



## Higher National Unit specification

### General information

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

**Unit code:** H6S2 33

**Superclass:** XA

**Publication date:** February 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

The Unit is aimed at learners working within the Electronic Fire and Security Systems Industry or those with an interest in gaining employment within this sector.

The Unit is designed to enable the learner to develop a general knowledge and understanding of the responsibilities of both employers and employees with regard to current health and safety at work regulations and safe working practices within the Electronic Fire and Security Systems Industry.

This Unit forms part of the PDA in Providing Electronic Fire and Security Systems. This PDA provides underpinning knowledge and skills for the SVQ level 3 in Providing Electronic Fire and Security Systems at SCQF level 6. The SVQ forms part of the Modern Apprenticeship in Electronic Security Systems.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Outline the responsibilities of employers and employees with regard to current health and safety at work regulations.
- 2 Explain general safe working practices in the installation of electronic fire and security systems.
- 3 Explain procedures for dealing with emergency situations in the installation of electronic fire and security systems.

## Higher National Unit specification: General information (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### Credit points and level

1 Higher National Unit credit at SCQF level 6: (8 SCQF credit points at SCQF level 6)

### Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally be expected to have attained the following:

F3GF 11 *Numeracy (Core Skill Unit)*, SCQF level 5

**or**

C100 11 *Mathematics: Mathematics 1, 2 and 3 (Intermediate 2)*, SCQF level 5

**or**

C101 11 *Mathematics: Mathematics 1, 2 and Applications (Intermediate 2)*, SCQF level 5

**or**

2500 *Standard Grade Maths (Credit)* SCQF level 5

#### together with

F3GB 11 *Communication (Core Skills Unit)*, SCQF level 5

**or**

C270 11 *English (Intermediate 2)*, SCQF level 5

**or**

0860 *Standard Grade English (Credit)*, SCQF level 5

A science or technical subject at SCQF level 5 would also be useful.

In the absence of formal qualifications, the centre may wish to interview or test the learner on general aptitude to make a judgement on whether the learner has the potential to achieve this Unit.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## **Higher National Unit specification: General information (cont)**

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### Outcome 1

Outline the responsibilities of employers and employees with regard to current health and safety at work regulations.

#### Knowledge and/or Skills

- ◆ Responsibilities of employers with regard to current health and safety at work regulations
- ◆ Responsibilities of employees in the security industry when working to current health and safety at work regulations
- ◆ Processes and procedures for reporting accidents and near misses in the workplace.
- ◆ Environmentally safe working practices, including manual handling and disposal of electrical equipment

#### Evidence Requirements

The learner should provide oral and/or written evidence to satisfy the Evidence Requirements.

There is no sampling in this Outcome. All aspects of Knowledge and Skills must be assessed.

The standard and quality of the evidence produced by the learner should be reflective of SCQF level 6 and demonstrate a detailed knowledge and understanding of all items in the Knowledge and Skills Section.

For this Outcome, each learner will:

- ◆ outline correctly the roles and responsibilities of the employer and employee when working within the rules and regulations of the Health and Safety at Work Act (1974).
- ◆ outline correctly the process used to report accidents and near misses in the workplace.
- ◆ outline correctly the processes and procedures for manual handling and disposal of electrical equipment in line with environmentally safe working practices.

The summative assessment tasks for Outcome 1 will be undertaken in closed-book, timed and supervised conditions. All summative tasks must be unseen. Learners are not allowed to use reference sources. Approximately one hour should be allocated to the summative assessment of Outcome 1.

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### Outcome 2

Explain general safe working practices in the installation of electronic fire and security systems.

#### Knowledge and/or Skills

- ◆ Physical elements of a risk assessment, method statements and permit to work documentation
- ◆ The induction process for domestic, industrial and commercial building sites
- ◆ General housekeeping for building sites
- ◆ Safe use of plant and machinery in line with the Health and Safety at Work Act (1974)
- ◆ Safe isolation of electrical power
- ◆ Manual handling and storage of equipment in line with the Health and Safety at Work Act (1974)
- ◆ Work at Height Regulations (2005)

#### Evidence Requirements

The learner should provide oral and/or written evidence to satisfy the Evidence Requirements.

There is no sampling in this Outcome. All aspects of Knowledge and Skills must be assessed.

The standard and quality of the evidence produced by the learner should be reflective of SCQF level 6 and demonstrate a detailed knowledge and understanding of all items in the Knowledge and Skills Section.

For this Outcome, each learner will:

- ◆ produce correctly completed documentation for risk assessments, method statements and permit to work.
- ◆ explain accurately the induction process for domestic, industrial and commercial building sites.
- ◆ explain correctly general housekeeping rules for building sites.
- ◆ explain correctly the checks that are carried out on plant and machinery to ensure general safe working practices in accordance with the Health and Safety at Work Act (1974).
- ◆ explain correctly the process for locking and tagging electrical power sources (safe isolation).
- ◆ demonstrate correctly how to manoeuvre and store resources used in the security industry safely and in accordance with the Health and Safety at Work Act (1974).
- ◆ explain correctly the Work at Height Regulations (2005).

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

The summative assessment tasks for Outcome 2 will be undertaken in closed-book, timed and supervised conditions. All summative tasks must be unseen. Learners are not allowed to use reference sources. Approximately one hour should be allocated to the summative assessment of Outcome 2.

### Outcome 3

Explain procedures for dealing with emergency situations in the installation of electronic fire and security systems.

#### Knowledge and/or Skills

- ◆ Procedures and processes for the following emergencies:
  - electric shock
  - physical injuries
  - fire, including selecting correct equipment to fight fire, raising the alarm and evacuation
  - terrorism threat

#### Evidence Requirements

The learner should provide oral and/or written evidence to satisfy the Evidence Requirements.

There is no sampling in this Outcome. All aspects of Knowledge and Skills must be assessed.

The standard and quality of the evidence produced by the learner should be reflective of SCQF level 6 and demonstrate a detailed knowledge and understanding of all items in the Knowledge and Skills Section.

For this Outcome, each learner will:

- ◆ explain accurately how to respond in the event of someone receiving an electric shock.
- ◆ explain correctly how to respond in the event of someone becoming physically injured in the workplace.
- ◆ explain correctly the process that should be followed in the event of a fire, including the correct order to tackle the fire, alert others and evacuate the building.
- ◆ explain correctly the procedures to be followed in the event of a terrorism threat.

The summative assessment tasks for Outcome 3 will be undertaken in closed-book, timed and supervised conditions. All summative tasks must be unseen. Learners are not allowed to use reference sources. Approximately one hour should be allocated to the summative assessment of Outcome 3.

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### For all Outcomes

Centres should devise Instruments of Assessment that will allow the learner to meet the Evidence Requirements for the Outcome to the required standard (See *Guide to Assessment*). It is recommended that centre devised Instruments of Assessment are prior verified by SQA.

Assessment for this Unit can be carried out at the discretion of the centre in the following ways:

- ◆ Outcome by Outcome
- ◆ Combining Outcomes
- ◆ One holistic assessment of the Unit

Suggestions for approaches to assessment can be found in the Support Notes of this Unit.

As this is a 40 hour Unit, no more than 4 hours should be dedicated to summative assessment for the entire Unit.



## Higher National Unit Support Notes

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit forms part of the PDA in Providing Electronic Fire and Security Systems. The PDA provides underpinning knowledge and skills for the SVQ level 3 in Providing Electronic Fire and Security Systems at SCQF level 6. The SVQ forms part of the Modern Apprenticeship in Electronic Security Systems.

Although not directly awarded, completion of the Modern Apprenticeship Award gives opportunities to apply for professional recognition through the Institute of Engineering Technology and successful recognition will result in the EngTech qualification being awarded.

It may be possible to progress from the Modern Apprenticeship Award to other qualifications.

Centres should ensure that learners are presented with sufficient theoretical information to succeed in the assessment of this Unit.

#### Outcome 1

This Outcome covers the necessary underpinning knowledge and skills relating to current health and safety legislation. It should include:

- ◆ Current legislation relating to the employers roles and responsibilities with regards to the Health and Safety at Work Act (1974) and in particular company policy, provision of equipment, training and first aid.

**and**

- ◆ Employee roles and responsibilities with regards to the Health and Safety at Work Act (1974) and in particular how to report accidents and near misses.



## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

According to the Health and Safety at Work Act (1974), an employer's main duties are to:

- ◆ provide and maintain equipment and work systems which are safe and healthy.
- ◆ maintain a safe and healthy workplace with necessary facilities, such as: toilet, cooking and cleaning facilities.
- ◆ provide information, instruction, training and supervision to encourage employees to use equipment and tools safely.

According to the Health and Safety at Work Act (1974) the main duties of the employee are:

- ◆ to take care of their own safety.
- ◆ to ensure they do not endanger others through the completion of their tasks.
- ◆ not to misuse or interfere with equipment or materials provided to protect them and co-operate with their employer.

Learners should be taught the importance of following processes and procedures to report accurately and promptly accidents and near misses in the workplace.

Learners should gain an understanding of how to be environmentally safe when manually handling and disposing of electrical equipment. This Outcome will include the manual handling and disposal of batteries and the safe storage of batteries during transportation between sites.

### Outcome 2

This Outcome covers the necessary underpinning knowledge and skills relating to the use of general safe working practices in the installation of electronic fire and security systems.

The following should be covered:

- ◆ Risk assessment, including risks, control measures and the severity, likelihood and significance of the event occurring
- ◆ Method statement, including detailed description of task, equipment required, reference to completed risk assessment and identification of the processes and procedure for emergencies
- ◆ Permit to work
- ◆ Manual handling practical activity and safe storage of equipment
- ◆ Work at Height Regulations, equipment used to access heights and the requirement of competency and training on the equipment

This Outcome is designed to promote the use of safe working practices and should help learners to work more confidently and efficiently when identifying risks in the workplace.

Learners should have a clear understanding of the safe working practices that are employed during security system installations, with regards to training (site induction), general housekeeping, storage and movement of plant and equipment.

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

Learners should know the correct procedures for working on different types of sites: domestic, industrial, commercial. They should know the correct way to use tools and equipment, including hand tools, power tools and access equipment (ladders, step ladders, work platforms, scaffolding).

Learners should know the risk assessment procedure; how it is implemented in the workplace and the use of method statements. They should have a clear understanding of the Electricity at Work Regulations and BS 7671.

Safe isolation of mains voltage should be explained in this Outcome, with emphasis on the locking and tagging process of mains distribution boards.

### Outcome 3

This Outcome covers the necessary underpinning knowledge and skills relating to the types of emergencies that can happen on site and should include:

- (a) Electric shock
- (b) Fire
- (c) Physical injuries
- (d) Terrorism threats.

This Outcome provides learners with a clear understanding of fire threat. This should include understanding of the fire triangle, types of fires including electrical, chemical and types of combustible materials. Learners should also be taught the procedures to be followed when discovering a fire, including raising the alarm and evacuation procedures. The use of safety equipment, including types of firefighting equipment, fire extinguishers, their colour codes and types and fire blankets should also be covered.

Learners should be taught:

- ◆ the reasons for keeping the site safe.
- ◆ an understanding of danger.
- ◆ first aid procedures and first aid awareness.

This ensures that learners have a knowledge and understanding of the processes and procedures to be used in the event of an emergency in the workplace. Learners should be encouraged to work co-operatively with peers and colleagues to use their experiences of different emergency situations to help expand their knowledge in this area.

Learners should be aware of the procedures to be followed in the event of a terrorism threat. This will include evacuation procedures and how to act in such situations.

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### Guidance on approaches to delivery of this Unit

This Unit can be delivered as a free-standing Unit or as part of a Group Award. This Unit is mandatory in the PDA Providing Electronic Fire and Security Systems and is designed to give learners the underpinning knowledge and skills to support the SVQ level 3 in Providing Electronic Fire and Security Systems. The SVQ forms part of the Modern Apprenticeship in Electronic Security Systems.

A variety of delivery approaches could be adopted in this Unit and, although there is no preferred order of teaching, a systematic approach is recommended. Practitioners should use their professional judgement in designing and delivering the Unit so that it is appropriate, relevant and motivating for individual learners. Approaches should be learner-centred, participative and practical. For example, group activities, one-to-one tutorials, differentiated learning materials and visual aids. Home study activities should also be designed.

Links in this Unit should be made to the National Occupational Standards (NOS) for electronic security systems and in particular:

SFS 2	Make sure your own actions reduce risks to health and safety
SFS SYS 6	Plan the installation of electronic security systems
SFS SYS 8	Make preparations and arrangements to install electronic security systems
SFS SYS 10	Install electronic security systems

Learners could use information or resources acquired during this Unit to help with the completion of the above NOS.

It is recommended that use of a wiki or similar might be encouraged to allow learners to share knowledge and research findings.

Where resources permit, centres should use technology as much as possible to support learning, teaching and assessment. This could include, for example:

- ◆ Compiling and maintaining e-portfolios
- ◆ Web-based research
- ◆ Game based learning
- ◆ Using chat rooms for discussion
- ◆ Using virtual learning environments
- ◆ Submission of assessed work through VLE, e-mail.

The learning and teaching approaches used should encourage learners to be aware of the Knowledge and/or Skills gained, to retain these and use in other contexts.

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Centres should create formative assessments that are both appropriate to the individual's needs and which also prepare the learner for summative assessment. Summative assessment should only take place when the learner has developed the Knowledge and Skills at the required level for the Unit.

Lecturers should provide adequate opportunities for informal assessment to take place prior to learners undertaking summative assessments. Lecturers may give learners advice and support during any informal assessment in order to prepare them for summative assessment.

Centres may use Instruments of Assessment which are considered by lecturers to be most appropriate. Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that could be transferable to work or further and higher education.

A range of different assessment methods could be used. Suggested examples can be found in SQA's Guide to Assessment. [www.sqa.org.uk](http://www.sqa.org.uk)

Records of all assessment instruments used and evidence produced by each learner for summative assessment purposes — oral/written/practical — must be retained for internal and external verification purposes.

Practical evidence can be either:

- ◆ Assessor checklist with oral questioning

**or**

- ◆ Photographic/video evidence

All learner evidence must be signed and dated by the assessor thus ensuring authentication.

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

There are opportunities to develop aspects of Core Skills in *Communication* (Written and/or Oral), *Problem Solving* (Critical Thinking and Planning and Organising), *Information and Communication Technology (ICT)* (Accessing Information) and *Working with Others* (Working Co-operatively with Others).

#### Communication: Oral Communication

The Core Skill component Oral Communication at SCQF level 6 could be developed in this Unit. The general skill for this component is — *Produce and respond to oral communication on a complex topic*. This component could be developed through participating in discussions, one-to-one dialogues and group work for both formative and summative assessment purposes. Tasks involving group activities and joint feedback sessions would offer the learner opportunities to make a contribution to a discussion on a complex topic.

#### Communication: Written Communication

The Core Skill component *Written Communication (Writing)* at SCQF level 5 could be developed in this Unit. The general skill for this component is - *Produce well-structured written communication*. This component could be developed through research activities and the production of reports, essays or other forms of written communication, eg risk assessments, method statements and permit to work documentation. Some learners may develop this skill at SCQF level 6.

#### Problem Solving: Critical Thinking

The Core Skill component *Critical Thinking* at SCQF level 5 could be developed in this Unit. The general skill for this component is - *Analyse a situation or issue*. This component could be developed where a situation or issue has arisen in the course of the learner's work or study. The learner would need to analyse and evaluate the situation or issue and devise a strategy to deal with it. The learner should reflect on and evaluate the success of the strategy. This could be achieved during the completion of the risk assessment. Different practical situations could be created where learners will need to assess the likelihood of an accident occurring. Alternatively, the tutor could provide a case study.

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### **Problem Solving: Planning and Organising**

The Core Skill component *Planning and Organising* at SCQF level 5 could be developed in this Unit. The general skill for this component is - *Plan, organise and complete a task*. This component could be developed through planning, organising and completing a task. The learner would need to develop a plan, identify and obtain the required resources and then carry out the task. Resources could include, for example, time available, paper work and documentation, set procedures, people and equipment. The learner must decide on how the task will be managed. This could include allocation of responsibilities in a group context. Planning and organising skills could be developed through the completion of home study, research and practical tasks.

### **Information and Communication Technology (ICT) Accessing Information**

The Core Skill component *Accessing Information* at SCQF level 6 could be developed in this Unit. The general skill for this component is - *Use ICT independently to carry out complex searches across a range of tasks*. This component could be developed by carrying out searches and accessing information for tasks in the Unit. This could involve some searching on complex tasks on unfamiliar information

### **Working with Others: Working Co-operatively with Others**

The Core Skill component *Working Co-operatively with Others* at SCQF level 6 could be developed in this Unit. The general skill for this component is - *In complex interactions, work with others co-operatively on an activity and/or activities*. This component could be developed by gathering evidence from the workplace or by taking part in group activities in the centre. This could include, for example, joint information and feedback sessions, group research or practical activities.

### **Other Essential Skills developed through the completion of this Unit**

- Time Management: through the completion of projects and research tasks the learner will acquire new skills in how to manage their own time effectively.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The Unit is aimed at those working within the Electronic Fire and Security Systems industry or with an interest in gaining employment within this sector.

The Unit is designed to enable you to develop a general knowledge and understanding of the responsibilities of both employers and employees with regard to current health and safety at work regulations and safe working practices within the Electronic Fire and Security Systems Industry.

This Unit forms part of the PDA in Providing Electronic Fire and Security Systems. This PDA provides underpinning knowledge and skills for the SVQ level 3 in Providing Electronic Fire and Security Systems at SCQF level 6 which forms part of the Modern Apprenticeship in Electronic Security Systems.

On completion of this Unit you will be able to:

- 1 Outline the responsibilities of employers and employees with regard to current health and safety at work regulations.
- 2 Explain general safe working practices in the installation of electronic fire and security systems.
- 3 Explain procedures for dealing with emergency situations in the installation of electronic fire and security systems.

You will participate in class lectures, group activities and home study.

There are different ways in which you can be assessed. Questions will be generated to test your knowledge and understanding. Practical exercises will be used to assess your skills.

There is no automatic certification of Core Skills in this Unit. However, there are opportunities to develop aspects of Core Skills in *Communication* (Written and/or Oral), *Problem Solving* (Critical Thinking and Planning and Organising), *Information and Communication Technology (ICT)* (Accessing Information) and *Working with Others* (Working Co-operatively with Others).

### **Communication: Oral Communication**

The Core Skill component Oral Communication at SCQF level 6 could be developed in this Unit. The general skill for this component is — *Produce and respond to oral communication on a complex topic*. This component could be developed through participating in discussions, one-to-one dialogues and group work for both formative and summative assessment purposes. Tasks involving group activities and joint feedback sessions will offer you opportunities to make a contribution to a discussion on a complex topic.



## General information for learners (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### Communication: Written Communication

The Core Skill component Written Communication (Writing) at SCQF level 5 could be developed in this Unit. The general skill for this component is — *Produce well-structured written communication*. You could fulfil this component through research activities and the production of reports, essays or other forms of written communication produced for this Unit, eg risk assessments, method statements and permit to work documentation. You may develop this skill at SCQF level 6.

### Problem Solving: Critical Thinking

The Core Skill component Critical Thinking at SCQF level 5 could be developed in this Unit. The general skill for this component is — *Analyse a situation or issue*. This component could be developed where a situation or issue has arisen in the course of your work or study. You would need to analyse and evaluate the situation or issue and devise a strategy to deal with it. You should reflect on and evaluate the success of the strategy. This could be achieved during the completion of the risk assessment. Different practical situations could be created where you would need to assess the likelihood of an accident occurring. Alternatively, your tutor could provide you with a case study.

### Problem Solving: Planning and Organising

The Core Skill component Planning and Organising at SCQF level 5 could be developed in this Unit. The general skill for this component is — *Plan, organise and complete a task*. This component could be developed through planning, organising and completing a task. You would need to develop a plan, identify and obtain the required resources and then carry out the task. Resources could include, for example, time available, paper work and documentation, set procedures, people and equipment. You must decide on how the task will be managed. This could include allocation of responsibilities in a group context. Planning and organising skills could be developed through the completion of home study, research and practical tasks.

### Information and Communication Technology (ICT): Accessing Information

The Core Skill component Accessing Information at SCQF level 6 could be developed in this Unit. The general skill for this component is — *Use ICT independently to carry out complex searches across a range of tasks*. This component could be developed by carrying out searches and accessing information for tasks in the Unit. This could involve some searching on complex tasks on unfamiliar information.

### Working with Others: Working Co-operatively with Others

The Core Skill component Working Co-operatively with Others at SCQF level 6 could be developed in this Unit. The general skill for this component is — *In complex interactions, work with others co-operatively on an activity and/or activities*. This component could be developed by gathering evidence from the workplace or by taking part in group activities in the centre. This could include, for example, joint information and feedback sessions, group research or practical activities.

## **General information for learners (cont)**

**Unit title:** Electronic Fire and Security Systems Installation: Health and Safety Practices (SCQF level 6)

### **Other Essential Skills developed through the completion of this Unit**

- ◆ Time Management: through the completion of projects and research tasks you will learn new skills in how to manage your own time to help achieve a common goal.

Although not directly awarded, completion of the Modern Apprenticeship Award gives opportunities to apply for professional recognition through the Institute of Engineering Technology and successful recognition will result in the EngTech qualification being awarded.