

## **PROVIDING SECURITY SERVICES – LEVEL 2 – CCA015 02**

To achieve the full award, candidates must complete nine (9) units, including eight (8) mandatory units and one (1) optional unit.

<b><u>Mandatory Units (all to be achieved)</u></b>	<b><u>Unit Number</u></b>
1. Minimise and respond to health and safety risks in your workplace	<b>U25502</b>
2. Communicate effectively in the workplace	<b>U25602</b>
3. Give customers a positive impression of your organization <i>(Developed by the Customer Service Lead Body)</i>	<b>U09602</b>
4. Control security incidents	<b>U25702</b>
5. Produce documents manually	<b>U25802</b>
6. Present evidence in court and at other hearings	<b>U25902</b>
7. Maintain the security of property, persons and premises through observation	<b>U26002</b>
8. Control entry to and exit from premises	<b>U26102</b>

### **Optional units (one to be achieved)**

9. Carry out searches of people and their property for unauthorised items	<b>U26202</b>
10. Provide security at licensed venues	<b>U26302</b>
11. Carry out searches of vehicles for unauthorized items	<b>U26402</b>
12. Arrest people suspected of committing an offence	<b>U26502</b>
13. Deal with disorderly and aggressive behaviours	<b>U26602</b>
14. Monitor areas using CCTV systems	<b>U26702</b>
15. Maintain CCTV video tape libraries and preserve potential evidence	<b>U26802</b>
16. Maintain the operational performance of CCTV systems	<b>U26902</b>
17. Provide covert security in retail environments	<b>U27002</b>
18. Detect loss and theft in retail environments	<b>U27102</b>
19. Control a guard dog under operational conditions	<b>U27202</b>
20. Prevent unauthorized items passing through passenger ports	<b>U27302</b>
21. Produce documents using word processing software	<b>U27402</b>

## U25502: Minimise and respond to health and safety risks in your workplace

### Unit Descriptor:

This unit defines the national standard of occupational competence covering the broad area of health and safety in the workplace and applies to people who could be paid, unpaid, full or part time employment. Health and safety legislation applies to all persons in the workplace and seeks to secure the health, safety and welfare of people while they are at work. This unit therefore encourages you to know and meet your own responsibilities for health and safety.

You should always carry out your work activities safely, following the relevant health and safety regulations, instructions and guidelines. This includes using personal safety equipment, and keeping your work area free from unnecessary hazards. You should also not do anything that puts yourself or others in unnecessary danger.

You should be able to recognise actual and potential risks from hazards in your workplace and take effective action to minimize the potential harm from these hazards. Any action you take should be within your responsibility authority and ability. You may have to give information or instructions to other people, such as colleagues or the emergency service. In which case, this information or these instructions should be clear and sufficient for them to take the appropriate action.

The knowledge that you should have to be competent in the workplace includes understanding the current health and safety legislation relevant to what you do and your workplace; typical hazards and risks associated with your workplace, and your responsibilities for health and safety at work. You should also know from where to get help when you need it and how to get this help, possibly using alarm systems.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Contribute to maintaining a safe workplace | 1.1 Carry out your work activities at all times in line with the relevant health and safety <b>legislation, codes of practice and guidelines.</b><br><br>1.2 Use your personal safety equipment and clothing in line with your instructions and guidelines. |
|---|---|

- 1.3 Maintain your personal safety conduct so as to not endanger yourself or other people.
  - 1.4 Keep work areas to which you are responsible free from unnecessary hazards and risks.
  - 1.5 Keep emergency and escape routes free from obstructions.
  - 1.6 Report **hazards** that could endanger the safety of the workplace to the relevant person, giving full and accurate details.
  - 1.7 Report difficulties you have in keeping to your organisation's health and safety policies, instructions or guidelines to the relevant person, giving full and accurate details.
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2. Recognise and respond to risk in your workplace
    - 2.1 Recognise actual and potential **risks** to health and safety in your normal work area.
    - 2.2 Take immediate and effective **action** to limit the effects of risks, without putting yourself or others in danger.
    - 2.3 Be certain that action you take is within the limits of your authority, responsibility and ability.
    - 2.4 Get immediate help from **other people** if you cannot deal effectively with the danger.
    - 2.5 Give clear information or instructions to other people to allow them to take appropriate action.
    - 2.6 Report fully and accurately to the appropriate person the details of risks and the action you took.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Contribute to maintaining a safe workplace****A. Hazards:**

- (i) features of where you work
- (ii) work activities
- (iii) dangerous situations
- (iv) using equipment
- (v) materials
- (vi) substances

**B. Legislation, codes of practice and guidelines**

- (i) safe work practices
- (ii) safe use of hazardous substances
- (iii) emergency action
- (iv) your personal conduct

**Element 2: Recognise and respond to risks in your workplace****C. Risk to:**

- (i) life
- (ii) property
- (iii) the work place

**D. Action that you could take:**

- (i) directly to limit risks
- (ii) get help from other people
- (iii) start evacuation procedures
- (iv) give first aid
- (v) summon first aid

**E. Other people**

- (i) colleagues
- (ii) emergency services

**UNDERPINNING KNOWLEDGE AND SKILLS****Safety in the workplace**

1. Current legislation, codes of practice and guidelines relating to health and safety in your workplace, particularly your responsibilities, and how to comply with these requirements.
2. Why it is important to maintain a safe workplace and what you can do to help.
3. What personal safety equipment and clothing you should use, when and how to use it.
4. How the way you work and your personal conduct affect the health and safety of your workplace.
5. Where and how to get help if you need to maintain safety in your workplace.
6. The details that you should record and report relating to hazards in your workplace.

**Recognise and respond to risk in the workplace**

7. Typical risks and dangers to health and safety likely to happen in your normal workplace.
8. The limits of your responsibility and ability in taking immediate action to reduce the effects of risks.
9. How to use appropriate equipment and alarm systems to limit danger.
10. How and from where to get help to deal with dangerous situations.
11. The details that you should record and report relating to risks, dangers and action taken.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *contribute to maintaining a safe workplace* and that you *recognize and respond to risks in your workplace* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **three** of the following items of range:

**A. Hazards:**

- (i) features of where you work
- (ii) work activities
- (iii) dangerous situations
- (iv) using equipment
- (v) materials
- (vi) substances

You must produce performance evidence for at least **two** of the following items of range:

**B. Legislation, codes of practice and guidelines**

- (i) safe work practices
- (ii) safe use of hazardous substances
- (iii) emergency action
- (iv) your personal conduct

You must produce performance evidence for at least **two** of the following items of range:

**C. Risk to:**

- (i) life
- (ii) property
- (iii) the workplace

**D. Action that you could take:**

- (i) immediately to limit risks
- (ii) get help from other people
- (iii) start evacuation procedures
- (iv) give first aid
- (v) summon first aid

C. **Other people** from whom you could get help give information or instructions:

- (i) colleagues
- (ii) emergency services

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

## (2) **Methods of Assessment**

Here are some examples to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) accident reports
- (ii) incident reports
- (iii) witness testimony
- (iv) inspection reports
- (v) health and safety reports
- (vi) accident book

Observation of you by your assessor.

Answers to questions given to you by your assessor.

## (3) **Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

For element 1.1 evidence from simulated activities **is not** permitted.

For element 1.2 evidence from simulated activities **is** permitted.

## U25602: Communicate effectively in the workplace

### Unit Descriptor:

This unit defines the national standard of occupational competence covering communicating information effectively in the workplace. The information could be communicated in writing, or using telecommunications such as the telephone, fax, e-mail, radio or pagers. The unit also covers communicating effectively to work with other people.

When you give information to others, you should make sure it is sufficient, current and correct. You should only give work-related information to people who are authorised to have that information. Your writing should be clear, legible and use approved styles and format. You should also make sure you understand any information or instructions that you receive, particularly if you need this information in order to do your job.

When you use telecommunications, you should make sure that the equipment is working properly and report any malfunctions to the relevant person to get it fixed. You should also use telecommunications facilities in line with your organisation's policies, including for private use.

The knowledge that you should have to be competent in the workplace includes understanding the limits of your authority and responsibility for passing on information; formats you should use, including phonetic alphabets, call signs, passwords and identification; and how to confirm understanding of information by both yourself and others.

### ELEMENT

### PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p style="text-align: center;"><i>To</i></p> <p>1. Provide written information related to your work</p>	<p style="text-align: center;"><i>be competent you must achieve the following:</i></p> <p>1.1 Make sure you have all the necessary correct and current <b>information</b> that you need.</p> <p>1.2 Write clearly and legibly, giving all the essential information needed.</p> <p>1.3 Use approved styles and formats for written communication.</p> <p>1.4 Pass on written information only to those people authorised to receive it and within agreed timescales.</p>



- 1.5 Keep the information in **written documents** as required by your organisation.
- 1.6 Maintain the confidentiality of information in line with your instructions and organisation's procedures.
2. Communicate effectively to work with others
  - 2.1 Accurately interpret and act upon **instructions** that you receive/deliver.
  - 2.2 Make sure you understand instructions, getting clarification when you need to.
  - 2.3 Carry out your **tasks** promptly, and with the minimum of supervision.
  - 2.4 Help **other people** in performing tasks in a positive manner and without prompting.
  - 2.5 Consult with and help your team members to maximise efficiency in carrying out tasks.
  - 2.6 Give instructions to others early, at a pace and in a manner that helps them to understand.
3. Communicate using telecommunications
  - 3.1 Make sure the **communication equipment** you use is working properly.
  - 3.2 Respond to and acknowledge incoming communication promptly and clearly, using **appropriate terminology**.
  - 3.3 Pass on information to persons who require it and who is authorised to receive it, within agreed timescales.
  - 3.4 Use outgoing communication equipment in line with your organisation's procedures and guidelines.
  - 3.5 Confirm the information you give is understood by the people receiving it.

- 3.6 Report faults with equipment promptly to an appropriate person.
- 3.7 Take prompt and effective action when there is difficulty in transmission or reception of information.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Provide written information related to your work****A. Information from:**

- (i) note books
- (ii) witnesses
- (iii) report books
- (iv) registers

**B. Written documents:**

- (i) memos
- (ii) incident reports (i.e. accident, fire, intruder)

**Element 2: Communicate effectively to work with others****C. Instructions** you receive:

- (i) orally
- (ii) in writing

**D. Task** to be carried out:

- (i) on your own
- (ii) in a group or team
- (iii) in training situations

**E. Other people:**

- (i) members of your team
- (ii) supervisory staff
- (iii) contractor or client's management staff
- (iv) customers, visitors, emergency services
- (v) any other relevant persons

**Element 3: Communicate using telecommunications****F. Communication equipment**

- (i) telephone systems (fixed and mobile)
- (ii) e-mail
- (iii) fax
- (iv) radio
- (v) pagers

**G. Appropriate terminology**

- (i) phonetic alphabet
- (ii) call signs
- (iii) caller identification
- (iv) passwords

**UNDERPINNING KNOWLEDGE AND SKILLS****Information**

1. What information you need and where to get it.
2. How to make sure information is correct and current.
3. The approved styles and formats that you should use for written information.
4. Why and how you should maintain confidentiality of information.
5. The different documents that you are required to keep.
6. Your organisation's procedures and policies for preparing and passing on written information.

**Communication**

7. How you should contribute to the work of your organisation.
8. How to carry out the tasks that you would normally be given.
9. Who to ask if you need to clarify something, or ask questions about your work.
10. How to talk and work with others to work efficiently, without adversely affecting your own work.
11. The limits of your responsibility and authority.

**Telecommunication**

12. How to make sure your communication equipment is working properly and what to do if it isn't.
13. The limits of your authority and responsibility for passing on information.
14. The regulations or policies that you should follow for using communications systems, including for private use.
15. What to do if there are problems in using communications equipment, and the location of alternatives that you could use.
16. The terminology that you should use, such as the phonetic alphabet, the 24 hour clock, all signs, caller identification and passwords.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *provide written information* related to your work, *communicate effectively to work with others* and *communicate using telecommunications* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **two** of the following items of range:

#### A. Information from:

- (i) note books
- (ii) witnesses
- (iii) report books
- (iv) registers

You must produce performance evidence for at least **three** of the following items of range:

#### B. Written documents:

- (i) report books
- (ii) registers
- (iii) incident reports (i.e. accident, fire, intruder)

You must produce performance evidence for **both** of the following items of range.

#### C. Instructions you receive/deliver:

- (i) orally
- (ii) in writing

You must produce performance evidence for at least **two** of the following items of range.

#### D. Task to be carried out:

- (i) on your own
- (ii) in a group or team
- (iii) in training situations

You must produce performance evidence for at least **three** of the following items of range.

#### E. Other people:

- (i) members of your team
- (ii) supervisory staff
- (iii) contractor or client's management staff
- (iv) customers, visitors, emergency services
- (v) any other relevant persons

You must produce performance evidence for at least **three** of the following items of range.

**F. Communication equipment**

- (i) telephone systems (fixed and mobile)
- (ii) email; fax
- (iii) radio
- (iv) pagers

**G. Appropriate terminology**

- (i) phonetic alphabet
- (ii) call signs
- (iii) caller identification
- (iv) passwords

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) report books
- (ii) visitor and vehicle registers
- (iii) memos
- (iv) incident reports
- (v) witness statements
- (vi) control log entries
- (vii) pocket-book entries
- (viii) lost and found records
- (ix) duty diary/occurrence book
- (x) message records (pads/notes)
- (xi) log book entries
- (xii) reports

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself. **Evidence from simulated activities is not** permitted for these elements.

## U09602: Give customers a positive impression of yourself and your organisation

### Unit Descriptor:

Excellent customer service is provided by people who are good with people.

Your behaviour affects the impression that customers form of the service they are receiving.

This unit is all about communicating with customers and giving a positive impression of yourself whenever you deal with a customer. By doing this you will also be giving a positive impression of your organisation and the customer service it provides.

All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, respond to us and give us good information. Every detail of your behaviour when dealing with a customer counts and this unit gives you the opportunity to prove that you can create that positive impression.

### ELEMENT

### PERFORMANCE CRITERIA

	<i>To</i>	<i>be competent you must achieve the following:</i>
1. Establish effective relationships with customers		1.1 Meet your organisation's standards for appearance and behaviour. 1.2 Greet your <b>customers</b> in a way that will make them feel welcome and shows that you are interested in serving them. 1.3 <b>Communicate</b> with your customers in a manner that makes them feel valued and respected. 1.4 Identify and confirm the needs and expectations of your customers. 1.5 Treat your customers courteously and helpfully even when you are working under pressure. 1.6 Maintain communication with customers to ensure that they are kept informed and reassured.

- 1.7 Adapt your behaviour to respond effectively to different customer behaviour.
- 2. Respond appropriately to customers
  - 2.1 Respond appropriately to **customers** who indicate that they need or want your attention.
  - 2.2 Select an appropriate way of **communicating** with your customers to suit their individual needs.
  - 2.3 Respond promptly and positively to your customers' questions and comments.
  - 2.4 Allow your customers time to consider your response and give further explanation when appropriate.
  - 2.5 Check with your customers that you have fully understood their needs and expectations.
- 3. Communicate information to customers
  - 3.1 Locate information that will help your **customers** quickly.
  - 3.2 **Communicate** to your customers the information they need about the products or services offered by your organisation.
  - 3.3 Recognise information that your customers might find complicated and check whether they fully understand.
  - 3.4 Explain clearly to your customers any reasons why their needs and expectations cannot be met.



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Establish effective relationships with customers****A. Types of customers: *(Also applies to Elements 2 and 3)***

- (i) have different needs and expectations
- (ii) appear angry
- (iii) appear confused
- (iv) behave unconventionally

**B. Communicate by: *(Also applies to Elements 2 and 3)***

- (i) face-to-face methods (including verbal and non-verbal communication)
- (ii) using the telephone
- (iii) using written (including electronic) methods

**C. Give customers a positive impression: *(Also applies to Elements 2 and 3)***

- (i) during routine delivery of customer service
- (ii) during a busy period for your organisation
- (iii) during a quiet period for your organisation
- (iv) when people, systems or resources have let you down
- (v) when dealing with unusual variations to normal customer enquiries
- (vi) when dealing with customer complaints
- (vii) when dealing with customer enquiries that contain aspects outside your immediate job responsibilities

**UNDERPINNING KNOWLEDGE AND SKILLS****Legislation and regulations**

1. What are your customers' rights.
2. What are the specific aspects of :
  - a. health and safety
  - b. data protection
  - c. equal opportunities
  - d. disability discrimination, legislation and regulations that affect the way the products and services you deal with can be delivered to your customers.
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers.
4. What are the contractual agreements, if any; customers have with your organisation.

**Products and services**

5. What are the products or services of your organisation relevant to your customer service role.

**Organisational procedures/guidelines**

6. What are the guidelines laid down by your organisation that limits what you can do within your job.
7. What are the limits of your own authority and when do you need to seek agreement with or permission from others.
8. What are the organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met.
9. What are your organisation's standards for appearance and behaviour.
10. What are your organisation's guidelines for recognising customers' needs and expectations and responding positively to them.

**Communication**

11. How would you communicate in a clear, polite, confident way and why this is important.
12. What are the rules and procedures regarding the methods of communication you use.
13. How would you recognise when a customer is angry and confused.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must provide evidence that shows you have performed over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent in meeting all the performance criteria across all aspects of the range.

You must provide evidence of creating a positive impression with customers:

- a. during routine delivery of customer service
- b. during a busy period for your organisation
- c. during a quiet period for your organisation
- d. when people, systems or resources have let you down
- e. when dealing with unusual variations to normal customer enquiries
- f. when dealing with customer complaints
- g. when dealing with customer enquiries that contain aspects outside your immediate job responsibilities.

You also need to show that you have dealt with customers who:

- h. have different needs and expectations
- i. appear angry
- j. appear confused
- k. behave unconventionally

You will need to show in your evidence that you have worked within the rules, regulations and guidelines of your organisation and, where your knowledge of these is limited, you will need to show that you have gone to others for help or advice.

Your communication with customers may be face-to-face, in writing, by telephone, e-mail, internet or by any other method you would be expected to use within your job role.

You must prove that you communicate with customers effectively by providing evidence that you:

- l. use appropriate spoken or written language
- m. apply the rules and procedures suitable for the method of communication you have chosen.

Your evidence must show that you have applied the knowledge and understanding requirements when you are dealing with your customers.

## (2) Methods of Assessment

**Performance Evidence** for this unit could include:

- Observation reports by your assessor recording how you create a positive impression with customers.
- Copies of your written communications with customers.

**Supplementary evidence** for this unit could include:

- Witness testimonies from your manager that provide evidence of how you have consistently been able to positively respond to a wide range of customers and their needs in a variety of context over a period of time.
- Witness testimony from customers on how you have created a positive impression of yourself and your organisation while serving them.
- Case histories and personal statements which show how you have created a positive impression with different customers in different circumstances.
- A professional discussion with your assessor using examples of how you have been able to effectively deal with difficult customers.

**Knowledge and understanding evidence** for this unit could include:

- Answers to questions given to you by your assessor.

## (3) Context of Assessment

Your evidence should be collected when you are dealing with real customers, whether internal or external to the organisation:

- when carrying out a real job, whether paid or voluntary;
- in a realistic working environment;
- in a work placement
- Simulation is **not** allowed for any performance evidence within this unit.

## U25702: Control security incidents

### Unit Descriptor:

This unit defines the national standard of occupational competence for dealing with actual or potential security incidents and breaches of the law. These security related incidents cover emergencies, such as fire, scenes of crime, and accidents; as well as threats such as from bombs, sabotage, kidnap or product contamination. The breaches of law or security requirements that you should be able to deal with include criminal damage, offences against people, public order, trespass and mis-use of drugs.

You may have to respond to information that you receive about security incidents, or you may discover these incidents yourself. In all cases you should take appropriate action that is within your responsibility and authority. You may have to prevent unauthorized entry to scenes of emergency or suspected crime, and possibly preserve the integrity of evidence for use by the relevant authorities. Where you have to give other people details of security emergencies or threats, this should be done calmly and confidently. You should also maintain the safety of yourself and others while controlling security incidents.

The knowledge that you should have includes your organisation's instructions and procedures for controlling security incidents; the limits of your responsibility and authority and the current laws relating to the typical breaches that you might have to deal with. You should also know how to use appropriate emergency equipment; how to contact emergency services and other relevant sources of support; and what details of security incidents you should record and report.

ELEMENT	PERFORMANCE CRITERIA
<p style="text-align: center;"><i>To</i></p> <p>1. Deal with security emergencies</p>	<p style="text-align: center;"><i>be competent you must achieve the following:</i></p> <p>1.1 Confirm that the details you receive relating to <b>emergencies</b> are authentic, following approved procedures.</p> <p>1.2 Take approved <b>action</b> that is appropriate for the emergency and within your responsibility, authority and competence.</p> <p>1.3 Prevent unauthorised entry to scenes of <b>emergency</b> in line with your instructions and organisation's procedures.</p>

- 1.4 Preserve the integrity of evidence where this could be required by the **emergency** services, following your instructions and organisation's procedures.
  - 1.5 Maintain your own safety while dealing with emergencies.
  - 1.6 Give full and accurate details of **emergencies** to the relevant emergency service.
  - 1.7 Complete the required **documentation** in line with your organisation's procedures and within required timescales.
2. Deal with security threats
- 2.1 Record all relevant details related to **threats**, accurately and clearly.
  - 2.2 Remain calm and confident while dealing with security **threats**.
  - 2.3 Assess situations logically to decide the severity and nature of the **threat**
  - 2.4 Give full and accurate details of **threats** to the relevant person as soon as you can.
  - 2.5 Retain records of **threats**, to be available to other authorised people as required.
  - 2.6 Complete the required **documentation** in line with your organisation's procedures and within required timescales.
3. Recognise and deal with actual or potential breaches of the law or security requirements
- 3.1 Recognise correctly and promptly deal with actual or potential **breaches of the law**.
  - 3.2 Take **action** to minimize or prevent the continued breach or incident, in line with your instructions and organisation's procedures.

- 3.3 Maintain your own health, safety and welfare and that of other people involved while dealing with breaches of the law.
- 3.4 Give full and accurate details of breaches to the relevant person or authority in line with your organisation's procedures and within required timescales.
- 3.5 Retain records of breaches, to be available to other authorized people as required.
- 3.6 Complete the required documentation in line with your organisation's procedures and within required timescales.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Deal with security emergencies****A. Emergencies**

- (i) fire
- (ii) sabotage
- (iii) bomb threats
- (iv) flood
- (v) medical
- (vi) scenes of crime
- (vii) utility incidents (i.e. gas leak)
- (viii) hostage
- (ix) health and safety emergency
- (x) road traffic accidents

**B. Action that you could take:**

- (i) directly
- (ii) reporting to relevant person or organisation
- (iii) evacuation of premises

**C. Documentation:**

- (i) incident reports
- (ii) registers

**Element 2: Deal with security emergencies****D. Threats from:**

- (i) bomb
- (ii) sabotage
- (iii) kidnap
- (iv) product contamination
- (v) assassination
- (vi) blackmail
- (vii) computer viruses

**E. Documentation**

- (i) threat synopsis
- (ii) incident report



**Element 3: Recognise and deal with actual or potential breaches of the law or security requirements**

**F. Breaches of the law**

- (i) theft
- (ii) robbery
- (iii) burglary
- (iv) criminal damage
- (v) assault
- (vi) public order offences
- (vii) misuse of controlled substances

**G. Action that you could take:**

- (i) directly
- (ii) reporting to relevant person or organisation

**H. Person or authority**

- (i) emergency services
- (ii) your manager
- (iii) other interested parties

**I. Documentation:**

- (i) report
- (ii) statement of evidence
- (iii) notebook entry

## UNDERPINNING KNOWLEDGE AND SKILLS

### Deal with security emergencies

1. Your organisation's and any other specific instructions and procedures for dealing with emergencies, including evacuation procedures.
2. The limits of your responsibility, authority and competence to deal with emergencies.
3. How to contact emergency services in the event of an emergency and what information to give them.
4. The location of emergency equipment and how to use it.
5. Safe practices that you should use to deal with emergencies.
6. The location of alarms, emergency exits, assembly points, utilities isolation points nearest alternative telephones.

### Threats

7. Your organisation's and any other specific instructions and procedures for dealing with threats.
8. The limits of your responsibility authority and competence to deal with threats.
9. What details you should record and how these should be recorded, including using recording equipment.
10. How to contact the relevant people in the event of receiving security threats and what information to give them.
11. How to keep records of threats safe for use as evidence.

### Breaches of the Law

12. The appropriate legislation relating to breaches that you might have to deal with, typically:-
  - Criminal Damage Act
  - Offences Against The Person Act
  - Trespass Reform to Property Act (criminal and non-criminal)
  - Public Order Act
  - Drug Abuse Prevention and Controlled Act
13. Your organisation's and any other specific instructions and procedures for dealing with breaches of the law or security requirements.
14. The limits of your responsibility, authority and competence to deal with breaches of the law or security requirement.
15. What details you should record and how these should be recorded.
16. How to pass on details to the relevant people and what information to give them relating to breaches.
17. How to keep records of breaches safe for use as evidence.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you deal with *security emergencies, threats* and that you *recognize and deal with actual or potential breaches of the law or security requirements* to the National Standards of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **three** of the following items of range.

**Performance Evidence** for this unit could include:

#### A. Emergencies

You must produce performance evidence for at least **three** of the following items of range:

- (i) fire
- (ii) sabotage
- (iii) bomb threats
- (iv) flood
- (v) medical
- (vi) scenes of crime
- (vii) utility incidents (i.e. gas leak)
- (viii) hostage
- (ix) health and safety emergency
- (x) road traffic accidents

You must produce performance evidence for at least **two** of the following items of range:

#### B. Action that you could take:

- (i) directly
- (ii) reporting to relevant person or organisation
- (iii) evacuation of premises

You must produce performance evidence for **both** of the following items of range:

#### C. Documentation (Element 1)

- (i) incident report
- (ii) registers

**D. Threats from:**

You must produce performance evidence for at least **two** of the following items of range:

- (i) bomb
- (ii) sabotage
- (iii) kidnap
- (iv) product contamination
- (v) assassination
- (vi) blackmail
- (vii) computer viruses

**E. Documentation (Element 2)**

You must produce performance evidence for **both** of the following items of range:

- (i) threat synopsis
- (ii) incident report

**F. Breaches of the law**

You must produce performance evidence for at least **three** of the following items of range:

- (i) theft
- (ii) robbery
- (iii) burglary
- (iv) criminal damage
- (v) assault
- (vi) public order offences
- (vii) misuse of drugs

**G. Action that you could take:**

You must produce performance evidence for at least **two** of the following items of range:

- (i) directly
- (ii) reporting to relevant person or organisation

**H. Person or authority**

- (i) emergency services
- (ii) your manager
- (iii) other interested parties

**I. Documenttion: (Element 3)**

- (i) report
- (ii) statement of evidence
- (iii) notebook entry

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

## (2) Methods of Assessment

Here are some examples to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Fire alarm test records
- (ii) Incident reports
- (iii) Occurrence log
- (iv) Accident report book
- (v) Control log
- (vi) Bomb report form
- (vii) Video tape
- (viii) Witness testimony
- (ix) Telephone log
- (x) Witness statement
- (xi) Pocket book

Observation of you by your assessor.

Answers to questions given to you by your assessor.

## (3) Context of Assessment

Your evidence must be the result of real work activities undertaken by yourself.

For **elements 1 and 2** evidence from simulated activities **is** permitted.

For **element 3** evidence from simulated activities **is not** permitted

**U25802: Produce documents manually**

## Unit Descriptor:

This unit defines the national standard of occupational competence for producing documents such as reports or general correspondence manually, that is, without the use of computer systems. You will probably have to use a variety of sources to find the information that you need and present this information in a variety of styles. This unit therefore sets the standard for you to record information and produce written information.

You should be able to find and record the information you need, from several sources, which might involve using specialist support. You should make sure you have any permission required to use the information and acknowledge the source of information where appropriate. Final documents that you produce should meet the agreed requirement and be in the appropriate format for its purpose.

**ELEMENT****PERFORMANCE CRITERIA**

<b>ELEMENT</b>	<i>To</i>	<i>be competent you must achieve the following:</i>
1. Record information		1.1 Agree and record clear requirements for the information you have been asked to research and locate. 1.2 Identify <b>information sources</b> that meet these requirements. 1.3 Establish any permission or conditions that might apply to searching for, and using this information. 1.4 Use any specialist support which may be available. 1.5 Correctly use efficient research methods to locate the required information. 1.6 Select the information which meets the agreed requirements.

## 2. Produce written information

- 2.1 Agree and record how the information should be integrated and presented.
- 2.2 Integrate the information as agreed.
- 2.3 Choose a **document style** that is appropriate to the purpose that the information will be used for.
- 2.4 Acknowledge the sources of information you have used.
- 2.5 Meet any conditions placed on the use of the information.
- 2.6 Check that the final document meets with the approval of the person who requested it, or make any amendments accordingly.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Record information****A. Information sources will be:**

- (i) paper-based
- (ii) computer-based
- (iii) telephone information services
- (iv) people internal or external to your organisation

**Element 2: Produce written information****B. Document styles will be:**

- (i) reports
- (ii) presentation materials
- (iii) correspondence



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## UNDERPINNING KNOWLEDGE AND SKILLS

### Record information

1. Why it is important to agree and record requirements and make sure that they have been met.
2. The basic requirements of relevant legislation covering information searches and the use of information.
3. Other conditions and legal requirements that may apply, in particular confidentiality, data protection and copyright.
4. The range of information sources commonly used by your team to locate information and how to use these.
5. Any sources of specialist information support that you could draw on and how to access these.
6. How to carry out effective and efficient information searches using the sources listed.
7. The importance of maintaining the goodwill of the source of information you are using and how not to lose that goodwill.

### Produce written information

8. The standard document styles used in your team and how to select a style appropriate to the purpose of the document.
9. How to present documents using these styles.
10. Why you should acknowledge the information sources you have used and how to do so.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *record information* and *produce written information* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **three** of the following items of range:

#### A. Information sources

- (i) paper-based
- (ii) computer-based
- (iii) telephone information services
- (iv) people internal or external to your organisation

You must produce performance evidence for at least **two** of the following items of range:

#### B. Document styles will be:

- (i) reports
- (ii) presentation materials
- (iii) correspondence

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

### (2) Methods of Assessment

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Telephone log
- (ii) Message book/Pads
- (iii) Incident reports
- (iv) Occurrence log
- (v) Accident report book
- (vi) Control log
- (vii) Witness statement
- (viii) Memo
- (ix) Fax
- (x) Permit issue records
- (xi) Visitor/Contractor records
- (xii) Registers
- (xiii) Lost and found records

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself. **Evidence from simulated activities is not** permitted for these elements.

**U25902: Present evidence in court and at other hearings**

## Unit Descriptor:

This unit defines the national standard of occupational competence for preparing and presenting evidence in courts and at other forms of hearing (e.g. Supreme Court, Magistrates Court, Juvenile Court, summary proceedings, industrial tribunal, disciplinary hearings, Coroner's Court, public enquiries). You may be required to provide evidence in various capacities, for example, as the arresting officer in a case or as a witness.

You must prepare for court or other hearings, ensuring that you identify all relevant exhibits, notes and materials in advance. You must also liaise with the relevant parties (e.g. victims, witnesses, prosecuting authorities) as required and take action to resolve any problems or difficulties that arise.

You must present evidence in an effective manner complying with the rules of evidence, court/hearing procedure and acceptable professional standards.

**ELEMENT****PERFORMANCE CRITERIA**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<i>To</i>	<i>be competent you must achieve the following:</i>
1. Prepare for court or other hearings	1.1 Respond promptly to any warnings, citations or notifications received from courts or other hearings.  1.2 Provide any information requested by the court or hearing accurately and expeditiously.  1.3 Ensure the availability of exhibits within your area of responsibility taking steps to maintain their continuity and integrity at all times.  1.4 Consider your evidence in advance of the hearing and ensure that you are in possession of the appropriate notes and materials.

- 1.5 Present yourself at the venue in a timely manner and in possession of all relevant documentation.
  - 1.6 Ensure your appearance and behaviour conforms to acceptable professional standards at all times.
2. Present evidence to court or other hearings
- 2.1 Deliver your evidence and respond to questions in an **appropriate manner** with due regard for the rules of evidence and the procedures of the venue.
  - 2.2 Provide oral evidence that is consistent with any written materials provided by you as part of the case.
  - 2.3 Respond to all directions of the court or hearing promptly and appropriately.
  - 2.4 Report any breaches of court procedure or protocol that come to your attention promptly to the relevant authority.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 2: Present evidence to court or other hearings****A. Appropriate manner:**

- (i) truthfully
- (ii) objectively
- (iii) clearly
- (iv) concisely

**UNDERPINNING KNOWLEDGE AND SKILLS****Legal and organisational requirements**

1. Rules of evidence
2. Procedures and protocols in courts and at hearings
3. The legislation relevant to the case in question

**Preparing for court or other hearings**

4. How to prepare, label and make available exhibits in a manner that maintains their continuity and integrity
5. The importance of considering your evidence in advance
6. How and where to locate and obtain evidence, notes and materials for presentation
7. How to liaise with victims, witnesses and prosecuting authorities
8. Action to take in cases where problems or difficulties arise

**Presenting evidence at court or other hearings**

9. How to give evidence effectively in a court or hearing
10. How and when you can refer to any notes and materials in your possession
11. Circumstances in which evidence of opinion can be provided
12. Techniques for maintaining control and composure under cross-examination
13. What is legally permitted when communicating with victims, witnesses and defendants
14. The support services (e.g. victim support) available at court/hearing and their role and responsibilities
15. The roles and responsibilities of court personnel
16. What constitutes a breach of court protocol or procedure and to whom any breaches should be reported.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *prepare for court or other hearings and present evidence to court or other hearings* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **all** of the following items of range.

**A. Appropriate manner:**

- (i) truthfully
- (ii) objectively
- (iii) clearly
- (iv) concisely

The remaining categories should be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Court attendance documents
- (ii) Investigation records and reports
- (iii) Progress control documents
- (iv) Evidence records/Labels
- (v) Pocket book
- (vi) Audio/Video
- (vii) Photographs
- (viii) Witness testimony
- (ix) Witness statement
- (x) Court records



Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities is permitted for these elements.

## U26002: Maintain the security of property, persons and premises through observation

### Unit Descriptor:

This unit defines the national standard of occupational competence for maintaining the security of property and persons and responding to breaches in security or safety. You would use security systems and equipment to help you maintain security, as well as patrol designated areas. You would be expected to respond to take appropriate action to deal with any actual or potential breaches in security.

You should know how to confirm that security and protection systems are working properly and how to use these to monitor the security of property, persons and premises. This means that you should recognize and respond to alarms raised by these systems. When patrolling designated areas, you should follow good practice in terms of varying patrol times and routes, and report your position as required by your instructions or guidelines. During patrols, you should be alert to and respond appropriately to situations that could be a risk to security or safety. When responding to situations, you should remain calm and confident and always take action that is within your responsibility and authority.

The knowledge that you should have to be able to maintain the security of property, persons and premises includes the security instructions related to the sites where you work, the limits of your responsibility and authority and what actions you can take; and what information you should record when reporting incidents relating to security or safety. You should also know and follow the principles and good practices of security patrolling.

### ELEMENT

### PERFORMANCE CRITERIA

<i>To</i>	<i>be competent you must achieve the following:</i>
1. Monitor property, persons and premises using security and protection systems	1.1 Confirm that the <b>security and protection systems</b> are working properly using approved procedures. 1.2 Monitor property, persons and premises in line with your instructions and good practice. 1.3 Report faults, malfunctions or unacceptable performance in equipment, and unauthorized access on the premises promptly to an appropriate person.

- 1.4 Take prompt and appropriate **action** to respond to alarms, indications or other signals from security and protection systems.
  - 1.5 Complete required security monitoring **documentation** in line with your instructions and within required timescales.
2. Patrol designated areas
- 2.1 **Patrol** your **designated areas** in line with your **instructions** and approved procedures.
  - 2.2 Follow good practice and your instructions to vary patrol timing and routes.
  - 2.3 Report your position and progress as required by your instructions.
  - 2.4 Confirm that all access and potential access points are secure and comply with your **instructions**.
  - 2.5 Confirm that all security equipment and systems are operating in line with your **instructions**.
  - 2.6 Report faults, malfunctions or unacceptable performance in equipment promptly to an appropriate person.
  - 2.7 Be alert and respond appropriately to any situation that increases the risk to security or safety.
  - 2.8 Record the details of risks to security or safety, or other suspicious situations, in line with your instructions and within required timescales.
3. Respond to breaches in security or safety
- 3.1 Decide on what you are going to do to respond to **breaches**, in line with your **instructions**.
  - 3.2 Deal with breaches in security or safety in a calm and confident manner.

- 3.3 Take approved **action** that is appropriate for the breach and within your responsibility, authority and competence.
- 3.4 Get immediate **help** from appropriate people when you require it.
- 3.5 Preserve the integrity of evidence where this could be required by emergency services or other authority, following your instructions and guidelines.
- 3.6 Maintain your own health, safety and welfare while responding to breaches of security.
- 3.7 Record and report the details of **breaches** in security or safety, or other suspicious situations, and what action you have taken, in line with your **instructions** and within required timescales.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Monitor property, persons and premises using security and protection systems****A. Security and protection systems:**

- (i) intruder alarms
- (ii) CCTV
- (iii) security video recorders
- (iv) electronic tagging devices
- (v) fire alarms

**B. Action that you could take:**

- (i) directly
- (ii) reporting to relevant person or organisation

**C. Documentation relating to:**

- (i) intruder alarms
- (ii) CCTV logs
- (iii) fire alarms
- (iv) unauthorized persons

**Element 2: Patrol designated areas****D. Patrols:**

- (i) in daylight
- (ii) in darkness

**E. Designated areas**

- (i) commercial
- (ii) industrial
- (iii) public
- (iv) occupied
- (v) unoccupied

**F. Instructions from:**

- (i) your organisation
- (ii) clients
- (iii) your control (during a patrol)

**Element 3: Respond to breaches in security or safety****G. Instructions** from your:

- (i) organisation
- (ii) clients
- (iii) control (during a patrol)

**H. Action** that you could take:

- (i) directly
- (ii) reporting to relevant person or organisation

**I. Breaches:**

- (i) personal threat
- (ii) burglary
- (iii) criminal damage
- (iv) fire
- (v) flood
- (vi) suspicious situations

**J. Help** from:

- (i) your colleagues
- (ii) emergency services

**UNDERPINNING KNOWLEDGE AND SKILLS****Monitor property, persons and premises using security and protection systems**

1. The functions and operating principles of the security and protection systems that you monitor.
2. How to make sure the security and protection systems and equipment are working properly and what to do if they are not.
3. Why you should report system malfunctions, and the implications if you don't.
4. The location and coverage of sensing equipment that monitors security and safety.
5. How you should report alarms.

**Patrol designated areas**

6. The requirements of your patrol instructions and how to get clarification of any details that are not clear.
7. The principles and practices of good security patrolling.
8. The requirements and limits of your responsibility and authority when patrolling your designated areas.
9. The types of security and safety equipment that you have to check.
10. Why you should confirm that all security and safety equipment is working properly and why you should report any malfunctions.
11. The different types of access points and other places where people could enter buildings or premises, and how to make sure these are secure.
12. The types and sources of risks to security and safety that you might come across on your patrols and how to deal with them.
13. Why it is important to record accurate and complete details of any security risks or suspicious situations that you find during your patrols.

**Respond to breaches in security or safety**

14. Your instructions for responding to breaches in security or safety.
15. What actions you could take, within the limits of your responsibility, authority and competence.
16. When and where to get appropriate help when you need it.
17. How to secure evidence, including setting up cordons.
18. What details of breaches you should record.
19. To whom and how you should report breaches.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *monitor property, persons and premises using security and protection systems, patrol designated areas, and respond to breaches in security or safety* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **two** of the following items of range:

**A. Security and protection systems:**

- (i) intruder alarms
- (ii) CCTV
- (iii) security video recorders
- (iv) electronic tagging devices
- (v) fire alarms

**B. Action that you could take: (Element 1 and 3)**

- (i) directly
- (ii) reporting to relevant person or organization

**C. Documentation relating to:**

- (i) intruder alarms
- (ii) CCTV logs
- (iii) fire alarms

You must produce performance evidence for at least **both** of the following items of range:

**D. Patrols:**

- (i) in daylight
- (ii) in darkness

You must produce performance evidence for at least **three** of the following items of range:

**E. Designated areas**

- (i) commercial
- (ii) industrial
- (iii) public
- (iv) occupied
- (v) unoccupied



You must produce performance evidence for at least **two** of the following items of range:

**F. Instructions** from: (Elements 2 and 3)

- (i) Your organisation
- (ii) Clients
- (iii) Your control (during a patrol)

You must produce performance evidence for at least **three** of the following items of range:

**G. Breaches**

- (i) Personal threat
- (ii) burglary
- (iii) criminal damage
- (iv) fire
- (v) flood
- (vi) suspicious situations

You must produce performance evidence for **both** of the following items of range:

**H. Help** from:

- (i) your colleagues
- (ii) emergency services

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are some examples to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Alarm registers
- (ii) Incident reports
- (iii) Occurrence log
- (iv) Control log
- (v) Witness statement
- (vi) Pocket books
- (vii) Patrol report
- (viii) Patrol recording device report
- (ix) Health and safety reports
- (x) Building faults reports
- (xi) Witness testimony

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for **elements 1 and 2**.

Evidence from simulated activities **is** permitted for element **3**.

## U26102: Control entry to and exit from premises

### Unit Descriptor:

This unit defines the national standard of occupational competence for maintaining the security of premises by controlling entry and exit by employees and visitors, and responding to what might be unauthorised entry.

When controlling entry to premises by employees or by visitors, you should make sure they have the appropriate authority when required. This means that you could have to check passes or other forms of identification and deal with situations when any of these is not produced or available.

You should know how to present a professional image and maintain goodwill, particularly when dealing with incidents such as invalid entry authorisation, lost passes, or aggressive and abusive behaviour.

ELEMENT	PERFORMANCE CRITERIA
<p style="text-align: center;"><i>To</i></p> <p>1. Control entry by employees</p>	<p style="text-align: center;"><i>be competent you must achieve the following:</i></p> <p>1.1 Confirm that people wishing to <b>enter</b> premises have the required authority to do so.</p> <p>1.2 Control the issue and return of passes in line with your instructions.</p> <p>1.3 Report promptly to the appropriate person, any <b>incidents</b> in which employees do not comply with entry requirements.</p> <p>1.4 Take appropriate action in line with your instructions and approved procedures, when anyone attempts to gain entry without appropriate <b>identification</b> when this is required.</p> <p>1.5 Complete the required documentation relating to entry and exit accurately and within required timescales.</p>

2. Control entry by visitors
  - 2.1 Receive **visitors** promptly and courteously.
  - 2.2 Confirm the identity of **visitors** and the purpose of their visit.
  - 2.3 Promptly notify appropriate persons to whom **visitors** should be directed or escorted.
  - 2.4 Escort or direct **visitors** to the appropriate location in line with your instructions or guidelines.
  - 2.5 Deal with **incidents** with visitors professionally and courteously.
  - 2.6 Complete the required visit **documentation** in line with your instructions and within required timescales.
  
3. Respond to unauthorized entry to premises
  - 3.1 Recognise correctly and promptly **indications** that there has been unauthorised entry to premises.
  - 3.2 Deal with unauthorized entry in a calm and confident manner.
  - 3.3 Take approved **action** to deal with unauthorised entry.
  - 3.4 Question people suspected of unauthorised entry politely, professionally and courteously.
  - 3.5 Maintain your own health, safety and welfare while responding to unauthorised entry.
  - 3.6 Get immediate **help** from appropriate people when you require it.
  - 3.7 Make sure that any **damage** that could pose a security risk is made good as soon as is practicable and in line with your instructions.

- 3.8 Record and report the details of unauthorised entry in line with your instructions.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Control entry by employees****A. Times of entry**

- (i) normal working hours
- (ii) outside working hours

**B. Incidents:**

- (i) refusal to show pass
- (ii) misplaced or forgotten pass
- (iii) using a pass belonging to someone else
- (iv) invalid pass

**C. Identification documentation:**

- (i) ID cards
- (ii) temporary passes
- (iii) work permits
- (iv) letters of authority

**Element 2: Control entry by visitors****D. Visitors who are:**

- (i) sales persons
- (ii) delivery persons
- (iii) repair persons
- (iv) utilities persons
- (v) contractors
- (vi) others

**E. Documentation:**

- (i) visitor log
- (ii) visitor passes
- (iii) vehicle logs

**F. Incidents with visitors:**

- (i) complaints
- (ii) aggressive or abusive visitors
- (iii) not complying with entry requirements

**Element 3: Respond to unauthorised entry to premises****G. Indications** of unauthorised entry:

- (i) alarm activation
- (ii) CCTV monitor
- (iii) signs of forced entry
- (iv) ladders or other climbing aids
- (v) unusual lights
- (vi) unusual sounds

**H. Action** that you could take:

- (i) apprehend suspects
- (ii) call for other authority
- (iii) report the incident

**I. Help** from:

- (i) your colleagues
- (ii) other authorities

**J. Damage** to:

- (i) exterior doors
- (ii) windows
- (iii) perimeter barriers

**UNDERPINNING KNOWLEDGE AND SKILLS****Control entry by employers**

1. The types of identity and other authority documents that you have to check.
2. Your instructions for controlling entry to and exit from premises.
3. How to recognize invalid entry documents.
4. How to maintain goodwill and remain professional when dealing with incidents.
5. How and to whom to report incidents relating to people attempting to enter premises without the appropriate valid authority.
6. The limits of your authority and responsibility relating to entry and exit.
7. What to do about lost identification, or other passes.
8. Procedure for dealing with employees who have lost their pass or identification, or refuse to comply with entry requirements.

**Control entry by visitor**

9. Pass systems for visitors, for both entry and exit.
10. The layout and geography of the premises where you provide a security service.
11. Internal telephone numbers, or where to find these.
12. Limitation of your authority and responsibility relating to escorting or directing visitors.
13. Interpersonal skills and how to use them to promote a professional image to visitors.
14. Why access by visitors should be controlled.

**Respond to unauthorised entry to premises**

15. Your instructions for dealing with unauthorised entry to premises.
16. What actions you could take to deal with unauthorised entry, within the limits of your responsibility, authority and competence.
17. How to recognise suspicious behaviour.
18. When and where to get appropriate help when you need it.
19. How to contact people who would make emergency repairs.
20. What details of unauthorised entry you should record.
21. To whom and how you should report unauthorised entry.



**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *control entry by employees and visitors and that you respond to unauthorized entry to premises* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range:

**A. Times of entry:**

- (i) normal working hours
- (ii) outside normal working hours

You must produce performance evidence for **all** of the following items of range:

**B. Incidents:**

- (i) refusal to show pass
- (ii) misplaced or forgotten pass
- (iii) using a pass belonging to someone else
- (iv) invalid pass

You must produce performance evidence for at least **two** of the following items of range:

**C. Identification documentation:**

- (i) ID cards
- (ii) temporary passes
- (iii) work permits
- (iv) letters of authority

You must produce performance evidence for at least **three** of the following items of range:

**D. Visitors:**

- (i) sales persons
- (ii) delivery persons
- (iii) repair persons
- (iv) utilities persons
- (v) contractors
- (vi) others

You must produce performance evidence for **all** of the following items of range:

**E. Documentation**

- (i) visitor log
- (ii) visitor passes
- (iii) vehicle log

You must produce performance evidence for at least **two** of the following items of range:

**F. Incidents** with visitors:

- (i) complaints
- (ii) aggressive or abusive visitors
- (iii) not complying with entry requirements

You must produce performance evidence for at least **three** of the following items of range:

**G. Indications** of unauthorized entry:

- (i) alarm activation
- (ii) CCTV monitor
- (iii) signs of forced entry
- (iv) ladders or other climbing aids
- (v) unusual lights
- (vi) unusual sounds

You must produce performance evidence for at least **two** of the following items of range:

**H. Actions** that you could take:

- (i) apprehend suspects
- (ii) call for other authority
- (iii) Report the incident

You must produce performance evidence for **both** of the following items of range:

**I. Help** from:

- (i) your colleagues
- (ii) other authorities

You must produce performance evidence for at least **two** of the following items of range:

**J. Damage** to:

- (i) exterior doors
- (ii) windows
- (iii) perimeter barriers

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

## (2) Methods of Assessment

Here are some examples to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Access control documents
- (ii) ID card issue documents
- (iii) Work permit records
- (iv) Occurrence book
- (v) Visitor records
- (vi) Contractor pass records and issue documents
- (vii) Incident reports
- (viii) Control log
- (ix) Memos/Faxes
- (x) Visitor log
- (xi) Complaints book
- (xii) Alarm log
- (xiii) Pocket book
- (xiv) Witness statement
- (xv) Witness testimony
- (xvi) Video record (tape/disk)

Observation of you by your assessor.

Answers to questions given to you by your assessor.

## (3) Context of Assessment

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for **elements 1 and 2**.

Evidence from simulated activities **is** permitted for element **3**.

## U26202: Carry out searches of people and their property for unauthorised items

### Unit Descriptor:

This unit defines the national standard of occupational competence for searching people and their property. These searches may be on suspicion or as a formality. The unauthorised items that you might look for include illegal substances, stolen property, and banned or dangerous items.

You should carry out searches in a polite, professional and courteous manner, giving reasons for searches and following guidelines for having witnesses to searches where appropriate. You should also be sure to maintain your own safety where this could be a problem.

When you find unauthorised items during searches of people or their property, you should know what action you may take and to whom you should report the matter. The actions that you might take include retaining the items, apprehending the person involved and calling other authorities.

### ELEMENT

### PERFORMANCE CRITERIA

	<i>To</i>	<i>be competent you must achieve the following:</i>
1. Search people and their property for unauthorised items		1.1 Carry out <b>searches</b> of people at frequencies and in patterns that are in line with your instructions. 1.2 Give clear reasons for the search to <b>individuals</b> that have been selected to be searched. 1.3 Make sure you have consent to search, before you search individuals. 1.4 Carry out searches in suitable locations, in the presence of suitable witnesses. 1.5 Be polite, professional and courteous while you carry out searches of individuals. 1.6 Maintain your own health, safety and welfare while carrying out searches of people.

- 1.7 Take prompt and appropriate **action**, in line with your instructions, when you find unauthorised **items** during a search.
- 1.8 Take appropriate and permitted action when a person refuses to give consent to a search.
- 1.9 Record and report the details of searches in line with your instructions and within required timescales.
2. Respond to finding unauthorised items
  - 2.1 Identify correctly **unauthorised items** found during searches.
  - 2.2 Ask suspected persons to explain the possession of unauthorised items politely and courteously.
  - 2.3 Retain securely unauthorised items found during a search as potential evidence.
  - 2.4 Apprehend people suspected of having unauthorised items when this is appropriate, following your instructions and approved procedures.
  - 2.5 Record and report the relevant **details** relating to the unauthorised items to the **appropriate person**.
  - 2.6 Complete required reports and **documentation** relevant to the unauthorised items, legibly, accurately and within required timescales.
  - 2.7 Maintain the health, safety and welfare of yourself and others, while responding to finding unauthorised items.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Search people and their property for unauthorised items****A. Searches of:**

- (i) people
- (ii) personal storage areas
- (iii) personal effects
- (iv) vehicles

**B. Individuals who may be searched:**

- (i) employees
- (ii) visitors
- (iii) contractors
- (iv) others

**C. Actions that you could take:**

- (i) apprehend suspects
- (ii) retain unauthorised items as potential evidence
- (iii) call for other authority
- (iv) report the incident

**D. Unauthorised items:**

- (i) illegal substances
- (ii) alcohol
- (iii) weapons
- (iv) stolen property
- (v) banned items
- (vi) explosive devices

**Element 2: Respond to finding unauthorised items****E. Details that you should record:**

- (i) identity of suspects
- (ii) description of unauthorised items
- (iii) time, date, place of search
- (iv) witnesses to the search
- (v) chain of custody of unauthorised items
- (vi) incident report

**F. Appropriate person to whom you could report:**

- (i) client representative
- (ii) police
- (iii) your manager

**G. Documentation:**

- (i) reports
- (ii) notebooks
- (iii) statements
- (iv) identification labels
- (v) search forms

**UNDERPINNING KNOWLEDGE AND SKILLS****Search people and their property for unauthorised items**

1. The current law and codes of practice related to your authority to search people and their property.
2. The procedures and instructions you should follow when searching people or their property, including:-
  - Why it is good practice to have witnesses during searches
  - Searching males and females
  - Different types of search, including entry to and exit from premises
  - The implications of carrying out searches incorrectly.
  - Searching juveniles
3. Interpersonal skills and how to use them during searches of people and their property.
4. The possible reactions to the request to submit to a search and how to deal with them.
5. The range of unauthorised items that you should look for during searches.
6. What you should do when you find unauthorised items, and to whom this should be reported.

**Respond to finding unauthorised items**

7. The procedures and instructions you should follow when finding unauthorised items.
8. The action you can take when you find unauthorised items during a search, within the limits of your responsibility and authority.
9. Interpersonal skills and how to use them during searches of people and their property, particularly when you find unauthorised items.
10. The possible reactions of suspects to finding unauthorised items and how to deal with them.
11. How to retain unauthorised items safely so that they may be used as evidence if required.
12. To whom you should report finding unauthorised items.



**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *search people and their property for unauthorised items and ,you respond to finding unauthorised items* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **two** of the following items of range:

**A. Searches of:**

- (i) people
- (ii) personal storage areas
- (iii) personal effects
- (iv) vehicles

**B. Individuals who may be searched:**

- (i) employees
- (ii) visitors
- (iii) contractors
- (iv) others

You must produce performance evidence for at least **three** of the following items of range:

**C. Actions that you could take:**

- (i) apprehend suspects
- (ii) retain unauthorised items as potential evidence
- (iii) call for other authority
- (iv) report the incident

You must produce performance evidence for at least **two** of the following items of range.

**D. Unauthorised items**

- (i) illegal substances
- (ii) alcohol
- (iii) weapons
- (iv) stolen property
- (v) banned items
- (vi) explosive devices

You must produce performance evidence for **all** of the following items of range.

**E. Details** that you should record:

- (i) identity of suspects
- (ii) description of unauthorised items
- (iii) time, date, place of search
- (iv) witnesses to the search
- (v) chain of custody of unauthorised items
- (vi) incident report

You must produce performance evidence for at least **two** of the following items of range:

**F. Appropriate person** to whom you could report:

- (i) client representative
- (ii) police
- (iii) your manager

**G. Documentation:**

- (i) reports
- (ii) notebooks
- (iii) statements
- (iv) identification labels
- (v) search forms

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Search registers (People/Vehicles/Lockers etc.)
- (ii) Incident reports
- (iii) Control log
- (iv) Occurrence book
- (v) Pocket book
- (vi) Witness statement
- (vii) Witness testimony
- (viii) Evidence/Identification labels/bags

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for element 1.

Evidence from simulated activities **is** permitted for element 2.

## U26302: Provide security at licensed venues

### Unit Descriptor:

This unit defines the national standard of occupational competence for door supervisors who have responsibility for security at licensed venues such as discotheques, nightclubs, public houses, casinos or restaurants. The standards recognise the responsibility you have as a door supervisor in monitoring the security and safety at licensed venues, as well as preventing crime where possible.

You should make sure that entry to venues is only to people who meet the entry requirements or conditions, which could relate to behaviour, dress code, age or entry charge. Controlling entry to licensed venues means acting professionally and firmly, particularly when dealing with potential risks to security, safety or licence conditions.

You should monitor behaviour at licensed venues, deterring any that is or could become anti-social, criminal, or contrary to the licence conditions. There will probably be situations where you will have to deal with adverse behaviour by taking appropriate action that is within your responsibility and authority. This includes giving verbal warnings, removing people from the venue and possibly apprehending those involved. It is also possible that you might have to use force to maintain control, in which case you should use only reasonable force and always act within the law and codes of practice.

You will be expected to know the current law, regulations and codes of practice related to providing security at licensed venues. In addition to knowing these, you should know how they affect you in your work and the implications if you do not comply with them. You should also know how to maintain the goodwill of customers, how to avoid acting aggressively or offensively and to not subject people to discrimination, harassment or stereotyping.

ELEMENT	PERFORMANCE CRITERIA
<i>To</i>	<i>be competent you must achieve the following:</i>
1. Control entry to licensed venues	1.1 Ensure entry to <b>licensed venues</b> is only by people with valid authorisation. 1.2 <b>Refuse entry</b> to anyone who does not comply with entry requirements. 1.3 Avoid acting aggressively, abusively or offensively while remaining firm and professional.

- 1.4 Take appropriate and permitted **action** to prevent risks to security or safety.
  - 1.5 Get immediate **help** from other people when you need it to maintain control of entry.
  - 1.6 Advise customers of any special conditions of entry, exit or re-entry.
  - 1.7 Complete fully and accurately documents related to incidents, in line with your instructions and within required timescales.
2. Deter adverse behaviour at licensed venues
- 2.1 Provide a visible presence in **licensed venues** that deters **adverse behaviour**.
  - 2.2 Avoid acting aggressively, abusively or offensively while remaining firm and professional.
  - 2.3 Monitor **indications** to recognise promptly adverse behaviour.
  - 2.4 Maintain constant observation to detect illegal substances or dangerous items.
  - 2.5 Discourage adverse behaviour before it escalates, using your professional judgement to take control and diffuse situations.
  - 2.6 Take appropriate and permitted **action** to prevent risks to security or safety.
  - 2.7 Get immediate **help** from other people when you need it to deal with adverse behaviour.
  - 2.8 Maintain the health, safety and welfare of yourself and others, while deterring adverse behaviour.
  - 2.9 Complete fully and accurately documents related to **incidents**, in line with your instructions and within required timescales.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Control entry to licensed venues****A. Licensed venues:**

- (i) public
- (ii) private

**B. Refuse entry because of:**

- (i) intoxication
- (ii) dress code
- (iii) known trouble makers
- (iv) banned
- (v) under age
- (vi) cannot pay entry fee
- (vii) offensive weapons
- (viii) carrying contraband items

**C. Actions that you could take:**

- (i) verbal warning
- (ii) lawful removal from the venue (with reasonable force if necessary)
- (iii) apprehend the person involved (with reasonable force if necessary)

**D. Help from:**

- (i) colleagues
- (ii) police

**E. Incidents related to:**

- (i) entry refused
- (ii) use of force
- (iii) visits by authorities
- (iv) customer relations
- (v) accidents
- (vi) emergencies

**Element 2: Deter adverse behaviour at licensed venue****F. Licensed venues:**

- (i) public
- (ii) private

**G. Adverse behaviour:**

- (i) anti-social
- (ii) criminal
- (iii) contrary to the venue licence

**H. Indications** of adverse behaviour that are:

- (i) visible
- (ii) audible

**I. Action** that you could take:

- (i) verbal warning
- (ii) lawful removal from the venue (with reasonable force if necessary)
- (iii) Apprehend the person involved (with reasonable force if necessary)

**J. Help** from:

- (i) colleagues
- (ii) police

**UNDERPINNING KNOWLEDGE AND SKILLS****Control entry to licenced venues**

1. Current law, regulations and codes of practice related to controlling entry to licensed venues, including using reasonable force where necessary.
2. The codes of practice and requirements for equal opportunities, particularly with regard to prejudice, discrimination, harassment and stereotyping.
3. Types of authority and identification that you have to check.
4. Your instructions for controlling entry to licensed venues.
5. How to maintain goodwill and remain professional when dealing with incidents.
6. The limits of your authority and responsibility relating to entry to and exit from licensed venues.
7. How to get help when you need it.
8. What details you should record relating to dealing with incidents at licensed venues.
9. The implications of any unprofessional behaviour when controlling entry to licensed venues.

**Deter adverse behaviour at licensed venues**

10. Your instructions for monitoring and controlling behaviour at licensed venues.
11. How to recognise illegal substances (drugs), as well as indications of their use and dealing.
12. How to recognise and deal with items that could be dangerous.
13. The limits of your authority and responsibility relating to dealing with adverse behaviour at licensed venues.
14. The implications of any unprofessional behaviour when monitoring and controlling behaviour at licensed venues.



## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *control entry to, and deter adverse behaviour at licensed venues* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range:

**A. Licensed venues:** (Element 1 & 2)

- (i) public
- (ii) private

You must produce performance evidence for at least **three** of the following items of range.

**B. Refuse entry** because of:

- (i) intoxication
- (ii) dress code
- (iii) known trouble makers
- (iv) banned
- (v) under age
- (vi) cannot pay entry fee
- (vii) offensive weapons
- (viii) carrying contrabanded items

You must produce performance evidence for at least **two** of the following items of range.

**C. Action** that you could take: (Element 1 & 2)

- (i) verbal warning
- (ii) lawful removal from the venue (with reasonable force if necessary)
- (iii) apprehend the person involved (with reasonable force if necessary)

You must produce performance evidence for **both** of the following items of range.

**D. Help** from: (Element 1 & 2)

- (i) colleagues
- (ii) police

You must produce performance evidence for at least **five** of the following items of range.

**E. Incidents** related to:

- (i) entry refused
- (ii) use of force
- (iii) visits by authorities
- (iv) customer relations
- (v) accidents
- (vi) emergencies

You must produce performance evidence for at least **two** of the following items of range.

**F. Adverse behaviour:**

- (i) anti-social
- (ii) criminal
- (iii) contrary to the venue licence

You must produce performance evidence for **both** of the following items of range.

**G. Indications** to adverse behaviour that are:

- (i) visible
- (ii) audible

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

## (2) Methods of Assessment

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) incident reports
- (ii) control log
- (iii) occurrence book
- (iv) pocket book
- (v) witness statements
- (vi) witness testimony

Observation of you by your assessor.

Answers to questions given to you by your assessor.

## (3) Context of Assessment

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for these elements.

## U26402: Carry out searches of vehicles for unauthorised items

### Unit Descriptor:

This unit defines the national standard of occupational competence for controlling the entry and exit of vehicles and searching vehicles. These searches may be on suspicion or as a formality. The unauthorised items that you might look for include illegal substances, stolen property, and banned or dangerous items.

Controlling entry and exit of vehicles means you should confirm the identification of drivers and the purpose of their visits, and give instructions to parking arrangements where appropriate. You should carry out searches in a polite, professional and courteous manner, giving reasons for searches. You should also be sure to maintain your own safety during searches.

When you find unauthorised items during searches of vehicles, you should know what action you may take and to whom you should report the matter. The actions that you might take include retaining the items, apprehending the person involved and calling other authorities.

### ELEMENT

### PERFORMANCE CRITERIA

<i>To</i>	<i>be competent you must achieve the following:</i>
1. Control the entry and exit of vehicles	1.1 Receive drivers of vehicles courteously. 1.2 Confirm the identity of drivers and their reason for <b>entry</b> . 1.3 Control the issue of passes and vehicle access in line with your instructions. 1.4 Promptly notify appropriate persons who need to know of the entry of vehicles. 1.5 Give clear directions to permitted parking areas, and other helpful information in line with your instructions. 1.6 Report any <b>incidents</b> involving vehicles promptly and accurately to the appropriate person.

- 1.7 Confirm drivers' authority for the removal of items from premises, where this is required in line with your instructions.
  - 1.8 Complete the required visit **documentation** in line with your instructions and within required timescales.
2. Search vehicles for unauthorised items
- 2.1 Carry out **searches** of vehicles at frequencies and in patterns according to your instructions.
  - 2.2 Give clear reasons for the search to drivers whose vehicle has been selected to be searched.
  - 2.3 Make sure you have consent to search vehicles, before you search them.
  - 2.4 Use the necessary **equipment** correctly to search vehicles effectively and efficiently.
  - 2.5 Be polite, professional and courteous while you carry out searches of vehicles.
  - 2.6 Maintain your own health, safety and welfare while carrying out searches of vehicles.
  - 2.7 Take prompt and appropriate approved **action** when you find **unauthorised items** during a search.
  - 2.8 Take appropriate and permitted action when a driver refuses to give consent to a search.
  - 2.9 Record and report the details of searches according to your instructions.
3. Respond to finding unauthorised items
- 3.1 Identify correctly **unauthorised items** found during searches of vehicles.
  - 3.2 Ask the driver to explain the possession of unauthorised items politely and courteously.

- 3.3 Retain securely unauthorised items found during a search as potential evidence.
- 3.4 Apprehend people suspected of having unauthorised items when this is appropriate, following your instructions and approved procedures.
- 3.5 Record and report the relevant **details** relating to the unauthorised items to the **appropriate person**.
- 3.6 Complete required reports and **documentation** relevant to the unauthorised items, legibly, accurately and within required timescales.
- 3.7 Maintain the health, safety and welfare of yourself and others, while responding to finding unauthorised items.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Control the entry and exit of vehicles****A. Times of entry:**

- (i) normal working hours
- (ii) outside normal working hours

**B. Documentation:**

- (i) vehicle log
- (ii) visitor passes

**C. Incidents involving vehicles:**

- (i) accidents resulting in injury or damage
- (ii) vehicles incorrectly parked
- (iii) stolen vehicles
- (iv) forced entry to vehicles

**Element 2: Search vehicles for unauthorised items****D. Searches**

- (i) on entry to premises
- (ii) on exit from premises
- (iii) random
- (iv) specific

**E. Equipment:**

- (i) mirrors
- (ii) torches
- (iii) ladders

**F. Actions that you could take:**

- (i) apprehend suspects
- (ii) retain unauthorised items as potential evidence
- (iii) call for other authority
- (iv) report the incident

**G. Unauthorised items:**

- (i) illegal substances
- (ii) alcohol
- (iii) weapons
- (iv) stolen property
- (v) banned items
- (vi) explosive devices

**Element 3: Respond to finding unauthorised items****H. Unauthorised items:**

- (i) illegal substances
- (ii) alcohol
- (iii) weapons
- (iv) stolen property
- (v) banned items
- (vi) explosive devices

**I. Details that you should record:**

- (i) identity of drivers and vehicles
- (ii) description of unauthorised items
- (iii) time, date, place of search
- (iv) witnesses to the search

**J. Appropriate person to whom you could report:**

- (i) client representative
- (ii) police
- (iii) your manager

**K. Documentation:**

- (i) reports
- (ii) notebooks
- (iii) statements
- (iv) identification labels
- (v) search forms

**UNDERPINNING KNOWLEDGE AND SKILLS****Control the entry and exit of vehicles**

1. Pass systems for vehicles and drivers, for both entry and exit.
2. Relevant instructions and procedures for the movement of vehicles at the premises where you provide a security service, including parking arrangements.
3. The layout and geography of the premises where you provide a security service.
4. Internal telephone numbers or where to find these.
5. Limitation of your authority and responsibility relating to allowing entry by vehicles.
6. Interpersonal skills and how to use them to promote a professional image to visitors.
7. Why access by vehicles should be controlled.

**Search vehicles for unauthorised items**

8. The current law and codes of practice related to your authority to search vehicles.
9. The procedures and instructions you should follow when searching vehicles, including:-
  - methods of searching different types of vehicles
  - when you should have witnesses
  - different types of search, including entry and exit
  - the implications of carrying out searches incorrectly
10. Possible hiding places in different types of vehicle.
11. Interpersonal skills and how to use them during searches of vehicles.
12. The possible reactions of drivers to the request to submit to a search and how to deal with them.
13. The range of unauthorised items that you should look for during searches.
14. What you should do when you find unauthorised items, and to whom this should be reported.

**Respond to finding unauthorised items**

15. The procedures and instructions you should follow when finding unauthorised items.
16. The action you can take when you find unauthorised items during a search, therefore the limits of your responsibility and authority.
17. Interpersonal skills and how to use them during searches of vehicles, particularly when you find unauthorised items.
18. The possible reactions of drivers to finding unauthorised items and how to deal with them.
19. How to retain unauthorised items safely so that they may be used as evidence if required.
20. To whom you should report finding unauthorised items.



**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *control the entry and exit of vehicles, search vehicles for unauthorised items, and respond to finding unauthorised items* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range:

**A. Times of entry:**

- (i) normal working hours
- (ii) outside normal working hours

**B. Documentation:**

- (i) vehicle log
- (ii) visitor passes

You must produce performance evidence for at least **two** of the following items of range.

**C. Incidents involving vehicles:**

- (i) accidents resulting in injury or damage
- (ii) vehicles incorrectly parked
- (iii) stolen vehicles
- (iv) forced entry to vehicles

You must produce performance evidence for at least **three** of the following items of range.

**D. Searches:**

- (i) on entry to premises
- (ii) on exit from premises
- (iii) random
- (iv) specific

You must produce performance evidence for at least **two** of the following items of range.

**E. Equipment:**

- (i) mirrors
- (ii) torches
- (iii) ladders

You must produce performance evidence for at least **three** of the following items of range.

**F. Actions that you could take:**

- (i) apprehend suspects
- (ii) retain unauthorised items as potential evidence
- (iii) call for other authority
- (iv) report the incident

You must produce performance evidence for at least **three** of the following items of range for **Element 1** and **two** for **Element 2**.

**G. Unauthorised items:**

- (i) illegal substances
- (ii) alcohol
- (iii) weapons
- (iv) stolen property
- (v) banned items
- (vi) explosive devices

You must produce performance evidence for **all** of the following items of range.

**I. Details that you should record:**

- (i) identity of drivers and vehicles
- (ii) description of unauthorised items
- (iii) time, date, place of search
- (iv) witnesses to the search

You must produce performance evidence for at least **two** of the following items of range.

**J. Appropriate person to whom you could report:**

- (i) client representative
- (ii) police
- (iii) your manager

You must produce performance evidence for at least **three** of the following items of range.

**K. Documentation:**

- (i) reports
- (ii) notebooks
- (iii) statements
- (iv) identification labels
- (v) search forms

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Vehicle log
- (ii) Visitor log
- (iii) Driver permits
- (iv) Contractor log
- (v) Incident reports
- (vi) Witness testimony
- (vii) Pocket book
- (viii) Control log
- (ix) Occurrence book
- (x) Memos
- (xi) Search register
- (xii) Witness statement
- (xiii) Videos
- (xiv) Photographs

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for elements 1 and 2.

Evidence from simulated activities **is** permitted for element 3.

## U26502: Arrest persons suspected of committing an offence

### Unit Descriptor:

This unit defines the national standard of occupational competence for making a citizen's arrest of persons suspected of committing an offence, and preserving the integrity of potential evidence. Arresting people is a serious act for anyone. You should therefore be certain of how to arrest someone and understand the laws of arrest.

You should be certain that you have sufficient valid evidence before you apprehend someone. You should also meet the requirements of the law and follow good practice when making an arrest. When you detain people after apprehending them, you should allow them their legal rights and make sure that they do not suffer any injury. You should also follow guidelines for detaining juveniles and people of different gender. It is also important that you hand over suspects to the relevant authorities, completing all the required documents clearly, completely and within the required timescales.

Preserving the integrity and usefulness of potential evidence means not allowing it to be interfered with, lost or removed. You may also have to prevent access to scenes of suspected crime to unauthorised persons.

There is a significant amount of knowledge and understanding required to support competence in apprehending and detaining suspects. It is therefore important that you follow the laws of arrest. This means that you should know and understand the current law relating to making arrests, particularly what you can and cannot do.

### ELEMENT

### PERFORMANCE CRITERIA

1. Apprehend suspected people	<i>To</i>	<i>be competent you must achieve the following:</i>
		1.1 Confirm that you have sufficient and valid evidence to apprehend people suspected of committing an <b>offence</b> .
		1.2 Take appropriate action to apprehend <b>suspects</b> that is within the constraints of the law and in line with your operational instructions, particularly using only reasonable force.
		1.3 Follow your instructions and relevant codes of practice when apprehending suspects, particularly related to what you say to them.

- 1.4 Protect scenes of suspected offence and potential **evidence**, following approved procedures and guidelines.
  - 1.5 Maintain your own health safety and welfare while apprehending suspects.
  - 1.6 Inform the relevant people and authorities that you have apprehended a **suspect**, in line with your instructions and within required timescales.
  - 1.7 Record full and accurate details of the circumstances when you apprehend **suspects**, as soon as practicable.
2. Detain suspected people
- 2.1 Allow **detainees** their legal rights at all times while you detain them.
  - 2.2 Follow approved procedures for segregating and accompanying detainees.
  - 2.3 Follow approved procedures and guidelines when detaining people of the opposite sex and juveniles.
  - 2.4 Make sure detainees do not destroy or dispose of potential evidence.
  - 2.5 Make sure detainees do not suffer injury, self-inflicted or other, in line with your instructions and codes of practice.
  - 2.6 Maintain your own health, safety and welfare while detaining suspects, including **searching** them and their possessions for weapons.
  - 2.7 Hand over suspects to the relevant authority, giving clear and concise details of detentions, in line with your instructions and within required timescales.
  - 2.8 Record the details of detentions fully, accurately and within required timescales.

3. Preserve the integrity of potential evidence
  - 3.1 Take all reasonable **precautions** to prevent potential **evidence** from being lost or removed by unauthorised persons.
  - 3.2 Take all reasonable precautions to prevent potential evidence from being contaminated.
  - 3.3 Prevent access to scenes of suspected offence to unauthorised people.
  - 3.4 Make sure that no **alterations** to scenes of suspected offence are made.
  - 3.5 Do nothing yourself to adversely affect the usefulness of potential evidence.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Apprehend suspected people****A. Offences** for which you apprehend suspects:

- (i) theft
- (ii) robbery
- (iii) malicious and criminal damage
- (iv) criminal assault
- (v) public disorder
- (vi) scenes of crime
- (vii) breach of the peace

**B. Suspects:**

- (i) single
- (ii) groups
- (iii) male
- (iv) female
- (v) adults
- (vi) juveniles

**C. Evidence** that you should secure and preserve:

- (i) signs of forced entry
- (ii) weapons
- (iii) tools
- (iv) containers
- (v) stolen property
- (vi) stolen or suspected stolen property

**Element 2: Detain suspected people****D. Detainees:**

- (i) single
- (ii) groups
- (iii) male
- (iv) female
- (v) adults
- (vi) juveniles

**E. Searching** suspects:

- (i) with their consent
- (ii) finding incriminating items
- (iii) not finding incriminating items

**Element 3: Preserve the integrity of potential evidence****F. Precautions** that you should take:

- (i) preventing detainees from interfering with or disposing evidence
- (ii) cordoning off scenes of suspected offence
- (iii) maintaining a constant presence at the scene

**G. Evidence** that you should secure and preserve:

- (i) signs of forced entry
- (ii) weapons
- (iii) tools
- (iv) containers
- (v) stolen property
- (vi) stolen or suspected stolen property

**H. Alterations** that could adversely affect evidence:

- (i) changing positions of items at the scene
- (ii) fingerprints
- (iii) removal or changes to documents



**UNDERPINNING KNOWLEDGE AND SKILLS****Apprehend suspected persons**

1. The current law relating to arresting persons suspected of offences, typically:
  - Criminal Damage Act
  - Offences Against People Act
  - Trespass Reform to Property Act (criminal and non-criminal)
  - Minor Offences Act
  - Public Order Act
  - Drug Abuse Prevention and Control Act
2. Your instructions and the codes of practice relevant to apprehending suspects.
3. The implications of unlawful arrest.
4. The situations where you are allowed to apprehend suspects and the limits of your authority.
5. When and how you use reasonable force to apprehend suspects.
6. Why it is important to preserve evidence and record accurate details at the time you apprehend suspects.
7. Which authority you should inform that you have apprehended a suspect and how to contact these authorities.

**Detain suspected people**

8. The current law relating to the rights of detainees, including the restrictions on your searching them or their possessions.
9. Your instructions relating to detaining suspects, particularly with regard to your and their safety and well being.
10. Why and how you should monitor detainees to prevent their escaping or destroying potential evidence.
11. Why you should retain and preserve potential evidence.
12. Which authority you should inform that you have detained a suspect and how to contact these authorities.

**Preserve the integrity of potential evidence**

13. The current law relating to obtaining and retaining potential evidence.
14. Your responsibility to look after potential evidence and what you should do to preserve this evidence.
15. What constitutes potential evidence, including anything said by detainees.
16. What actions you can take to preserve potential evidence.
17. Arrestable Offences Act
18. Private Investigators and Security Guards Act.

**EVIDENCE GUIDE****(1) Critical aspects of evidence**

You must prove that you *apprehend suspected people, detain suspected people and preserve the integrity of potential evidence* to the National Standards of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **two** of the following items of range:

**A. Offences** for which you apprehend suspects

- (i) theft
- (ii) robbery
- (iii) malicious and criminal damage
- (iv) criminal assault
- (v) public disorder
- (vi) breach of the peace

You must produce performance evidence for at least **three** of the following items of range:

**B. Suspects:**

- (i) single
- (ii) groups
- (iii) male
- (iv) female
- (v) adults
- (vi) juveniles

**C. Detainees:**

- (i) single
- (ii) groups
- (iii) male
- (iv) female
- (v) adults
- (vi) juveniles

You must produce performance evidence for at least **two** of the following items of range:

**D. Searching** suspects:

- (i) with their consent
- (ii) finding incriminating items
- (iii) not finding incriminating items

You must produce performance evidence for at least **two** of the following items of range:

**E. Precautions** that you should take:

- (i) prevent detainees from interfering with or disposing evidence
- (ii) cordoning off scenes of suspected offence
- (iii) maintaining a constant presence at the scene

**F. Evidence** that you should secure and preserve: (Elements 1 and 3)

- (i) signs of forced entry
- (ii) weapons
- (iii) tools
- (iv) containers
- (v) stolen property
- (vi) stolen or suspected stolen property

**G. Alterations** that could adversely affect evidence:

- (i) changing positions of items at the scene
- (ii) fingerprints
- (iii) removal or changes to documents

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

## (2) Methods of Assessment

Here are some examples to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Search register
- (ii) Incident report
- (iii) Witness statement
- (iv) Witness testimony
- (v) Control log
- (vi) Occurrence book
- (vii) Pocket book
- (viii) Audio/Videos
- (ix) Photographs
- (x) Evidence bag/Label

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is** permitted for Elements 1 and 2.

Evidence from simulated activities **is not** permitted for Element 3.

## U26602: Deal with disorderly and aggressive behaviour

### Unit Descriptor:

This unit defines the national standard of occupational competence for dealing with adverse behaviour, which could be criminal or anti-social. This is more than just reacting to unacceptable behaviour; it is also deterring adverse behaviour.

While your visible presence should deter adverse behaviour, you should monitor the indications of when behaviour begins to become unacceptable. You should discourage or prevent adverse behaviour escalating, by taking the appropriate and permitted action. This action could be giving verbal warnings, lawfully removing people or possibly apprehending those involved.

You should be polite, professional and firm when dealing with adverse or unacceptable behaviour. This means using non-threatening language and gestures to diffuse and gain control of situations. You may have to use force when dealing with adverse behaviour, in which case you should use only reasonable force and always act within the law and codes of practice.

ELEMENT	PERFORMANCE CRITERIA
<p style="text-align: center;"><i>To</i></p> <p>1. Deter adverse behaviour through visible security presence</p>	<p style="text-align: center;"><i>be competent you must achieve the following:</i></p> <p>1.1 Provide a visible presence in designated <b>areas</b> that deters <b>adverse behaviour</b>.</p> <p>1.2 Meet the required standards for appearance and behaviour.</p> <p>1.3 Monitor <b>indications</b> to recognise promptly adverse behaviour.</p> <p>1.4 Discourage adverse behaviour before it escalates, using your professional judgement to diffuse situations.</p> <p>1.5 Take appropriate and permitted action to prevent risks to security or safety</p> <p>1.6 Maintain the health, safety and welfare to yourself and others, while deterring adverse behaviour.</p>

## 2. Deal with adverse behaviour

- 2.1 Respond promptly to **adverse behaviour** in a polite, professional and calming manner.
- 2.2 Use non-threatening language and gestures to diffuse potential aggressive or abusive behaviour.
- 2.3 Encourage people involved politely to refrain from using or continuing to use adverse behaviour.
- 2.4 Where necessary and practicable, segregate individuals concerned to minimise the effect on others.
- 2.5 Get immediate **help** from other people when you need it, particularly if situations escalate.
- 2.6 Take appropriate, prompt and permitted **action** to prevent further adverse behaviour, in line with legal constraints and your instructions.
- 2.7 Report details of adverse behaviour to the appropriate authorities if required by your instructions.
- 2.8 Record the details of situations where you have had to deal with adverse behaviour, in line with legal requirements and within required timescales.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Deter adverse behaviour through visible security presence****A. Areas** that you could provide a security service:

- (i) public
- (ii) restricted

**B. Adverse behaviour:**

- (i) anti-social
- (ii) criminal

**C. Indications** of adverse behaviour that are

- (i) visible
- (ii) audible

**Element 2: Deal with adverse behaviour****D. Adverse behaviour:**

- (i) anti-social
- (ii) criminal

**E. Help** from:

- (i) your colleagues
- (ii) police
- (iii) other authorities

**F. Action** that you could take:

- (i) verbal warning
- (ii) lawful removal from the premises
- (iii) apprehend the person involved

**UNDERPINNING KNOWLEDGE AND SKILLS****Deter adverse behaviour through visible security presence**

1. Your instructions for discouraging and dealing with adverse behaviour.
2. How to maintain a visible security presence without encouraging adverse behaviour.
3. How to recognise when behaviour begins to become unacceptable and how to deal with these situations promptly and effectively.
4. How to recognise criminal activity (e.g. drug handling).
5. The layout and geography of the locations where you provide security services.
6. Your organisation's standards of dress and behaviour.

**Deal with adverse behaviour**

7. Your organisation's procedures, instructions and guidelines for dealing with adverse behaviour, and what actions you are permitted to take.
  8. The current law relating to dealing with adverse behaviour and how it affects you in your work.
  9. How to recognise and diffuse aggressive or abusive behaviour, through using both verbal and non-verbal language.
  10. When and how to use only reasonable force effectively when you need to.
  11. Who you should call for help when you need it and how to contact them.
  12. What details you should record relating to dealing with adverse behaviour.
- .



**EVIDENCE GUIDE****(1) Critical aspects of evidence**

You must prove that you *deter adverse behaviour through visible security presence and deal with adverse behaviour* to the National Standards of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range:

**A. Areas** that you could provide a security service:

- (i) public
- (ii) restricted

**B. Adverse behaviour:** (Elements 1 and 2)

- (i) anti-social
- (ii) criminal

**C. Indications** of adverse behaviour that are:

- (i) visible
- (ii) audible

You must produce performance evidence for at least **two** of the following items of range:

**D. Help** from:

- (i) your colleagues
- (ii) police
- (iii) other authorities

**E. Action** that you could take:

- (i) verbal warning
- (ii) lawful removal from the premises
- (iii) apprehend the person involve

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are some examples to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Control log
- (ii) Incident report
- (iii) Occurrence book
- (iv) Witness testimony
- (v) Witness statement
- (vi) Audio/Videos
- (vii) Photographs
- (viii) Pocket book

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for these Elements.

## U26702: Monitor areas using CCTV systems

### Unit Descriptor:

This unit defines the national standard of occupational competence for using CCTV systems and equipment to monitor security.

Before using CCTV systems and equipment, you should make sure it is working properly and adjust it for best performance. While you are monitoring the security of areas, you should recognise and react to activities or incidents that could be risks to security. You might have to prioritise your response to several simultaneous incidents, according to their seriousness.

You should be able to interpret what you see on your screen and work with the appropriate agency or authority to deal with security incidents or other emergencies. Working with other agencies or colleagues could also involve you finding specified targets, such as people, property or suspicious objects.

The underpinning knowledge required for monitoring areas using CCTV includes understanding relevant legislation, regulations and codes of practice. It also includes knowing the capabilities and limitations of the equipment and how to get the best out of it.

### ELEMENT

### PERFORMANCE CRITERIA

<i>To</i>	<i>be competent you must achieve the following:</i>
1. Prepare to monitor areas using CCTV systems	1.1 Make sure the CCTV <b>equipment</b> that you are going to use is working properly following your organisation's instructions and procedures. 1.2 Adjust your equipment and system controls to get the best performance from the system. 1.3 Investigate any faults in system performance and report them to the appropriate person. 1.4 Carry out tape changeovers in a way that minimises recorder downtime. 1.5 Organise your work area so that you can work efficiently and safely.

- 1.6 Make sure your monitor screens are clean to maximise clarity of image.
- 1.7 Complete the required **records** completely, legibly and within required timescales.
2. Monitor CCTV camera images and react to incidents
  - 2.1 Use CCTV systems and **equipment** in line with operating instructions and within legal constraints.
  - 2.2 Recognise **activities or incidents** that should be recorded following your organisation's instructions and guidelines.
  - 2.3 Control and use systems to their full **operational ability** to monitor and record incidents, taking account of the seriousness of incidents.
  - 2.4 Prioritise multiple incidents in relation to their seriousness or your instructions.
  - 2.5 Interpret and report incidents promptly and calmly to the appropriate **person**
  - 2.6 Work with external agencies in a way that is effective and efficient.
  - 2.7 Continually monitor the progress of incidents until no longer required to.
  - 2.8 Maintain the confidentiality of information observed and recorded in line with relevant legislation and codes of practice.
  - 2.9 Complete incident logs accurately, legibly and within required timescales.
3. Locate pre-determined targets using CCTV
  - 3.1 Interpret **information** you are given to select the most appropriate cameras and viewing areas

- 3.2 Search for and identify **targets** systematically and promptly.
- 3.3 Adjust your **equipment** and system controls to maintain the best image of targets.
- 3.4 Modify your search patterns to hold and track multiple targets.
- 3.5 Interpret and report accurately and calmly ongoing events as required to the appropriate **person**.
- 3.6 Work with external agencies in a way that is effective and efficient.
- 3.7 Continually monitor targets until no longer required to.
- 3.8 Maintain the confidentiality of information observed and recorded in line with relevant legislation and codes of practice.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare to monitor areas using CCTV systems****A. Equipment:**

- (i) cameras
- (ii) screens
- (iii) system controls
- (iv) recorders
- (v) lights

**B. Records that you need to make of:**

- (i) incidents
- (ii) equipment
- (iii) tapes
- (iv) duties
- (v) access

**Element 2: Monitor CCTV camera images and react to incidents****C. Equipment**

- (i) static and tilt-pan-zoom (TPZ) cameras
- (ii) screens
- (iii) multiplex cameras and monitors
- (iv) system controls
- (v) real and lapse time recorders
- (vi) lights

**D. Activities or incidents:**

- (i) single
- (ii) multiple
- (iii) criminal
- (iv) non-criminal

**E. Operational ability:**

- (i) multiplex
- (ii) tilt-pan-zoom
- (iii) static

**F. Persons to whom you would report incidents**

- (i) colleagues
- (ii) police
- (iii) emergency services
- (iv) social services
- (v) others in authority

**Element 3: Locate pre-determined targets using CCTV****G. Information from:**

- (i) police
- (ii) emergency services
- (iii) social services
- (iv) colleagues
- (v) others in authority

**H. Targets:**

- (i) vulnerable people
- (ii) suspicious people
- (iii) cash
- (iv) stock
- (v) suspicious objects

**I. Equipment:**

- (i) static and tilt-pan-zoom (tpz) cameras
- (ii) screens
- (iii) multiplex cameras and monitors
- (iv) system controls
- (v) real and lapse time recorders
- (vi) lights

**J. Persons to whom you would report events:**

- (i) colleague
- (ii) police
- (iii) emergency services
- (iv) social services
- (v) others in authority

**UNDERPINNING KNOWLEDGE AND SKILLS****Prepare to monitor areas using CCTV systems**

1. Current legislation, regulations and codes of practice relating to using CCTV systems.
2. The operational instructions and procedures you should follow when preparing to monitor areas using CCTV systems.
3. How to confirm that your equipment is working and what to do if it is not.
4. Health and safety guidance relating to good ergonomic practice and the use of visual display units.
5. How to adjust and use your equipment and system controls to get best performance, including making the best use of external lighting.
6. The terminology used with CCTV systems and usage.

**Monitor CCTV camera images and react to incidents**

7. The local geography of the areas that you monitor.
8. The area of coverage of each camera that you use.
9. The capabilities and limitations of systems and equipment that you use.
10. How to use systems to get their best performance, including using real and time lapse recording.
11. How to maintain effective and efficient working relationships with other agencies.

**Locate pre-determined targets using CCTV**

12. Current legislation, regulations and codes of practice relating to using CCTV systems, particularly for locating specific people.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *prepare to monitor areas using CCTV systems, monitor CCTV camera images and react to incidents and that you locate pre-determined targets using CCTV* to the National Standards of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for at least **four** of the following items of range:

#### A. Equipment:

- (i) cameras
- (ii) screens
- (iii) system controls
- (iv) recorders
- (v) lights

#### B. Records that you need to make of:

- (i) incidents
- (ii) equipment
- (iii) tapes
- (iv) duties
- (v) access

#### C. Equipment:

- (i) static and tilt-pan-zoom (tpz) cameras
- (ii) screens
- (iii) multiplex cameras and monitors
- (iv) system controls
- (v) real and lapse time recorders
- (vi) lights

You must produce performance evidence for at least **three** of the following items of range:

#### D. Activities or incidents:

- (i) single
- (ii) multiple
- (iii) criminal
- (iv) non-criminal

You must produce performance evidence for **all** of the following items of range:

**E. Operational ability:**

- (i) multiplex
- (ii) Tilt-pan-zoom
- (iii) static

You must produce performance evidence for at least **two** of the following items of range:

**F. Persons to whom you would report incidents: (Elements 2 and 3)**

- (i) colleagues
- (ii) police
- (iii) emergency services
- (iv) social services
- (v) others in authority

**G. Information from:**

- (i) police
- (ii) emergency services
- (iii) social services
- (iv) colleagues
- (v) others in authority

You must produce performance evidence for at least **three** of the following items of range:

**H. Targets**

- (i) vulnerable people
- (ii) suspicious people
- (iii) cash
- (iv) stock
- (v) suspicious objects

**I. Equipment:**

- (i) static and tilt-pan-zoom (tpz) cameras
- (ii) screens
- (iii) multiplex cameras and monitors
- (iv) system controls
- (v) real and lapse time recorders
- (vi) lights

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are some examples to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Incident report
- (ii) Control log
- (iii) CCTV records
- (iv) Witness testimony
- (v) Accident reports
- (vi) Communication logs
- (vii) Witness statements
- (viii) Occurrence log
- (ix) Audio/Videos
- (x) Photographs

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for these Elements.

## U26802: Maintain CCTV video tape libraries and preserve potential evidence

### Unit Descriptor:

This unit defines the national standard of occupational competence for looking after CCTV video tape libraries and tapes that could contain evidence.

You should be able to follow the correct procedures for bringing new tapes into a system; storing, erasing and disposing of tapes; as well as taking action to deal with missing tapes. You should follow your organisation's procedures when you remove tapes that contain potential evidence, particularly regarding their safe storage and the associated documentation. You should also make sure that tapes and any related documents or screen printouts are only available to authorised persons.

It is also important that you maintain the confidentiality of any recorded information, and details of what is recorded.

*NB: 'Video tape' may be interpreted as – the method of recording and storing images on video tape or disc in data or magnetic format (eg VHS tape, DAT tape, CD or Hard Disk).*

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Maintain video tape storage systems	1.1 Integrate new tapes in to systems following your organisational procedures. 1.2 Store tapes in approved locations to maintain their operational condition. 1.3 Follow laid down <b>procedures</b> for using video tapes. 1.4 Recognise when tapes are missing and take the required action in line with instructions. 1.5 Maintain the confidentiality of recorded information in line with relevant legislation and codes of practice.

- 1.6 Complete required records completely, legibly and within required timescales.
2. Preserve potential video taped evidence
    - 2.1 Remove tapes that contain potential evidence from the system and record the required details in line with your instructions and organisation's procedures.
    - 2.2 Make sure that tapes containing potential evidence are stored securely and made available only to authorised persons.
    - 2.3 Make sure the screen printouts of suspicious incidents are stored securely and made available only to authorised persons.
    - 2.4 Disclose confidential information that you gain only to authorised persons.
    - 2.5 Carry out tape replacement in a way that minimises recorder downtime.
    - 2.6 Complete required records completely, legibly and within required timescales.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Maintain video tape storage systems****A. Procedures for using videotapes:**

- (i) erasing
- (ii) rotating
- (iii) disposing when time expired or faulty

**Element 2: Preserve potential video taped evidence**

There is no range statement for this element.

**UNDERPINNING KNOWLEDGE AND SKILLS****Maintain videotape storage systems**

1. The types of tapes that you use and their life expectancy.
2. How to log and classify tapes.
3. How to best store tapes to preserve their operational condition.
4. Your organisation's policy and the statutory requirements for retaining tapes.
5. How to implement the procedures for using tapes, including requisition, rotation, erasure and disposal.
6. What your responsibilities are when you discover a tape is missing.
7. What your responsibilities are for maintaining confidentiality of recorded information.

**Preserve potential video taped evidence**

8. Your organisation's instructions and procedures for maintaining the security and confidentiality of recorded information and how to implement these procedures.
9. The statutory requirements for maintaining the security and confidentiality of recorded information and how to implement these requirements.
10. How to minimise recorder downtime.
11. Who are the people authorised to have access to tapes and screen printouts containing potential evidence.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *maintain video tapes storage systems and preserve tape evidence* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **all** of the following items of range.

#### A. Procedures for using videotapes:

- (i) erasing
- (ii) rotating
- (iii) disposing when time expired or faulty

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

### (2) Methods of Assessment

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Control log
- (ii) Occurrence book
- (iii) Incident reports
- (iv) CCTV records
- (v) Witness testimony
- (vi) Witness statements
- (vii) Communication logs
- (viii) Tape management logs
- (ix) Master tape/Evidence tape bags and records
- (x) Storage records/register

Observation of you by your assessor.

Answers to questions given to you by your assessor.

### (3) Context of Assessment

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for these elements.



## U26902: Maintain the operational performance of CCTV systems

### Unit Descriptor:

This unit defines the national standard of occupational competence for making sure CCTV systems and equipment are working as required.

Before you begin to check the performance of CCTV systems and equipment, you should make sure that this would not compromise your organisation's operational commitments. You should then carry out sufficient valid tests to determine how well the system is working. You might need to make adjustments with the system or equipment or identify which system component is impairing the overall performance. Or you might have to contact someone else to rectify the unacceptable performance.

You should be able to give sufficient operational information to the relevant person to help them rectify problems with CCTV systems or equipment. You could also be required to assist them, in line with your responsibility and authority.

You should therefore understand the operational requirements of CCTV systems and equipment, as well as how to test operational performance. You should also understand CCTV terminology, sufficient to describe system performance, tests and faults.

### ELEMENT

### PERFORMANCE CRITERIA

<i>To</i>	<i>be competent you must achieve the following:</i>
1. Confirm operational performance of CCTV systems	1.1 Make sure that operational commitments of your organisation are not compromised while you test CCTV systems.  1.2 Carry out sufficient and appropriate <b>tests</b> to determine the operational performance of CCTV systems.  1.3 Make necessary <b>adjustments</b> to get the optimum performance from CCTV systems.  1.4 Identify correctly <b>equipment</b> or system <b>components</b> that impair optimum performance of systems.

- 1.5 Record accurate and sufficient details of **unacceptable performance** so that remedial action can be taken.
- 1.6 Record and give accurate details of tests and results when required.
- 2. Arrange for unacceptable performance to be rectified
  - 2.1 Take approved action that is within your authority and responsibility to rectify unacceptable performance of CCTV systems.
  - 2.2 Provide sufficient information to the **relevant person** to help them rectify **unacceptable performance** of CCTV **equipment** or **components**.
  - 2.3 Provide appropriate practical help when asked, to help rectify performance, in line with your responsibility and authority.
  - 2.4 Make sure that operational commitments of your organisation are not compromised while system performance is being rectified.
  - 2.5 Record and give accurate details of action taken to rectify performance when required.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Confirm operational performance of CCTV systems****A. Tests that you would carry out to confirm:**

- (i) basic operation (functional)
- (ii) system performance (operational)

**B. Adjustments to systems and equipment:**

- (i) image quality
- (ii) coverage of cameras
- (iii) camera movement
- (iv) monitor (screen) image quality
- (v) recording quality

**C. Equipment or components of CCTV systems**

- (i) cameras
- (ii) monitors (screens)
- (iii) systems controls
- (iv) lights
- (v) recorders

**D. Unacceptable performance:**

- (i) camera image quality
- (ii) camera control
- (iii) monitor image
- (iv) recording quality

**Element 2 Arrange for unacceptable performance to be rectified****E. Relevant person to whom to report unacceptable system performance:**

- (i) internal colleague
- (ii) manufacturer's or supplier's representative
- (iii) specialist

**F. Unacceptable performance**

- (i) camera image quality
- (ii) camera control
- (iii) monitor image
- (iv) recording quality

*You must cover the items below:*

**G. Equipment or components of CCTV systems:**

- (i) cameras
- (ii) monitors (screens)
- (iii) system controls
- (iv) lights
- (v) recorders

**UNDERPINNING KNOWLEDGE AND SKILLS****Confirm operational performance of CCTV systems**

1. The limits of your responsibility and authority to maintain the performance of CCTV systems, including tests and adjustments.
2. The functional operation of the CCTV systems and equipment that you are required to maintain.
3. How to test CCTV systems and their required performance.
4. What adjustments you can make and how to make them.
5. How to recognise when CCTV systems are not working at their optimum performance, and likely causes of unacceptable performance.
6. What information and details of unacceptable system performance you should record so that remedial action can be taken.

**Arrange for unacceptable performance to be rectified**

7. The limits of your responsibility and authority to maintain the performance of CCTV systems, including taking action to rectify unacceptable performance.
8. Terminology used with CCTV systems and equipment, particularly when describing performance, tests and faults.
9. To whom and how to report unacceptable performance, and what information will help them.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *confirm operational performance of CCTV systems* and *arrange for unacceptable performance to be rectified* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range.

**A. Test** that you would carry out to confirm:

- (i) basic operation (functional)
- (ii) system performance (operational)

You must produce performance evidence for **all** of the following items of range.

**B. Adjustments** to systems and equipment:

- (i) image quality
- (ii) coverage of cameras
- (iii) camera movement
- (iv) monitor (screen) image quality
- (v) recording quality

You must produce performance evidence for at least **four** of the following items of range.

**C. Equipment** or **components** of CCTV systems: (Elements 1 and 2)

- (i) cameras
- (ii) monitors (screens)
- (iii) systems controls
- (iv) lights
- (v) recorders

You must produce performance evidence for **all** of the following items of range.

**D. Unacceptable performance:** (Elements 1 and 2)

- (i) camera image quality
- (ii) camera control
- (iii) monitor image
- (iv) recording quality

You must produce performance evidence for at least **two** of the following items of range.

**E. Relevant person** to whom to report unacceptable system performance:

- (i) internal colleague
- (ii) manufacturer's or supplier's representative
- (iii) specialist

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

### (2) Methods of Assessment

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Control log
- (ii) Occurrence book
- (iii) Incident reports
- (iv) CCTV records
- (v) Fault reports
- (vi) Engineers report
- (vii) Memos
- (viii) Fax

Observation of you by your assessor.

Answers to questions given to you by your assessor.

### (3) Context of Assessment

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for these elements.

**U27002: Provide covert security in retail environments**

## Unit Descriptor:

This unit defines the national standard of occupational competence for supporting retail security and covers maintaining covert presence and security alarm responses.

You should always maintain the covert nature of your role, including when responding to security alarms. This means dressing and behaving appropriately to the retail environment in which you are working. You must follow the law and codes of practice related to covert retail security, as well as your organisation's procedures for providing covert retail security.

You should be able to recognize the different types of security alarms to which you should respond, and report any that are defective or ineffective. These alarms would be for access control, surveillance, stock protection, perimeter protection or panic buttons.

**ELEMENT****PERFORMANCE CRITERIA**

<i>To</i>	<i>be competent you must achieve the following:</i>
1. Maintain covert security presence	1.1 Carry out covert security observations in line with your instructions and organisation's procedures.  1.2 Comply with the relevant legal requirements and codes of practice when working covertly.  1.3 Behave at all times in ways that preserves your covert security role.  1.4 Dress appropriately for the retail <b>environments</b> in which you are working.  1.5 <b>Communicate</b> with colleagues and the relevant authorities in ways that preserve your covert security role.  1.6 Be alert and respond in line with your instructions and guidelines to potential threats to security.



2. Respond to security alarms
  - 2.1 Recognise correctly the types and locations of **security alarm systems** to which you should respond.
  - 2.2 Decide when and how you should respond to **security alarms**, in line with your instructions, procedures and guidelines.
  - 2.3 Take appropriate action in response to **security alarms** that does not compromise your covert security role.
  - 2.4 Recognise and report to the appropriate person defective or ineffective **security alarm systems**.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Maintain covert security presence****A. Retail environments**

- (i) location
- (ii) type of retail business

**B. Methods of **communication** with others:**

- (i) radio
- (ii) telephone
- (iii) face-to-face

**Element 2 Respond to security alarms****C. Security alarm systems:**

- (i) access control
- (ii) surveillance
- (iii) stock protection
- (iv) perimeter protection
- (v) panic buttons

**UNDERPINNING KNOWLEDGE AND SKILLS****Maintain covert security presence**

1. The current law and codes of practice related to covert security activities.
2. Your organisation's procedures for providing covert security in retail environments.
3. How to dress, behave and communicate with others to preserve your covert role.
4. The layout of the retail premises and local environment in which you work.
5. How to recognise suspicious behaviour.

**Respond to security alarms**

6. The types and use of typical security alarm systems.
7. Your organisation's procedures for responding to security alarms.
8. How to recognise alarm signals.
9. How to preserve your covert role while responding to security alarms.
10. How to report defective or ineffective security alarm systems.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *maintain covert security presence and respond to security alarms* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range.

#### A. Retail environment:

- (i) location
- (ii) type of retail business

You must produce performance evidence for at least **two** of the following items of range.

#### B. Methods of **communication** with others:

- (i) radio
- (ii) telephone
- (iii) face-to-face

You must produce performance evidence for at least **three** of the following items of range.

#### C. Security alarm systems:

- (i) access control
- (ii) surveillance
- (iii) stock protection
- (iv) perimeter protection
- (v) panic buttons

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Audio/Video
- (ii) Photographs
- (iii) Witness testimony
- (iv) Witness statement
- (v) Pocket book
- (vi) Control log
- (vii) Occurrence log
- (viii) Incident reports

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for element 1.

Evidence from simulated activities **is** permitted for element 2.

**U27102: Detect loss and theft in retail environments**

## Unit Descriptor:

This unit defines the national standard of occupational competence for supporting retail security and covers identifying when loss or theft is taking place and identifying suspects which you would be doing covertly.

You would be expected to get sufficient information to help you identify loss or theft and decide what action should be taken. This information would help you identify trends or patterns and potential suspects. Once you have identified suspects, you would be expected to take the appropriate action, which could be to continue observing suspects or contact colleagues, who would deal with suspects.

You should know, understand and follow the relevant law, codes of practice and your instructions for detecting loss or theft from retail environments. You should also know how to maintain the covert nature of your security role.

**ELEMENT****PERFORMANCE CRITERIA**

	<i>To</i>	<i>be competent you must achieve the following:</i>
1. Gather and evaluate information to detect offences and suspects		1.1 Collate and evaluate reliable and factual <b>details</b> related to loss and potential offences. 1.2 Recognise and confirm trends or patterns of loss or theft to help identify what action should be taken. 1.3 Make sure you have sufficient valid and reliable evidence of loss or theft on which to propose effective action. 1.4 Maintain the covert nature of your security role while evaluating evidence of loss or theft. 1.5 Report details of loss and theft accurately and the action you propose to take to the relevant <b>person</b> .

## 2. Identify suspects and respond

- 2.1 Identify **suspects** correctly.
- 2.2 Take **action** to deal with suspects that is legal and in line with your instructions and authority.
- 2.3 Maintain the covert nature of your security role while responding to identifying suspects.
- 2.4 Report orally and in writing, clear details of suspects and action taken to the relevant person.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Gather and evaluate information to detect offences and suspects****A. Details** related to:

- (i) loss
- (ii) internal theft
- (iii) external theft

**B. Person** to whom you report:

- (i) colleagues
- (ii) others in authority
- (iii) supervisors
- (iv) police

**Element 2 Respond to identifying suspects****C. Suspects** who are:

- (i) employees
- (ii) non-employees

**D. Action** that you take:

- (i) maintain observation and take notes
- (ii) get help from colleagues
- (iii) detain suspects
- (iv) inform supervisor

**E. Details** of:

- (i) suspects
- (ii) action taken

**F. Person** to whom you report:

- (i) colleagues
- (ii) others in authority
- (iii) supervisors
- (iv) police



**UNDERPINNING KNOWLEDGE AND SKILLS****Gather and evaluate information to detect offences and suspects**

1. The current law and codes of practice related to gathering information about possible loss and theft from retail environments.
2. Where you can get reliable and factual information about loss and theft.
3. How to evaluate details of loss or theft in order to decide what action should be taken.
4. How to decide when you have sufficient information on which effective action can be taken.
5. How to maintain the covert nature of your security role while gathering information related to loss and theft.
6. What actions you can propose to prevent loss and theft from retail environments.

**Respond to identifying suspects**

7. The current law, codes of practice and your instructions related to dealing with people suspected of causing retail loss or theft.
8. The surveillance techniques that you should use to identify loss or theft.
9. How to spot suspicious behaviour and identify people suspected of causing loss or theft.
10. How to communicate effectively with your associates to give details of suspects and action to take.
11. How to maintain the covert nature of your security role while dealing with suspects.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *gather and evaluate information to detect offences and suspects* and that you *respond to identifying suspects* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **all** of the following items of range.

#### A. Details related to:

- (i) loss
- (ii) internal theft
- (iii) external theft

You must produce performance evidence for at least **two** of the following items of range.

#### B. Persons to whom you report: (Elements 1 and 2)

- (i) colleagues
- (ii) others in authority
- (iii) supervisors
- (iv) police

You must produce performance evidence for **both** of the following items of range.

#### C. Suspects who are:

- (i) employees
- (ii) non-employees

#### D. Action that you take:

- (i) maintain observation and take notes
- (ii) get help from colleagues
- (iii) detain suspects
- (iv) inform supervisor

#### E. Details of:

- (i) suspects
- (ii) action taken

The remaining categories can be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Audio/Video
- (ii) Photographs
- (iii) Witness testimony
- (iv) Witness statement
- (v) Pocket book
- (vi) Control log
- (vii) Occurrence log
- (viii) Incident reports

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for these elements.

## U27202: Control a guard dog under operational conditions

### Unit Descriptor:

This unit defines the national standard of occupational competence for carrying out security operations with the aid of a guard dog. Using a guard dog can bring certain advantages to providing security, but can also involve a number of issues that have to be taken into account.

Whilst keeping the guard dog under control at all times, you should make the best use of its natural senses and recognise when its reactions indicate a possible threat to security. When you are not actually handling the dog, you should make sure it is securely restrained. You should also reassure others, such as employees, visitors or suspects, of their safety as appropriate.

In the event of a guard dog causing an incident, such as injury or getting loose, then you should take immediate action to bring the dog back under control. You should get medical attention promptly if someone needs it.

You have special responsibilities if you handle a guard dog in your security role. You should therefore know, understand and follow the relevant law, codes of practice and your instructions for patrolling with a guard dog. You should know how to control a guard dog through the use of words and gestures of command. You should also know how to look after the welfare of a guard dog, and recognise potential hazards to its well-being.

### ELEMENT

### PERFORMANCE CRITERIA

<i>To</i>	<i>be competent you must achieve the following:</i>
1. Patrol designated areas with a guard dog	1.1 Keep the guard dog under control at all times.  1.2 Carry out <b>patrols</b> in a manner that makes best use of the dog's natural senses.  1.3 Recognise and report any potential hazards to the dog to the appropriate person.  1.4 Recognise when the dog's reactions indicate a possible threat to security and take prompt and appropriate action.

- 1.5 Recognise and respond to **changes** that could affect the effectiveness of patrolling with a guard dog.
    - 1.6 Follow your instructions to patrol your designated areas.
  2. Control entry to premises whilst handling a guard dog
    - 2.1 Keep the guard dog under **control** at all times.
    - 2.2 Make sure the dog is securely **restrained** when you are not actually handling it.
    - 2.3 Recognise when the dog's reactions indicate possible unauthorised entry and take prompt and appropriate action.
    - 2.4 Make the best use of the guard dog to respond to unauthorised entry.
    - 2.5 Reassure **others** of their safety as appropriate.
  3. Apprehend suspects with the aid of a guard dog.
    - 3.1 Follow all normal **lawful procedures** related to apprehending **suspects**, particularly relating to using a guard dog.
    - 3.2 Keep the dog under control at all times.
    - 3.3 Decide to apprehend suspects taking due regard to your own safety and that of the dog.
    - 3.4 Inform the relevant authority of your actions as soon as practicable.
    - 3.5 Reassure suspects of their safety as appropriate.
  4. Deal with incidents caused by guard dogs
    - 4.1 Bring the guard dog under control promptly and safely after the **incident**.

- 4.2 Maintain appropriate distances between the dog and other people at all times.
- 4.3 Take prompt and effective action to prevent any attack by the dog.
- 4.4 Get medical assistance promptly for injured persons when this is required.
- 4.5 **Report** promptly the situation to the appropriate person when a guard dog escapes.
- 4.6 **Report** the action of the guard dog fully and as soon as practicable to the appropriate person.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Patrol designated areas with a guard dog****A. Patrols**

- (i) inside of buildings
- (ii) outside of buildings
- (iii) around perimeter
- (iv) in open areas

**B. Changes:**

- (i) weather conditions
- (ii) light levels
- (iii) 'air quality'
- (iv) crowds
- (v) presence of other animals

**Element 2 Control entry to premises whilst handling a guard dog****C. Control whilst:**

- (i) dealing with employees and authorised visitors
- (ii) dealing with suspected unauthorised visitors

**D. Restrain the dog by:**

- (i) putting it into a kennel
- (ii) putting it into a vehicle
- (iii) putting it in another suitable place
- (iv) using a leash or chain

**E. Others whose safety you should reassure**

- (i) employees
- (ii) visitors
- (iii) suspected unauthorised visitors

**Element 3: Apprehend suspects with the aid of a guard dog****F. Procedures for:**

- (i) apprehending suspects
- (ii) detaining suspects
- (iii) preserving evidence

**Element 3: Apprehend suspects with the aid of a guard dog.../Continued****G. Suspects:**

- (i) single
- (ii) groups
- (iii) male
- (iv) female
- (v) adults
- (vi) juveniles

**Element 4 Deal with incidents caused by guard dogs****H. Incidents involving:**

- (i) loose guard dogs
- (ii) injuries to you caused by the dog
- (iii) injuries to other people caused by the dog
- (iv) damage to property

**I. Reports that are:**

- (i) written
- (ii) verbal



## UNDERPINNING KNOWLEDGE AND SKILLS

### Patrol designated areas with a guard dog

1. The current law and codes of practice relating to patrolling with a guard dog.
2. The procedures and instructions you should follow when patrolling with a guard dog.
3. Words and gestures of command for controlling guard dogs.
4. Guard dogs' instincts and how to use these effectively during patrols.
5. How to look after the welfare of a guard dog, particularly in relation to materials, substances and situations that are hazardous to dogs and to whom these should be reported.
6. How changes in weather conditions, light levels and other environmental conditions can affect guard dogs' senses.

### Control entry to premises whilst handling a guard dog

7. The current law and codes of practice relating to handling and working with a guard dog.
8. The procedures and instructions you should follow when controlling entry to premises with a guard dog, including how to search premises using a guard dog.
9. Guard dogs' instincts and how to use these effectively.

### Apprehend suspects with the aid of a guard dog

10. The current law relating to apprehending people with the aid of a guard dog, typically: –
  - Criminal Damage Act
  - Offences Against Person Act
  - Trespass Reform to Property Act (criminal and non-criminal)
  - Minor Offences Act
  - Public Order Act
  - Drug Abuse Prevention and Control Act
11. Your instructions and the codes of practice relevant to apprehending suspects, including the implications of wrongful arrest.
12. The situations where you are allowed to apprehend suspects and the limits of your authority.
13. When and how you use reasonable force to **lawfully** apprehend suspects.
14. Why it is important to preserve evidence and record accurate details at the time you apprehend suspects.

15. Which authority you should inform that you have apprehended a suspect and how to contact these authorities.

**Deal with incidents caused by guard dogs**

16. What are safe distances between guard dogs and people, and how to maintain them.

17. What sort of injury can be caused by dogs and where you should get help to treat the injured person.

18. To whom you should report the actions of guard dogs, including when dogs escape.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *patrol designated areas with a guard dog, control entry to premises whilst handling a guard dog, apprehend suspects with the aid of a guard dog, and deal with incidents caused by guard dogs* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **all** of the following items of range.

#### A. Patrols

- (i) inside of buildings
- (ii) outside of buildings
- (iii) around perimeter
- (iv) in open areas

You must produce performance evidence for at least **four** of the following items of range.

#### B. Changes:

- (i) weather conditions
- (ii) light levels
- (iii) 'air quality'
- (iv) crowds
- (v) presence of other animal

You must produce performance evidence for **both** of the following items of range.

#### C. Control whilst:

- (i) dealing with employees and authorised visitors
- (ii) dealing with suspected unauthorised visitors

You must produce performance evidence for at least **three** of the following items of range.

#### D. Restrain the dog by:

- (i) putting it into a kennel
- (ii) putting it into a vehicle
- (iii) putting it in another suitable place
- (iv) using a leash or chain

You must produce performance evidence for **all** of the following items of range.

**E. Others** whose safety you should reassure

- (i) employees
- (ii) visitors
- (iii) suspected unauthorised visitors

You must produce performance evidence for at least **two** of the following items of range.

**F. Procedures** for:

- (ii) apprehending suspects
- (iii) detaining suspects
- (iv) preserving evidence

You must produce performance evidence for at least **four** of the following items of range.

**G. Suspects:**

- (i) single
- (ii) groups
- (iii) male
- (iv) female
- (v) adults
- (vi) juveniles

You must produce performance evidence for **all** of the following items of range.

**H. Incidents** involving:

- (i) loose guard dogs
- (ii) injuries to you caused by the dog
- (iii) injuries to other people caused by the dog
- (iv) damage to property

You must produce performance evidence for **both** of the following items of range.

**I. Reports** that are:

- (i) written
- (ii) verbal

The remaining categories should be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Patrol records
- (ii) Incident reports
- (iii) Occurrence book
- (iv) Control log
- (v) Audio/Video
- (vi) Photographs
- (vii) Witness statement
- (viii) Witness testimony
- (ix) Accident book

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for elements 1 and 2.

Evidence from simulated activities **is** permitted for elements 3 and 4.

## U27302: Prevent unauthorised persons and items passing through passenger ports

### Unit Descriptor:

This unit defines the national standard of occupational competence for maintaining security at airports or seaports, where passengers are passing through. This involves the screening and searching of passengers and their baggage, looking for items that are banned or potentially dangerous.

You should make sure the screening equipment that you use is working properly, and that you take account of its limitations in detecting unauthorised items. Where people have valid reasons for not passing through screening equipment, or where they are behaving suspiciously, you should carry out a hand search of them. When screening baggage, you should make sure that it is loaded and positioned correctly for effective screening. When you search baggage by hand you should be systematic, as well as respect the contents as being the property of other people.

You should be polite, courteous, and clear in your request for information when you screen or search people or their baggage. When you find unauthorised or suspicious items, you should act promptly, always maintaining the health and safety of yourself and others.

You should know, understand and follow the relevant law, codes of practice and your instructions for screening persons and their baggage, as well as searching both. You should also know and be able to recognise what items are not allowed to pass through passenger ports, and typical methods of their concealment.

### ELEMENT

### PERFORMANCE CRITERIA

<i>To</i>	<i>be competent you must achieve the following:</i>
1. Screen and search persons passing through passenger ports	1.1 Make sure the <b>screening equipment</b> and system you use is working properly using approved procedures.  1.2 Confirm <b>persons</b> wishing to pass through ports have the valid authorisation.

- 1.3 Request **authorised** persons to pass through screening equipment in a clear and polite manner.
  - 1.4 Carry out **hand searches** when required using approved guidelines.
  - 1.5 Take prompt **action** in line with your instructions and guidelines, to indications from screening equipment or through hand search of potentially **unauthorised items**.
  - 1.6 Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions.
  - 1.7 Record and report the details of screening and searches in line with your instructions.
2. Screen baggage
- 2.1 Make sure the **screening equipment** and system you use is working properly using approved procedures.
  - 2.2 Make sure **baggage** is loaded and positioned correctly for effective screening.
  - 2.3 Analyse images from the screening equipment correctly to identify potentially **unauthorised items**.
  - 2.4 Recognise when baggage contains potentially unauthorised items and take appropriate and approved action in line with your instructions and guidelines.
  - 2.5 Take prompt and effective action to maintain safety and security if screening equipment fails or malfunctions.
3. Search baggage by hand
- 3.1 Confirm the ownership of **baggage** before starting to search it.

- 3.2 Search baggage and contents systematically and carefully, including inspecting electrical items for modifications.
  - 3.3 Handle the contents of baggage with care and respect as the property of other people.
  - 3.4 Do not allow anyone to interfere with baggage or the search process.
  - 3.5 Be polite, professional and courteous while carrying out searches of baggage.
  - 3.6 Take prompt and appropriate **action**, in line with your instructions, when you find **unauthorised** or **suspicious items** during a search.
  - 3.7 Take effective action to overcome difficulties you encounter during searches of baggage.
4. Respond to finding unauthorised items in baggage or on people
  - 4.1 Identify correctly **unauthorised** or **suspicious items** found during searches.
  - 4.2 Maintain the security of suspect baggage and unauthorised items until relevant authority takes over responsibility.
  - 4.3 Apprehend or report to the relevant authority, people suspected of having unauthorised items in their baggage.
  - 4.4 Record and report the relevant **details** relating to the unauthorised items to the appropriate person.
  - 4.5 Complete required reports and documentation relevant to the unauthorised items, legibly, accurately and within required timescales.
  - 4.6 Maintain the health, safety and welfare of yourself and others, while responding to finding unauthorised items.



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Screen and search people passing through passenger ports****A. Screening equipment:**

- (i) archway detectors
- (ii) handheld detectors

**B. Persons passing through ports:**

- (i) passengers
- (ii) crew
- (iii) authorised persons
- (iv) unauthorised persons

**C. Authorisation to pass through ports:**

- (i) ticket or voucher to travel
- (ii) official identification

**D. Hand searches of people:**

- (i) with valid reasons for not passing through screening equipment
- (ii) behaving suspiciously

**E. Action that you could take:**

- (i) apprehend suspects
- (ii) retain unauthorised items as potential evidence
- (iii) call for other authority; report the incident

**F. Unauthorised items:**

- (i) prohibited items;
- (ii) dangerous items
- (iii) explosive devices or materials
- (iv) incendiary devices or materials
- (v) weapons or their component parts
- (vi) biohazardous material

**Element 2: Screen Baggage****G. Baggage to be screened:**

- (i) cabin baggage/carry-on
- (ii) hold baggage/checked baggage

**H. Unauthorised items:**

- (i) prohibited items
- (ii) dangerous items
- (iii) explosive devices or materials
- (iv) incendiary devices or materials
- (v) weapons or their component parts
- (vi) biohazardous material

**Element 3: Search baggage by hand****I. Baggage to be screened:**

- (i) cabin baggage/carry-on
- (ii) hold baggage/checked baggage

**J. Action that you could take:**

- (i) apprehend suspects
- (ii) retain unauthorised items as potential evidence
- (iii) call for other authority
- (iv) report the incident

**K. Unauthorised or suspicious items:**

- (i) prohibited items
- (ii) dangerous items
- (iii) explosive devices or materials
- (iv) incendiary devices or materials
- (v) weapons or their component parts
- (vi) suspect electrical items
- (vii) biohazardous material

**L. Difficulties arising during searches:**

- (i) through language
- (ii) aggression
- (iii) non-cooperation
- (iv) anxiety
- (v) access

**Element 4 Respond to finding unauthorised items in baggage or on people****M. Unauthorised or suspicious items:**

- (i) prohibited items
- (ii) dangerous items
- (iii) explosive devices or materials
- (iv) incendiary devices or materials
- (v) weapons or their component parts
- (vi) suspect electrical items
- (vii) biohazardous material

**N. Details** that you should record:

- (i) description of unauthorised items
- (ii) identity of suspects
- (iii) time, date, place of search
- (iv) chain of custody
- (v) circumstances relating to the find

**UNDERPINNING KNOWLEDGE AND SKILLS****Screen and search people passing through passenger ports**

1. Current legislation, codes of practice, instructions and guidelines relating to screening and searching people, particularly your responsibilities and authority, and how to comply with these requirements.
2. Types of authorisation for persons wishing to pass through ports and how to recognise invalid authorizations.
3. The limitations of screening equipment to detect unauthorised items and how to respond to these limitations.
4. Typical methods used to conceal unauthorised items.
5. The procedures and instructions you should follow when searching persons or their property, including:-
  - When you should have witnesses
  - Searching males and females,
  - The implications for carrying out searches incorrectly
  - Searching juveniles
6. Interpersonal skills and how to use them during searches of persons and their property.
7. The possible reactions to the request to submit to a search and how to deal with them.
8. The range of unauthorised items that you should look for during searches.
9. What you should do when you find unauthorised items, and to whom this should be reported.

**Screen baggage**

10. Current legislation, codes of practice, instructions and guidelines relating to screening baggage, including using X-ray equipment, and how to comply with these requirements.
11. Why baggage must be loaded and positioned correctly on screening equipment.
12. The limitations of screening equipment to detect unauthorised items in baggage and how to respond to these limitations.
13. Typical methods used to conceal unauthorised items in baggage.
14. The range of unauthorised items and their components that you should look for and how to recognise them.

**Search baggage by hand**

15. Current legislation, codes of practice, instructions and guidelines relating to searching baggage, and how to comply with these requirements.
16. The procedures and standards you are required to apply when searching baggage.
17. What questions you should ask before and during searches of baggage.
18. How you should check normal items to identify suspicious signs of tampering.

**Respond to finding unauthorised items in baggage or on persons**

19. The current law and codes of practice related to your authority to search people and their luggage.
20. The procedures and instructions you should follow when finding unauthorised items.
21. The action you can take when you find unauthorised items during a search, therefore the limits of your responsibility and authority.
22. Interpersonal skills and how to use them during searches of persons and their baggage, particularly when you find unauthorised items.
23. The possible reactions of suspects to finding unauthorised items and how to deal with them.
24. How to retain unauthorised items safely so that they may be used as evidence if required.
25. To whom you should report finding unauthorised items.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You must prove that you *screen and search people passing through passenger ports, screen baggage, search baggage by hand and respond to finding unauthorised items in baggage or on people* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range.

**A. Screening equipment:**

- (i) archway detectors
- (ii) handheld detectors

You must produce performance evidence for **all** of the following items of range.

**B. Persons passing through ports:**

- (i) passengers
- (ii) crew
- (iii) authorised persons
- (iv) unauthorised persons

You must produce performance evidence for **both** of the following items of range.

**C. Authorisation to pass through ports:**

- (i) ticket or voucher to travel
- (ii) official identification

**D. Hand searches of people:**

- (i) with valid reasons for not passing through screening equipment
- (ii) behaving suspiciously

You must produce performance evidence for at least **two in Element 1** and at least **three in Element 3** of the following items of range.

**E. Action that you could take:**

- (i) apprehend suspects
- (ii) retain unauthorised items as potential evidence
- (iii) call for other authority
- (iv) report the incident

You must produce performance evidence for **both** of the following items of range.

**F. Baggage** to be screened: (Elements 2 and 3)

- (i) cabin baggage/carry-on
- (ii) hold baggage/checked baggage

You must produce performance evidence for **all** of the following items of range.

**G. Unauthorised items:**(Elements 1 and 2)

- (i) prohibited items
- (ii) dangerous items
- (iii) explosive devices or materials
- (iv) incendiary devices or materials
- (v) weapons or their component parts
- (vi) biohazardous material

You must produce performance evidence for **all in Element 3 and three in Element 4** of the following items of range.

**H. Unauthorised or suspicious items:**

- (i) prohibited items
- (ii) dangerous items
- (iii) explosive devices or materials
- (iv) incendiary devices or materials
- (v) weapons or their component parts
- (vi) suspect electrical items
- (vii) biohazardous material

You must produce performance evidence for **all** of the following items of range.

**I. Difficulties** arising during searches:

- (i) language barriers
- (ii) aggression
- (iii) non-cooperation
- (ii) anxiety
- (iv) access

**J. Details** that you should record:

- (i) description of unauthorised items
- (ii) identity of suspects
- (iii) time, date, place of search
- (iv) chain of custody
- (v) circumstances relating to the find

The remaining categories should be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

## (2) Methods of Assessment

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) Search records
- (ii) Incident reports
- (iii) Occurrence book
- (iv) Control log
- (v) Audio/Video
- (vi) Photographs
- (vii) Witness statement
- (viii) Witness testimony
- (ix) Equipment test record

Observation of you by your assessor.

Answers to questions given to you by your assessor.

## (3) Context of Assessment

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for elements 1, 2 and 3.

Evidence from simulated activities **is** permitted for element 4.



## U27402: Produce documents using word processing software

### Unit Descriptor:

This unit defines the national standard of occupational competence for people who are required to produce documents to given formats using word processing software.

You are expected to be able to enter, process and output data using information technology. The unit covers techniques for entering and manipulating data and outputting the information to various destinations.

### ELEMENT

### PERFORMANCE CRITERIA

	<i>To</i>	<i>be competent you must achieve the following:</i>
1. Retrieve and enter data to create and update files		1.1 Obtain any necessary authority to access files. 1.2 Locate and retrieve the <b>data</b> and graphics required by the customer correctly. 1.3 Use <b>input</b> devices correctly to effectively enter data. 1.4 Seek guidance from relevant person(s) promptly when necessary. 1.5 Enter data and graphics accurately and completely, to meet your <b>customer's requirements</b> . 1.6 Minimise the occurrence of errors by effective use of available automated checking facilities. 1.7 Use on-line help effectively, when necessary. 1.8 Save files to preserve their integrity and to comply with your <b>organisation's requirements</b> .

2. Produce the required documents by manipulating data
  - 2.1 Identify your customer's document requirements accurately.
  - 2.2 Clarify promptly customer's **text format** and **page layout** requirements where their document requirements are unclear.
  - 2.3 Raise promptly any queries arising during the production of the document with the relevant person(s).
  - 2.4 Use on-line help effectively when necessary.
  - 2.5 Use effectively the software facilities provided to achieve the required **text format** and **page layout**.
  - 2.6 Use **text**, and **graphical manipulating facilities** effectively to achieve the required document.
  - 2.7 Use effectively the arithmetic facilities of the software to achieve the required document.
  - 2.8 Ensure the final product is complete and meets customer requirements.
3. Output the document to the required destination
  - 3.1 Confirm the selected document is complete and ready for output.
  - 3.2 Select suitable document **output devices** for producing documents to meet customer requirements.
  - 3.3 Use printer **output parameters** which meet output device and customer requirements.
  - 3.4 Address output to electronic devices correctly.
  - 3.5 Ensure the final document is complete and meets your customers requirements
  - 3.6 Use methods of outputting documents which preserve confidentiality where necessary.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Retrieve and enter data to create and update files****A. Data is:**

- (i) number
- (ii) text
- (iii) graphics

**B. Input devices are:**

- (i) audio/Video
- (ii) keyboard
- (iii) specialist device
- (iv) other devices

**C. Customers' requirements are:**

- (i) layout
- (ii) purpose
- (iii) time

**D. Organisation's requirements are:**

- (i) frequency
- (ii) location
- (iii) naming convention
- (iv) security

**Element 2: Produce the required documents by manipulating data****E. Text format is:**

- (i) bullet lists
- (ii) font
- (iii) paragraph style
- (iv) indentation
- (v) justification
- (vi) line spacing
- (vii) number lists
- (viii) tables
- (ix) tabs

**F. Page layout is:**

- (i) page size
- (ii) page orientation
- (iii) page numbering
- (iv) headers and footers
- (v) margins

**G. Text manipulation facilities are:**

- (i) copy
- (ii) insert file
- (iii) move
- (iv) search and replace
- (v) sort

**H. Graphical manipulation facilities are:**

- (i) insert graphic
- (ii) position
- (iii) size

**Element 3. Output the document to the required destination****I. Output devices are:**

- (i) electronic storage for use by others
- (ii) electronic mail
- (iii) printer

**J. Output parameters are:**

- (i) hard copy
- (ii) number of copies
- (iii) page range
- (iv) paper size

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You should know how to:*

1. Interpret your customer's requirements.
2. Locate and retrieve data.
3. Select and use appropriate input device.
4. Save files.
5. Use the available software to meet requirements.
6. Effectively use automated checking facilities.
7. Use on-line help.
8. Follow your organisation's requirements when saving files.
9. Contact the person(s) from whom to gain authority to access files.
10. Interpret customer requirements to establish their document needs.
11. Use the software available to produce documents.
12. Effectively use the software functions for formatting documents.
13. Effectively use the software functions for page layout.
14. Effectively use the software functions for manipulating document content.
15. Contact the person(s) with whom to raise queries.
16. Select the output device required.
17. Interpret instructions for using output devices.
18. Identify and set up parameters to meet output requirements and preserve confidentiality.
19. Use methods for checking output devices.

*You should understand the:*

20. Importance of meeting your customer's requirements.
21. Limits of your own responsibility for data entry and updating files.
22. Selection and use of input devices.
23. Reasons why access authority is required for certain files and data.
24. Factors influencing the selection of data input device.
25. Importance of checking data.
26. Facilities available for automated checking.
27. Different methods of checking data.
28. Importance of conforming to your organisation's requirements.
29. Customers' requirements for the document to be produced.
30. The factors influencing the choice of software facilities and functions to produce your customer's document requirement.
31. Factors influencing your decision in choice of output device.
32. Customers' requirements for document outputs.
33. Occasions when confidentiality should be preserved

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must prove that you *Retrieve and enter data to create and update files, produce the required documents by manipulating data and output the document to the required destination* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

You must produce performance evidence for **both** of the following items of range.

#### A. Data is:

- (i) number
- (ii) text
- (iii) graphics

You must produce performance evidence for at least **two** of the following items of range.

#### B. Input devices are

- (i) audio/video
- (ii) keyboard
- (iv) specialist device
- (v) other devices

You must produce performance evidence for **all** of the following items of range.

#### C. Customers' requirements are:

- (i) layout
- (ii) purpose
- (iii) time

#### D. Organisation's requirements are:

- (i) frequency
- (ii) location
- (iii) naming convention
- (iv) security

#### E. Text format is:

- (i) bullet lists
- (ii) font
- (iii) paragraph style
- (iv) indentation
- (v) justification
- (vi) line spacing
- (vii) number lists
- (viii) tables
- (ix) tabs

You must produce performance evidence for **all** of the following items of range.

**F. Page layout is:**

- (i) page size
- (ii) page orientation
- (iii) page numbering
- (iv) headers and footers
- (v) margins

**G. Text manipulation facilities are:**

- (i) copy
- (ii) insert file
- (iii) move
- (iv) search and replace
- (v) sort

**H. Graphical manipulation facilities are:**

- (iv) insert graphic
- (v) position
- (vi) size

**I. Output devices are:**

- (iv) electronic storage for use by others
- (v) electronic mail
- (vi) printer

**J. Output parameters are:**

- (v) hard copy
- (vi) number of copies
- (vii) page range
- (viii) paper size

The remaining categories should be assessed by other means. Your assessor may ask questions to supplement performance evidence, or to enable you to demonstrate knowledge and understanding for the remainder of the range statement not covered by performance evidence.

**(2) Methods of Assessment**

Here are **some examples** to give you some ideas about the sort of evidence you might be able to find in your daily work:

- (i) emails
- (ii) file docs
- (iii) witness testimony
- (iv) hard disk/CD/Removable storage media
- (v) print-outs
- (vi) letters
- (vii) memos
- (viii) pictures
- (ix) leaflets

Observation of you by your assessor.

Answers to questions given to you by your assessor.

**(3) Context of Assessment**

Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities **is not** permitted for these elements.