



## Higher National Unit specification

### General information

**Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (SCQF level 6)

**Unit code:** H6T9 33

**Superclass:** XJ

**Publication date:** March 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 technology used in the installation of access control systems and the regulations and standards that apply to these systems.

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 current standard and industry codes of practice relating to access control systems as defined by inspectorate bodies and trade associations.
- 2 Describe the types of systems, functions, circuits and methods of connection used in access control systems.
- 3 Describe the basic operation of locking mechanisms, release mechanisms and devices and emergency circuits.

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

**Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (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

### 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.

### 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: Access Control Systems Installation (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 current standard and industry codes of practice relating to access control systems as defined by inspectorate bodies and trade associations.

#### Knowledge and/or Skills

- ◆ Installation and design of access control systems: BS EN 50133, BS 8418 and NCP 109
- ◆ Purpose of access control security systems
- ◆ Trade associations and inspectorate bodies regulating the access control systems industry: NSI, SSAIB and BSIA
- ◆ Legislation affecting the installation of access control systems: The Equality Act (2010)

### Outcome 2

Describe the types of systems, functions, circuits and methods of connection used in access control systems.

#### Knowledge and/or Skills

- ◆ The types of access control systems, including audio, visual, stand-alone, networkable, manually and electronically controlled systems
- ◆ The functions of access controlled systems: restricted entry, controlled entry and prevention of entry
- ◆ The circuits and power requirements used in fully functional access control systems
- ◆ Methods of connection and termination of cabling in access control systems: RJ45, twisted pair, Cat 5, Cat 6, 4-core screened cable

### Outcome 3

Describe the basic operation of locking mechanisms, release mechanisms and devices and emergency circuits.

#### Knowledge and/or Skills

- ◆ The different locking mechanisms used in access control systems, including electric strike, sheer electromagnetic lock, magnetic lock, gate lock, fire and magnetic door retainers, shear locks, solenoid bolts
- ◆ Release mechanisms used within locking systems in access control, including fail safe, fail secure
- ◆ The operation and standards pertaining to emergency circuits used in access control systems

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

**Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (SCQF level 6)

### Evidence Requirements for this Unit

#### Outcome 1

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 industry standards relevant to the access control systems installation and design, including BS EN 50133, BS 8418 and NCP 109.
- ◆ Explain correctly the purpose of access control security systems.
- ◆ Explain correctly the role of trade associations and inspectorate bodies regulating the access control systems industry, including NSI, SSAIB and BSIA.
- ◆ Explain correctly legislation affecting the installation of access control systems, including The Equality Act (2010).

The summative assessment tasks for Outcome 1 will be undertaken in closed-book, timed and supervised conditions. All summative assessment 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.

#### Outcome 2

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 types of access control systems available, including audio, visual, stand-alone, networkable, manually and electronically controlled systems.
- ◆ Describe correctly the functions of access controlled systems, restricted entry, controlled entry and prevention of entry.
- ◆ Describe correctly the types of circuits and power requirements used in fully functional access control systems.
- ◆ Describe correctly methods of connection and termination of cabling in access control systems, RJ45, twisted pair, Cat 5, Cat 6, 4-core screened cable.

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

### **Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (SCQF level 6)

The summative assessment tasks for Outcome 2 will be undertaken in closed-book, timed and supervised conditions. All summative assessment 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.

#### **Outcome 3**

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 accurately different locking mechanisms used in access control systems, including electric strike, sheer electromagnetic lock, magnetic lock, gate lock, fire and magnetic door retainers, shear locks, solenoid bolts.
- ◆ Describe correctly the operation of the different release mechanisms that are available within the access control locking systems, including fail safe, fail secure.
- ◆ Describe correctly the operation and standards pertaining to emergency circuits used in access control systems.

The summative assessment tasks for Outcome 3 will be undertaken in closed-book, timed and supervised conditions. All summative assessment 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.

#### **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: Access Control Systems Installation (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. This PDA provides underpinning knowledge and skills for the SVQ level 3 in Providing Electronic Fire and Security Systems at SCQF level 6. This 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 standards and industry codes of practice relating to access control systems.

Learners are required to have a good understanding of the main points of the current industry standards (British and European) and codes of practice that are used for access control systems. Standards, legislation and codes of practice that should be included in this Outcome are:

- ◆ The Equality Act (2010) and how it affects access control
- ◆ BS EN 50133
- ◆ BS 8418
- ◆ NCP 109

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (SCQF level 6)

Learners should gain an understanding of the purpose of an access control system and the different types of systems that can be used to achieve the following purposes:

- ◆ Preventative — avoid undesirable events occurring
- ◆ Detective — identify undesirable events that have occurred
- ◆ Corrective — correct undesirable events that have occurred
- ◆ Deterrent — discourage security violations
- ◆ Recovery — restore resources and capabilities
- ◆ Compensative — provide alternatives to other controls

The roles of organisations within the access control systems sector should be explained to the learner, this should include:

- ◆ National Security Inspectorate (NSI)
- ◆ Security Systems and Alarms Inspection Board (SSAIB)
- ◆ British Security Industry Association (BSIA)

### Outcome 2

This Outcome covers the necessary underpinning knowledge and skills relating to the types of systems that operate in the access control industry, the functions they offer and the modes of wiring and termination of these systems.

Learners should have an understanding of the types of access control systems used and their limitations. These should include:

- ◆ Audio
- ◆ Visual
- ◆ Stand Alone
- ◆ Door Entry systems
- ◆ Digital Door Entry systems
- ◆ Coded Access Control systems
- ◆ Token Access Control
- ◆ Biometric Access Control
- ◆ Access Point Classification
- ◆ Networkable
- ◆ Manually operated
- ◆ Electronically operated

As discussed in Outcome 1, different access control systems have different purposes. Now that learners have gained an understanding of the different types of systems used in the industry, a link should be made to the type and the purpose of that system.

## Higher National Unit Support Notes (cont)

### Unit title: Electronic Fire and Security Systems: Access Control Systems Installation (SCQF level 6)

In this Outcome, with regards to stand alone, audio, visual and networkable access control systems, the following should be covered:

- ◆ Cabling requirements — Cat 5, Cat 6, RJ45, RG59, twisted pair, 4-core screened
- ◆ Circuitry — Ring circuits, radial, lighting, etc
- ◆ Prime Power Supplies — 12v dc, 24v dc, 12v ac, 24v ac, 230v ac, 1amp, 3 amp, 5amp power supplies and the relevant standards for time, power consumption, etc
- ◆ Secondary Power Supplies — backup generator, backup battery, backup battery bank, temporary electricity

### Outcome 3

This Outcome covers the necessary underpinning knowledge and skills relating to the locking mechanisms, release mechanisms and devices and emergency circuits used in access control systems.

Learners should have an understanding of the operation, method of installation, connection and power requirements of the locking mechanisms used in access control systems, these should include:

- ◆ Electric Strike
- ◆ Shearlocks
- ◆ Magnetic Locks
- ◆ Mortice Latches
- ◆ Deadlock Solenoid
- ◆ Gate Lock
- ◆ Fire and magnetic door retainers

Learners should have an understanding of the methods of egress used in access control systems, methods of connection, and should include:

- ◆ Exit buttons (single and double contact)
- ◆ Push to exit door bars
- ◆ Exit PIRs
- ◆ Electronic touch pads

Learners should be made aware of the different release mechanisms available to them when selecting their locks and the definition and operation of fail safe, fail secure, fail locked, fail unlocked locking mechanisms.

Learners should understand the emergency override circuits required for access control systems to conform to fire regulations, the methods of interfacing with other equipment (fire alarms), and the need for and connection of emergency break glass units.



## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (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, visual aids. Home study activities should also be designed.

Links in this Unit should be made to the National Occupational Standards (NOS) for the Electronic Security Systems Sector and in particular:

SFS SYS 10	Install electronic security systems
SFS SYS 6	Plan the installation of electronic security systems
SFS SYS 8	Make preparations and arrangements to 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, email.

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: Access Control Systems Installation (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 for learners.

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 the 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.

### 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).

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (SCQF level 6)

### Opportunities for developing Core and other essential 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* (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. This could be achieved during a class project when learners discuss their research findings.

#### **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.

#### **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.

## Higher National Unit Support Notes (cont)

**Unit title:** Electronic Fire and Security Systems: Access Control Systems Installation (SCQF level 6)

### ***Information and Communication Technology: 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: Access Control Systems Installation (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 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 technology used in the installation of access control systems and the regulations and standards that apply to these systems.

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

On completion of the Unit you will be able to:

- 1 Explain the current standard and industry codes of practice relating to access control systems as defined by inspectorate bodies and trade associations.
- 2 Describe the types of systems, functions, circuits and methods of connection used in access control systems.
- 3 Describe the basic operation of locking mechanisms, release mechanisms and devices and emergency circuits.

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 (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 you opportunities to make a contribution to a discussion on a complex topic. This could be achieved during a class project when you could discuss your research findings.

## General information for learners (cont)

**Unit title:** Electronic Fire and Security Systems Installation: Access Control Systems Installation (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: 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 would help develop your 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.

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

**Unit title:** Electronic Fire and Security Systems Installation: Access Control Systems Installation (SCQF level 6)

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

- ◆ Time Management: through the completion of projects and research task 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.