Higher National Unit specification

General information

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (SCQF level 6)

Unit code: H6S3 33

Superclass: QH

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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 security industry, including the various sectors of the industry and how these sectors interact with each other. Learners will develop knowledge and understanding of the various types of companies that operate within the industry and the operation of trade associations and inspectorates for the sector.

In addition, the learner will develop knowledge of the key stages of the installation process that are common across all four disciplines within the sector.

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 Explain the key features of the electronic fire and security industry in the UK.
2 Describe the types of companies, the inspectorate and trade associations in the electronic fire and security systems industry.
3 Explain the key stages in the life cycle of a security system.
4 Demonstrate communication skills used in the electronic fire and security industry.

Higher National Unit specification: General information (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (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: Introduction to Security (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**.

Higher National Unit specification: Statement of standards

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (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

Explain the key features of the electronic fire and security industry in the UK.

Knowledge and/or Skills

- The structure of the Security Industry and the role of the electronic fire and security systems industry
- Current British and European standards in use within the electronic fire and security systems industry: including BS EN50131, PD6662, DD263, BS 8243, BS 5839, EN 50133, BS 8418
- The codes of practice for the electronic fire and security systems industry
- Confidentiality of customer information, including the Data Protection Act (1998) and Computer Misuse Act (1990)

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 correctly the security industry structure and how the electronic fire and security systems industry sits within this and alongside other areas of the security industry.
- explain correctly the current British and European standards in use within the electronic fire and security systems industry: including BS EN50131, PD6662, DD263, BS 8243, BS 5839, EN 50133, BS 8418.
- explain correctly the codes of practice used within the electronic fire and security systems industry.
- explain correctly the process and importance of maintaining confidentiality of customer information in line with the Data Protection Act (1998) and Computer Misuse Act (1990).

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: Introduction to Security (SCQF level 6)

Outcome 2

Describe the types of companies, the inspectorate and trade associations in the electronic fire and security systems industry.

Knowledge and/or Skills

- Types and sizes of electronic fire and security systems companies, how they operate within their field and the services offered to customers
- Responsibilities of the inspectorate and trade associations, including NSI, SSAIB, BSIA, FIA, Police Scotland and BAFE
- Membership of inspectorate and trade associations: the processes, procedures and standards that companies must follow
- Response bodies: including roles and responsibilities in the industry

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:

- describe correctly the different types and sizes of companies that operate within the electronic fire and security systems industry.
- describe accurately the roles and responsibilities of inspectorates and trade associations, including NSI, SSAIB, BSIA, FIA, Police Scotland and BAFE.
- describe accurately the processes, procedures and standards that companies follow to become members of the inspectorate and trade associations.
- describe correctly the different response organisations/bodies, including roles and responsibilities, within the electronic fire and security systems industry.

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 two hours should be allocated to the summative assessment of Outcome 2.

Higher National Unit specification: Statement of standards (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (SCQF level 6)

Outcome 3

Explain the key stages in the life cycle of a security system.

Knowledge and/or Skills

- Customer requirements for the provision of electronic fire and security systems
- Establishing lines of communication with customers, managers and peers
- Seven key stages in the installation of security systems: enquiry, survey, design, install, commissioning, handover and maintenance

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 customer requirements when planning and installing electronic fire and security systems.
- explain correctly different lines of communication used with customers, managers and peers throughout the planning and installation of electronic fire and security systems.
- explain accurately the seven key stages in the installation of security systems.

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: Introduction to Security (SCQF level 6)

Outcome 4

Demonstrate communication skills used in the electronic fire and security industry.

Knowledge and/or Skills

- Communication methods, including written, oral and telecommunication
- Communication skills, including developing and maintaining relationships
- Customer relations

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:

- select appropriate methods of communication.
- establish an effective rapport with customers.
- respond appropriately with customers.
- communicate information to customers.
- develop and maintains communication with people.
- communicate effectively with others.
- give a positive image of themselves and their organisation.

The summative assessment tasks for Outcome 4 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 4.

Higher National Unit specification: Statement of standards (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (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, approximately four hours should be dedicated to summative assessment for the entire Unit.

Higher National Unit Support Notes

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (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 the key features of the electronic fire and security industry. It should include the:

- Current structure of the security industry and where the electronic fire and security industry sits within this.

and

- British, European Standards and codes of practice that are relevant to the electronic fire and security industry.

Higher National Unit Support Notes (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (SCQF level 6)

It must be explained to learners the importance and need for electronic fire and security systems and that combined with other areas of security form a structure for the security industry. Other areas of the security industry that should be discussed in this Outcome are:

- Manned Guarding
- Store Detectives
- CCTV Operators
- Close Protection

Learners completing this Outcome should be able to explain the standards and codes of practice pertaining to the electronic fire and security systems industry and in particular:

- PD 6662:2010 and BS EN 50131 — scheme for the application of European standards for intrusion and hold-up alarm systems
- BS 8243:2010 — installation and configuration of intruder and hold-up alarm systems designed to generate confirmed alarm conditions. Code of practice
- DD 263:2010 — intruder and hold-up alarm systems. Commissioning, maintenance and remote support. Code of practice
- BS 5839-1:2013 — fire detection and fire alarm systems for buildings. Code of practice for design, installation, commissioning and maintenance of systems in non-domestic premises
- BS 8418:2010 — installation and remote monitoring of detector-activated CCTV systems. Code of practice
- BS EN 50132-5:2001 — alarm systems. CCTV surveillance systems for use in security applications. Video transmission
- EN 50133 — specifies requirements for automated access control systems and components in and around buildings

Learners must have an understanding of the current British/European Standards that are used within the security systems sector, their application and requirements. In relation to standards, a more detailed discussion will take place within the specific discipline Units.

Finally, learners will gain an understanding of the importance of maintaining customer confidentiality, the process of doing this successfully and the dangers if information were to fall into the wrong hands. The Data Protection Act (1998) and the Computer Misuse Act (1990) should be explained.

Higher National Unit Support Notes (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (SCQF level 6)

Outcome 2

This Outcome covers the necessary underpinning knowledge and skills relating to the types of companies that operate in the electronic fire and security systems industry and how inspectorate bodies help maintain standards.

The learner must recognise that there are various types and sizes of companies that operate within the security sector; their operational structure from small companies to national companies; where ISO 9000 is applied within the company and membership of inspectorates and trade associations. Learners should also be aware that there are specialist companies within the sector that only undertake one or two of the main disciplines.

Through participation in this Outcome learners should understand the important role the inspectorate bodies and trade associations play in the electronic fire and security systems industry in maintaining standards, the application process to becoming an associated member and the different types of memberships that are available to companies. After completion of this Outcome learners should be able to describe the following inspectorates and trade associations:

- NSI
- BSIA
- FIA
- SSAIB
- BAFE

Learners should have a clear understanding of the response bodies that operate in the event of an alarm being activated and in particular the role of the:

- ARC
- Key Holder
- Fire Service
- Police Force

Higher National Unit Support Notes (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (SCQF level 6)

Outcome 3

This Outcome covers the necessary underpinning knowledge and skills relating to the key stages in the life cycle of a security system, the seven key stages of an installation and the importance of establishing strong lines of communication with the customer, management and peers.

The purpose of this Outcome is to ensure that learners maintain control over the installation of a system and provide effective feedback on critical information regarding the progress of the installation to both the customer and the management team.

This Outcome is designed to help learners understand different customer requirements when planning the installation of electronic fire and security systems for domestic, commercial and industrial sites.

Learners will be able to identify the seven key stages to the installation of electronic fire and security systems:

- Enquiry
- Survey
- Design
- Install
- Commissioning
- Handover
- Maintenance

This ensures that learners have a knowledge and understanding of the processes and procedures to be used in the installation of electronic fire and security systems and feel confident in their ability to discuss tasks with the appropriate people on site.

Learners should be encouraged to work co-operatively with peers and colleagues to use their experiences of different installations they have worked on to help expand their knowledge in this area.

Learners must understand their position in maintaining confidentiality; the possible consequences of failure to maintain confidentiality in relation to customer and company documentation and other relevant verbal information.

Higher National Unit Support Notes (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (SCQF level 6)

Outcome 4

This Outcome covers the necessary underpinning knowledge and skills relating to communication skills used in the electronic fire and security industry. Learners should understand the importance of communication in building, maintaining and providing a positive image of both their organisations and themselves.

In this Outcome learners will acquire the skills required to communicate in the electronic fire and security industry. The methods of communication should be explained. For example:

- Oral communication
- Written communication
- Telecommunication

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 3	Promote a healthy and safe culture in the workplace
SFS 4	Communicate effectively with others
SFS 5	Give a positive image of yourself
SFS 6	Work effectively with other agencies
SFS 8	Develop productive working relationships with colleagues

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 should be encouraged to allow learners to share knowledge and research findings.

Higher National Unit Support Notes (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (SCQF level 6)

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.

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**

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.

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**.

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 will 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. Some learners may develop this skill at SCQF level 6.

Higher National Unit Support Notes (cont)

Unit title: Electronic Fire and Security Systems Installation: Introduction to Security (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. Alternatively, the tutor could provide 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. 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. Researching company policy will help develop a learner's skills in accessing information on a complex task.

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 task the learner will learn new skills in how to manage their own time to help achieve a common goal.

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: Introduction to Security (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 security industry, including the various sectors of the industry and how these sectors interact with each other. You will develop a knowledge and understanding of the various types of companies that operate within the electronic fire and security systems industry and the operation of trade associations and inspectorates for the sector.

In addition, you will develop knowledge of the key stages of the installation process that are common across all four disciplines within the sector.

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.

On completion of the Unit you will be able to:

1 Explain the key features of the electronic fire and security industry in the UK.
2 Describe the types of companies, the inspectorate and trade associations in the electronic fire and security systems industry.
3 Explain the key stages in the life cycle of a security system.
4 Demonstrate communication skills used in the electronic fire and security industry.

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: Introduction to Security (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.* This component could be developed through research activities and the production of reports, essays or other forms of written communication. 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. Alternatively, your tutor could provide 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: Introduction to Security (SCQF level 6)

Other Essential Skills developed through the completion of this Unit

- Time Management: through the completion of projects and research task the learner will learn new skills in how to manage their 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.