SVQ in Learning and Development at SCQF Level 8 and 9
  - NVQ Levels 3 and 4 in Learning and Development
  - Scottish Training Qualification for Further Education (TQFE)
  - PTLLS, CTLLS or DTLLS
  - Master's in Education
  
2. A National Counter Terrorism Security Office (NaCTSO) / SIA endorsed counter-terrorism programme such as the ACT (Action Counters Terrorism) Awareness and ACT Security training, which must be completed every year.

Assessors must hold any of the following (or equivalent) qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally Related Achievement (RQF)
- A1 Assessing Learners Using a Range of Methods
- D32 Assess Learner Performance
- D33 Assess Learner Using Different sources of Evidence
- Level 5 Diploma in Education\*
- Certificate of Education\*
- Post Graduate Certificate in Education\*

\*Must include a unit/module covering assessment

Or the following unit from an assessor qualification:

- Unit 1 Understanding the Principles and Practices of Assessment

Or one of the following units from a teaching qualification:

- Understanding Assessment in Education and Training unit from a Level 3 Award in Education and Training
- Understand the Principles and Practices of Assessment from a 12 credit Preparing to Teach in the Lifelong Learning Sector
- Principles of Assessment in Lifelong Learning from a 12 credit Preparing to Teach in the Lifelong Learning Sector
- Understanding the Principles and Practices of Assessment from a Level 3 Certificate/Level 4 Diploma in Learning and Development
- Assess Occupational Competence in the Work Environment from a Level 3 Certificate/Level 4 Diploma in Learning and Development
- Assess Vocational Skills, Knowledge and Understanding Level 3 Certificate/Level 4 Diploma in Learning and Development

Trainers/assessors new to licence-linked delivery/assessment have six months from approval to achieve an assessor unit/qualification. After that time, training delivery may continue, however all assessment decisions must be counter-signed by an approved (qualified) assessor until such time an assessor qualification is achieved.

### **6.7.2 Occupational competence for approved trainers and assessors**

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

SFJ Awards require sufficient information about a trainer and assessor's occupational competence for consideration in the approval process. Occupational competence will normally come from working in the private security industry. SFJ Awards may accept other relevant experience, which will be considered on a case-by-case basis. Trainers or assessors do not need to have a current SIA licence.

Other relevant experience could come from employment in the:

- armed services
- police
- security industry
- prison service

The SIA and SFJ Awards require trainers and assessors who are new to the sector to have 2 years frontline operational experience in the last 5 years. This experience must be relevant to the qualifications that they are delivering.

This operational experience can be achieved from full/part-time/weekend employment and achieved in blocks of employment if it meets the threshold above. 'New to the sector' is defined as this being their first role as a trainer or assessor in the security sector, as identified from their CV.

This experience should have been gained in the UK, although we recognise that some overseas experience in close protection may also be relevant. SFJ Awards will judge this on individual merit.

Existing trainers and assessors must be able to demonstrate evidence of a suitable level of continued professional development (CPD) in their sector. This should include the equivalent of at least 40 hours every year spent in a combination of training, increasing professional knowledge through other means, or working in the industry. Suitable steps could include attendance at relevant conferences and seminars, and continuing work experience in the sector. This CPD record must show that a National Counter Terrorism Security Office (NaCTSO)/ SIA-endorsed counter terrorism programme such as the ACT (Action Counters Terrorism) awareness training has been completed on an annual basis.

Training centres are responsible for keeping the CPD information of trainers and assessors. SFJ Awards and the SIA reserve the right to spot-check this information for accuracy and quality assurance purposes. This evidence must be kept for a minimum of 3 years for audit purposes.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

### **6.7.3 Qualification requirements for internal quality assurers (IQA)**

All those seeking to undertake internal quality assurance activities for licence-linked qualifications must have achieved as a minimum one the following (or equivalent). A sample of qualifications is listed below; however, this list is not exhaustive. If the qualification does not appear below, please contact SFJ Awards:

Internal quality assurers (IQA) must hold any of the following qualifications:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practices (RQF)
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process
- L&D 11 Internal Quality Assurance

Or the following unit from an IQA qualification:

- Unit 2/Unit 4 Understanding the principles and practices of internally assuring the quality of assessment

All Centres must have a qualified IQA.. IQAs should have security sector competence relevant to the area they are quality assuring. They should also be familiar with the course content of the units that they are quality assuring. Centre personnel who want to check their eligibility can do so by contacting SFJ Awards.

Internal quality assurers (IQAs) must also:

- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units
- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring\*.

*\*Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.*

Approved centres will be required to provide SFJ Awards with current evidence of how each member of their team meets these requirements, for example certificates of achievement or testimonials.

## **6.8 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time. Written/audio/electronic records of all standardisation must be maintained, including records of all involved parties.

IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Guidance and the SFJ Awards Standardisation Policy.

## **6.9 Recognition of Prior Learning (RPL)**

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

Where a unit is contained within other SFJ Awards qualifications, learners can transfer the achievement of this unit **where the unit was achieved within the last three (3) years** (in accordance with our RPL policy).

The Principles of Working in the Private Security Industry unit (D/618/6871) is contained in the following qualifications:

- SFJ Awards Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry
- SFJ Awards Level 2 Award for Door Supervisors in the Private Security Industry
- SFJ Awards Level 2 Award for Security Officers in the Private Security Industry

Further details on exemption from core competency training can be found within the [Get Licenced](#) document.

## 6.10 Equality and diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

The Equality Act 2010 requires SFJ Awards to make 'reasonable adjustments' to enable disabled people to complete training and gain qualifications. SFJ Awards expect each training centre to operate a reasonable adjustments policy. This should be appropriate to licence-linked programmes and their assessment. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

It is important that training centres are aware that not all learners who are put forward for training and assessment may be eligible to obtain an SIA licence. Physical abilities can be necessary for some jobs, for example, to enable an operative to patrol an area or escort someone who is violent out of a nightclub. Centres can read the SIA's guide for disabled people who wish to work in the private security industry, available from the '[Applying for an SIA licence: help and guidance](#)' page of their website. Further information is also available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

All cases where reasonable adjustment has been used must be fully documented, made available for external quality assurance and retained for a minimum of 3 years.

## **6.11 Health and safety**

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the security sector can carry a high-risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

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