Assessment Guidance for the SVQ in Community Wardens at level 2 (G9EV 22)

Contents

General Information

Who is involved in SVQs?

Candidate	**The person who wants to achieve the SVQ, eg an employee**
Assessor*	**The person who assesses the work of the candidate and decides if they are competent (eg supervisor)**
Internal verifier*	**The individual nominated by the centre who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)**
External verifier *	**The individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ**

Expert Witnesses may also be involved — their role is further explained on page 12.

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the Assessment Strategy for this SVQ — see SQA's website: **www.sqa.org.uk**

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises. The Assessment Strategy (developed by the standards-setting body, Skills for Security, provides information on the qualification for assessors, internal verifiers and External Verifiers.

Independent Assessor

As part of its review of the SVQs, the standards-setting body Skills for Security has developed an assessment strategy which defines a range of requirements including the requirement for a form of independent assessment. For example:

♦ some part of the candidates' assessment being carried out by a visiting assessor who is independent of the centre

♦ the candidate visiting an independent centre or assessment location where some part of the assessment is carried out

This is further explained in the section **Assessment Requirements.**

The steps involved in assessing a candidate for an SVQ

These are the main stages in the assessment process:

♦ planning for assessment (including which part of the candidate's evidence will be independently assessed)

♦ generation and collection of candidate evidence that shows competence in the selected Units

♦ judging the evidence of the candidate's competence and making an assessment decision based on this evidence

♦ recording the assessment decision and the candidate's achievement

Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates.

Your role and the candidate's role

Assessing the SVQ involves several steps. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Assessor role

♦ ensure candidates understand what is to be assessed and how it is to be assessed

♦ ensure the conditions and resources required for assessment are available

♦ help candidates to identify and gather appropriate evidence

♦ observe and record candidates carrying out the activities described in the standards — records should indicate what has been observed, how it was carried out, and what competence it demonstrates

♦ assess products of the candidate's own work

♦ question candidates and record results

♦ help candidates to present or signpost evidence

♦ authenticate the evidence candidates provide

♦ judge evidence and make assessment decisions

♦ identify gaps or shortfalls in candidates' competence

♦ provide feedback to candidates throughout the assessment process

♦ record achievement

Candidate's role

♦ prepare for assessment — become familiar with the standards and understand what is to be assessed and how the assessment will be carried out

♦ help to identify sources of evidence and how these could be assessed

♦ carry out activities, and/or produce products of own work, and/or answer questions

♦ gather, and/or signpost location of evidence, present evidence when required

♦ receive and act on feedback from the assessor

Planning

At the assessment planning meeting, the assessor and candidate should agree and record the following information:

♦ what is to be assessed
♦ the assessment method
♦ the location, date and time of the assessment

The assessment plans are working documents — they can be updated and changed as you review progress with the candidate.

As you are planning assessment, don't forget to make the most of opportunities to integrate assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

Note: if you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

SVQ in Community Wardens

Scottish Vocational Qualifications

The Community Wardens National Occupational Standards (NOS) provide the basis for the qualification SVQ in Community Wardens at level 2.

Target audience

These standards are intended for people who are employed in community warden roles: either Neighbourhood Wardens or Street Wardens. These wardens would normally be responsible for promoting community safety, assisting with environmental improvements and housing management, and also contributing to community development.

Entry requirement

There are no formal entry requirements for individuals wishing to take this SVQ. However, assessors should ensure candidates have the potential and opportunity to provide evidence for the qualification or Unit(s) as applicable.

Level 2 Structure

This section lists the Units which form the SVQ in Community Wardens at level 2.

The qualification comprises **six** mandatory Units and **two** optional Units.

Mandatory Units

There are six mandatory Units

SQA Ref	SSC Ref	Title
F7EG 04	HSS 1	Make Sure Your Own Actions Reduce Risks to Health and Safety
F7EK 04	SAS 5	Plan and Manage Own Workload
F7E9 04	CWD 3	Contribute to Maintaining Safe and Secure Community Environments
F7EP 04	CWD 5	Receive and Provide Information
F7EC 04	ICS 9	Give Customers a Positive Impression of Yourself and Your Organisation
F7ES 04	CWD 6	Support Community Needs

Optional Units

Two optional Units must be completed

SQA Ref	SSC Ref	Title
F7EF 04	CWD 7	Maintain the Physical Environment of Estates
F7EE 04	CWD 9	Maintain Observation of Parking Areas
F7ED 04	CWD 10	Identify and Respond to Breaches in Parking Regulations
DP6P 04	224	Produce Documents
F7EJ 04	CWD 14	Minimise and Deal with Aggressive and Abusive Behaviour
F7EN 04	CWD 15	Provide Witness Statements of Breaches of Law and Regulations
F7E8 04	CWD 17	Communicate Information Using Mobile Voice Communication Equipment
F7EM 04	AA 1	Promote Equality and Value Diversity
F7EH 04	HSS 7	Make Sure Your Actions Within the Workplace Aim to Protect the Environment
F7ER 04	SLP 26	Record Information Relevant to Your Role
F7EB 04	1B11	Contribute to Resolving Community Issues
F7EA 04	2C5	Contribute to Providing an Initial Response to Incidents
F7EL 04	2J3	Present Information to Courts or Other Hearings

Level 2 Content

The SVQ at level 2 requires the achievement of **eight** Units of competence from the National Occupational Standards. There are **six** mandatory Units that each candidate must achieve. In addition, each candidate is required to achieve **two** of the optional Units.

Selection of optional Units will be a matter of choice for the candidate in consultation with his/her employer, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory Units (6 Units)

SSC Ref

HSS.1   Make sure your own actions reduce risks to health and safety
      HSS.1   Make sure your own actions reduce risks to health and safety

SAS 5   Plan and manage own workload
      SAS 5   Plan and manage own workload

CWD3 **Contribute to maintaining safe and secure community environments**
    CWD3.1 Deal with situations and incidents in community environments
    CWD3.2 Deal with hazards and defects in community environments
    CWD3.3 Deal with problems and emergencies in community environments

ICS 9 **Give customers a positive impression of yourself and the organisation**
    ICS9.1 Establish effective rapport with customers
    ICS9.2 Respond appropriately to customers
    ICS9.3 Communicate information to customers

CWD5 **Receive and provide information**
    CWD5.1 Receive information within the community
    CWD5.2 Provide information within the community
    CWD5.3 Provide information to other services
    CWD5.4 Obtain information from other services

CWD6 **Support community needs**
    CWD6.1 Encourage positive community relations
    CWD6.2 Provide support in communities
    CWD6.3 Support and maintain relationships between communities and other organisations

Optional Units (select 2 Units)

CWD7 **Maintain the physical environment of estates**
    CWD7.1 Identify and assess maintenance requirements
    CWD7.2 Carry out maintenance activities

CWD9 **Maintain observation of the parking areas**
    CWD9.1 Deal with irregularities in parking areas
    CWD9.2 Monitor hazards and conditions of parking areas
    CWD9.3 Inspect parking control equipment

CWD10 **Identify and respond to breaches in parking regulations**
    CWD10.1 Patrol allocated areas
    CWD10.2 Deal with parking contraventions

Unit224 **Produce documents**
    Unit 224 Produce documents

CWD14 **Minimise and deal with aggressive and abusive behaviour**
    CWD14.1 Help to prevent aggressive and abusive behaviour
    CWD14.2 Deal with aggressive and abusive behaviour

CWD15   Provide witness statements of breaches of law and regulations
   CWD15.1 Recognise and record details of breaches of law and regulations
   CWD15.2 Prepare witness statements of breaches

CWD17   Communicate information using mobile voice communication equipment
   CWD17.1 Communicate information using mobile voice communication equipment

AA 1   Promote equality and value diversity
   AA1.1   Promote equality and value diversity

HSS 7   Make sure your own actions within the workplace aim to protect the environment
   HSS7.1 Make sure your own actions within the workplace aim to protect the environment

SLP26   Record information relevant to your role
   SLP26.1 Record relevant accurate information
   SLP26.2 Ensure completion of documents in line with procedures
   SLP26.3 Maintain confidentiality of security of information

1B11   Contribute to resolving community issues
   1B11.1 Maintain communications with communities
   1B11.2 Help with resolving community issues

2C5   Contribute to providing an initial response to incidents
   2C5.1   Gather information and plan an initial response
   2C5.2   Respond to incidents

2J3   Present information to courts or other hearings
   2J3.1   Present information to courts or other hearings

Assessment requirements

This section is based on, and amplifies, the Assessment Strategy for the SVQ in Community Wardens at level 2. The Assessment Strategy specifies the general principles for assessment and quality assurance of the qualification and is essential reading for all assessors and verifiers for this SVQ.

Development of the Assessment Strategy was based on:

♦ an evaluation of current assessment methods and quality assurance arrangements for the SVQ in Community Wardens at level 2
♦ stakeholder views and expectations about assessment processes and requirements gathered through focus groups and online consultations
♦ discussion and agreement with the relevant NVQ/SVQ awarding bodies

The Assessment Strategy was developed to encompass both sector-specific and imported Units included within the SVQ in Community Wardens at level 2. However, it remains the responsibility of the awarding bodies and their centres to ensure they are working to the relevant Assessment Strategy in relation to any imported Units.

The Assessment Strategy specifies:

♦ the recommended approach to external quality control of assessment
♦ the type and, where applicable, amount of evidence to be collected for assessment purposes, including mandatory requirements for evidence from performance in the workplace
♦ the extent to which simulated working conditions may be used in assessment, and any required characteristics of the simulations, including definitions of what might constitute realistic working environments (RWE)
♦ the occupational expertise requirements for assessors and verifiers

The Assessment Strategy is available on SQA's website:
www.sqa.org.uk

External quality control of assessment
External quality control of assessment will be achieved through rigorous internal and external verification processes underpinned by effective risk management.

External verifiers will be required to sample the work of all assessors, independent assessors and internal verifiers, and implement rigorous risk management strategies consistently across all centres for which they are responsible. Apart from other risk factors, external verifiers should

recognise the risk of introducing new qualifications into centres and adapt their sampling process accordingly.

Internal verifiers should sample evidence from all assessors across all aspects of SVQ assessment. They should also observe each assessor conducting candidate assessments at regular intervals. As a guide this is likely to be at least once a year for experienced assessors and every six months for inexperienced assessors.

Type and amount of evidence

The majority of assessments should be via observation in the workplace, together with examination of work products, questioning, professional discussions and witness testimonies from relevant people. Additional sources of evidence, if required, might include reflective accounts, written assignments and in some cases, simulation.

The use of simulation is limited to very few aspects of the SVQ and can never be the sole source of evidence for any Unit. Further guidance on the use of simulation is given below.

Accreditation of prior learning

Centres are expected to implement a system of initial assessment of candidates and develop an individual assessment plan that should include the accreditation of prior learning and experience where applicable.

The use of simulation

The primary source of evidence used in the assessment of occupational competence should always be naturally-occurring workplace activities carried out by the employee or candidate. Evidence of occupational competence should therefore be generated and collected through real work activities in a realistic work environment.

Real work activities are those undertaken to provide a product or service under typical business conditions. A realistic working environment is one that reflects typical employment conditions relevant to the work activities being assessed. However, it is recognised that some of the National Occupational Standards deal with contingency events, over which the employee or candidate has no control; as well as other activities where mistakes made in the workplace would be too hazardous or expensive to accommodate. Simulation in the assessment process can only be used for those Elements where it is stated as an acceptable method of assessment by Skills for Security as the standards-setting body (SSB). The following information is for centres and sets down the guidance to assessors in the use of simulation in the assessment process. The simulation should match the conditions of a realistic working environment. In other words, the conditions should match those found in the workplace, including facilities,

equipment and material, as well as relationships, constraints and pressures.

Where simulation is to be used to assess a complete Element, we would consider it to be good practice for External Verifier advice to be sought on the validity of any simulation scenario, prior to its implementation and use within an Approved Centre. When simulation is to be used to cover part of an Element, in the interests of assessment efficiency, assessors and internal verifiers should agree the circumstances and conditions under which this process is implemented.

Occupational expertise requirements for assessors and verifiers

The breadth of National Occupational Standards included in the Community Wardens SVQ calls for a range of roles within the assessment process. The Assessment Strategy outlines the occupational expertise requirements for:

♦ assessors
♦ internal verifiers
♦ External Verifiers

Assessment against the Community Warden National Occupational Standards is a matter of skilled professional judgement, drawing on a range of evidence from the assessment process. The occupational expertise requirements of those who will perform assessment and verification roles are designed to provide confidence that the judgements made will be professionally justified. It is important, therefore, that centres understand and comply with these requirements.

Assessors should only assess in their acknowledged area of technical and occupational competence, drawing on expert witness testimony where necessary.

Internal and External Verifiers should have had experience of working in the community wardens sector, in a capacity which involved them making judgements on the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within this environment. In addition, they should:

♦ have knowledge of, and commitment to, the principles and values of the relevant sector for Units imported from other areas of practice
♦ be knowledgeable in respect of the Units they are going to verify including any new and imported Units
♦ confirm that assessors and/or expert witnesses meet the necessary occupational expertise requirements

All assessors and verifiers should maintain and develop their occupational expertise through continuing professional development.

The assessment process

This section offers practical advice on aspects of the assessment process for the Community Wardens SVQ.

Roles in assessment

Candidate

The candidate is at the centre of the assessment process and has a key role in ensuring the process is effective. The candidate should:

♦ familiarise themselves with the NOS so they know what is to be assessed
♦ carry out a self-assessment against the standards to identify any learning and development needs
♦ work with their assessor to identify opportunities for collecting evidence
♦ gather and present evidence for assessment
♦ receive and act on feedback from the assessor

Assessors

Assessors support and assess candidates working towards the SVQ. They make sure that candidates meet the National Occupational Standards needed to achieve the SVQ.

The assessor's role is to:

♦ ensure candidates understand the assessment process — what is to be assessed and how it is assessed
♦ help candidates to identify and gather evidence
♦ observe candidates carrying out activities in their workplace
♦ examine candidates' evidence
♦ question candidates and record results
♦ judge and authenticate evidence
♦ provide feedback and offer advice if the standards are not met, and
♦ record achievement

Internal verifiers

Ultimately it is the internal verifier's job to ensure the integrity and quality of the assessment process. The internal verifier is responsible for:

♦ maintaining policies and procedures to enable delivery and assessment of the SVQ
♦ training and supporting assessors
♦ sampling the work of assessors and candidates
♦ checking and standardising assessment decisions made by assessors
♦ evaluating the effectiveness of assessment practice and procedures

♦ developing practice and procedures as a result of evaluation
♦ identifying assessors' training needs
♦ supporting assessors in implementing changes

Expert Witnesses

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. They can be used to address any gaps in the technical or occupational competence of assessors and for confidential or sensitive activities that may not be appropriate for assessor observation. However, a qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with any other corroborating evidence.

Getting off to a good start

The quality of the advice and guidance received at the beginning of the assessment process is a key factor in ensuring candidates achieve the best results from the SVQ.

SVQs are about competence in the workplace, therefore support from the workplace is essential. Effective assessment is facilitated by:

♦ building positive working relationships with the workplace
♦ working with the candidate and the line manager to identify the choice of optional Units
♦ making sure decisions reflect the needs and expectations of the workplace as well as the candidate
♦ checking the candidate will be engaged in roles that allow them to meet the requirements of the appropriate Units of competence
♦ recognising that using an SVQ to prepare a candidate for a new job role requires more extensive planning of learning, ways of developing practice, and assessment opportunities; and ensuring the candidate and workplace appreciates and will support this

Initial assessment

Initial assessment provides the evidence to determine the starting point of learning and assessment.

In carrying out an initial assessment:

♦ find out what the candidate already knows and can do for immediate assessment — identifying opportunities for quick wins motivates candidates and those who support them as well as familiarising them with the SVQ assessment process
♦ identify where the candidate has sufficient up-to-date knowledge and experience for accreditation of prior learning
♦ identify what they need to learn
♦ use a range of information to inform the initial assessment including:
   — candidate's self-assessment
   — line manager appraisal

- — previous qualifications and achievements
- — prior learning and experience
- — learning style preferences
- — job role and career aspirations
- — potential, aptitude and commitment
- — personal circumstances

Assessment planning

All candidates should have assessment plans that identify when and how assessment will be carried out, taking account of their prior learning and achievements, plans for addressing learning needs, and the assessment opportunities available to them.

Candidates need to have a clear understanding of what they are being assessed on, what methods will be used and what evidence they agree to produce. Proper assessment planning can help candidates to relate their everyday activities to the requirement of the SVQ.

In developing an assessment plan, assessors should:

- ♦ have a thorough knowledge of the SVQ and its assessment requirements
- ♦ get to know the candidate and their workplace
- ♦ find out when the candidate is available for assessment, eg what hours/days they work
- ♦ take account of the candidate's job role and circumstances
- ♦ identify opportunities for demonstrating competence
- ♦ ensure assessment planning takes account of the candidate's learning needs and agreed plans for addressing these

When planning assessment, do not be tempted to cover the mandatory Units first. The optional Units are linked to the candidate's specialisms — usually the most important part of their work.

Starting from their specialisms means candidates are starting from their area(s) of strength; there will be greater evidence and assessment opportunities; and there will be opportunities for generating evidence for the more generic mandatory Units at the same time.

The agreed assessment plan should:

- ♦ be candidate-led rather than provider-driven — organise and arrange assessment appropriate to each candidate rather than predetermined programmes or plans
- ♦ identify activities that will provide evidence towards a number of Units or Elements
- ♦ use naturally-occurring evidence wherever possible
- ♦ use a range of assessment methods and evidence, driven by candidates' normal activities in the workplace

- ◆ use expertise within the workplace to support assessment, eg witness testimony
- ◆ make use of expert witnesses where appropriate
- ◆ recognise the contribution of learning logs, personal statements, professional discussions, tape, photographic and video evidence to the assessment process
- ◆ use questions to supplement, rather than duplicate, performance observation — there is no need to check knowledge that has been clearly demonstrated through practice
- ◆ where possible use the same evidence if the same knowledge and understanding is required for different Units
- ◆ be consistent with the agreed strategy for the use of simulation if required
- ◆ not overwhelm the candidate with evidence demands — use a sufficiency rather than surfeit approach
- ◆ avoid duplication of evidence and over assessment
- ◆ be consistent with the Assessment Strategy (eg identify which evidence has been subject to independent assessment)

Holistic assessment

Many of the Units are interrelated and a single situation may be the starting point for gathering evidence against several SVQ Units.

The candidate's major work activities are likely to provide evidence-rich assessment opportunities including observation, work products and witness testimonies.

Using a holistic approach to assessment will:

- ◆ pay dividends in the efficiency and effectiveness of the assessment process as well as making more sense to the candidate
- ◆ allow for evidence for particular standards to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- ◆ avoid the inefficient use of assessment opportunities and over assessment associated with planning for assessment on an Element-by-Element or Unit-by-Unit basis

Evidence requirements

Assessment against the National Occupational Standards is a matter of skilled professional judgement, drawing on a range of evidence from the assessment process. Assessment should be in the context of the candidate's job role and setting and all evidence should relate to this.

Some of the Community Warden National Occupational Standards include a glossary which defines key terms used in the Unit and gives examples of the situations or activities covered by those terms. The glossary provides guidance on possible areas to be covered in the Unit and for which evidence should be obtained if relevant to the candidate's work role.

Imported Units

Some of the imported Units include a scope section (sometimes referred to as Range or notes) linked to the Performance Criteria. This refers to the different situations in which a particular responsibility may be performed.

Assessing knowledge and understanding

Knowledge and understanding is an integral aspect of competence. Assessment processes that only look at evidence of knowledge in isolation from performance threatens the validity of assessment of competence. Evidence of knowledge and understanding should come from, or be supported by, assessment of performance.

For assessment to be fair and reliable it is important to assess strictly:

♦ to the written knowledge specification
♦ within the context of the candidate's job role

Some knowledge and understanding is common to different aspects of working practice. This is reflected through common knowledge statements across the Units, eg procedures for receiving, recording and sharing information. Taking a holistic approach to assessing knowledge and understanding will reduce unnecessary duplication.

When assessing common knowledge statements, consider that some knowledge and understanding is specific to the context, task and/or setting, eg knowledge of parking regulations. Holistic assessment across related Units makes effective use of situational knowledge.

Presenting evidence

It is not always necessary to keep copies of all the evidence produced in one place, ie in a portfolio. Assessors and verifiers need to know what evidence is available and where it is located.

This can be achieved by signposting where evidence can be found, rather than gathering it together in a portfolio.

In helping candidates to present evidence:

♦ focus on assessment against the standards rather than the candidate's ability to manage paperwork
♦ make use of awarding body forms and procedures, adapting these as appropriate to the needs and job role of candidates and the way your centre operates
♦ strive for quality rather than quantity, and simplicity rather than complexity

Evidence containing confidential information should not be included in a candidate's portfolio of evidence. It should be signposted within the

portfolio and confirmed through expert witness testimony and/or professional discussion with the candidate.

NB: Photographs and video are acceptable as part of the way a candidate can generate evidence **but must comply with privacy and confidentiality legislation**.

Tracking progress

Regular reviews with candidates, involving both the provider and, where possible, the line manager, should be carried out to measure and maintain progress towards achievement of the qualification.
Reviews should take account of:

♦ actions agreed at the last review meeting
♦ progress made in relation to the agreed plan
♦ assessments undertaken
♦ any problems or obstacles encountered and how these will be addressed
♦ any changes in candidate or workplace circumstances eg changed work role
♦ future learning needs and how they will be addressed
♦ any implications for the assessment plan and revising this as appropriate

Progress reviews should also be used to check that the candidate and the line manager:

♦ understand and are comfortable with the assessment process
♦ know what progress the candidate has made towards achievement of the SVQ
♦ are aware of the option of certification for individual Units
♦ understand the appeals process

Using Information and Communications Technology

Assessment and administration for SVQs can be labour intensive for awarding bodies, providers and candidates. The use of information and communications technology (ICT) offers the potential to increase efficiency and streamline data transfer processes. It may also offer opportunities for candidates to develop and demonstrate their ICT skills. The use of alternative media engages candidates in different ways, thereby increasing motivation and promoting retention and achievement.

All of the awarding bodies offer online centre administration systems and most offer other online services such as resources to support delivery of and learning for the SVQs. Electronic self-assessment questionnaires, e-portfolios, e-assessment and verification and electronic candidate tracking resources are also readily available.

Summary of Assessment Methodology

This section outlines the assessment methodology that must be applied to the following SVQ:

Community Wardens at level 2

Standard Quality Assurance methodology for Workplace Assessed Qualifications will be used. Evidence will normally be gathered in the workplace.

Workplace Evidence

Assessment centres must:

♦ ensure that candidates have access to the resources commonly in use in the occupational area(s) and that the pressures and constraints of the workplace are properly reflected

♦ ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace

♦ demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice

♦ ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment

♦ maintain a register of all assessors, independent assessors and internal verifiers which will be subject to external verification

♦ provide evidence of their plans to keep assessors and internal verifiers updated with current industry requirements

Where applicable, the Sector Skills Council will provide advice on the minimum 'resource requirements' needed by an approved assessment centre to provide adequate experience to the candidate.

Simulation

Simulation should only be used in exceptional circumstances when one or more of the following conditions apply:

♦ health and safety considerations
♦ emergency and crisis management
♦ activities that would cause serious inconvenience or expense or loss to an employer if there was an undue delay in their being carried out
♦ infrequently occurring activities
♦ equality of access
♦ issues of confidentiality
♦ dealing with distressed people and difficult situations

Awarding bodies must ensure a common approach to the use of simulation agreed with the sector body through the awarding body forum.

Simulations must comply with the following requirements for realistic working environments:

♦ the contingency to which the candidate is required to respond must be realistic and reasonable in terms of its scale and the speed of response required
♦ the candidate must be able to demonstrate the actions they would take, using equipment and materials commonly found within the working environment in which they are working
♦ information available to the candidate on the nature of the contingency and the response expected must be consistent with the policies and practices of the work environment in which they are working

Centres should have a strategy for assessment agreed with the External Verifier, which includes the approach to be taken to the use and nature of simulation. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess. The use of simulation should be monitored by the External Verifier to ensure that where simulations are used, they are based in a realistic work environment as described above.

Expertise of assessors and verifiers

Over and above SQA's requirements for assessors and verifiers the following minimum criteria as identified by the standards-setting body (Skills for Security) applies in all occupational areas covered by these SVQs and is outlined in detail in the Assessment Strategy.

Assessors should have had experience which involved one of the following:

♦ performing the roles covered by the NOS they are assessing as an experienced practitioner
♦ being directly responsible for directing and supervising the work of those who are performing the functions
♦ providing formal guidance or instruction to teachers and/or support staff on the effective performance of the functions covered by the NOS which they are assessing
♦ assessing the predecessor NOS for Community Wardens (drawing on the testimony of expert witnesses where they do not have first hand experience of new functions covered by the NOS for Community Wardens).

All assessors should have a sound knowledge and understanding of the National Occupational Standards and SVQs in Community Wardens.

Assessors should satisfy the qualification requirements specified by the regulatory authorities.

Assessors must have a thorough knowledge of the Community Warden sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.

Assessors should have knowledge of and commitment to the principles and values of the sector, including those of relevant sector for Units imported from other areas of practice.

Assessors should provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the External Verifier.

Assessors should only assess in their acknowledged area of technical and occupational competence. However, expert witnesses could also be used to cover technical competence requirements if necessary.

Assessors may be appointed to assess individual Units or whole awards. Where they assess individual Units only then there must be an identified assessor responsible for ensuring that full competence is demonstrated across all the required Units for a qualification.

Internal verifiers should have had experience of working in the Community Warden sector, in a capacity which involved them making judgements as to the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within a Community Warden environment. This could be demonstrated by being:

♦ an experienced practitioner who has demonstrated the competences required by the NOS during their professional career
♦ a manager or supervisor of those who regularly perform the competences required and directly responsible for monitoring the work performance of such individuals
♦ a trainer who is themselves occupationally competent and who has direct responsibility for developing the competences required in the NOS

All internal verifiers should have a thorough knowledge and understanding of the National Occupational Standards and NVQ/SVQs in Community Wardens.

Internal verifiers should satisfy the qualification requirements specified by the regulatory authorities.

Internal verifiers must have a thorough knowledge of the Community Warden sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.

Internal verifiers should have knowledge of and commitment to the principles and values of the sector, including those of relevant sector for Units imported from other areas of practice.

Internal verifiers should provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the External Verifier.

External Verifiers should have had experience of working in the Community Warden sector, in a capacity which involved them making judgements as to the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within the Community Warden environment.

All external verifiers should have a thorough knowledge and understanding of:

♦ SVQ systems
♦ assessment methodologies that attest to occupational competence
♦ the National Occupational Standards and NVQ/SVQs in Community Wardens
♦ the Community Wardens sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place

External Verifiers should know, understand and be committed to the content and guidance provided in the current edition of the sector body's Assessment Strategy.

External Verifiers should satisfy the qualification requirements specified by the regulatory authorities.

External Verifiers should provide evidence of continuing professional development to maintain their occupational expertise and for ensuring consistency of assessment across all of the awarding body's centres.

External Verifiers will be appointed by SQA in line with the criteria outlined by the regulatory body and the additional technical guidance outlined by the standards-setting body (Skills for Security) in the Assessment Strategy.

Potential External Verifiers will complete a standard SQA application form and will undergo a full induction programme, including an accompanied visit by an experienced External Verifier/SQA member of staff, prior to undertaking any solo approval/verification activity. All External Verifiers will

also be expected to undertake the V2 Unit for External Verifiers. This is a benchmark qualification outlined by the Employment Sector Skills Council for all awarding body External Verifiers (for SVQs).

SQA will monitor External Verifiers' performance and will hold regular updating meetings and training events.

External Quality Control

External Quality Control will be achieved by implementing the Enhanced External Verification process of the Assessment Strategy. This will include both assuring the quality of the centre that is responsible for making the assessment and sampling from the judgements made by assessors for a number of candidates to ensure they consistently meet the standards. The requirement for a proportion of each candidate's evidence to be subject to independent assessment is laid out within the Assessment Strategy. External Verifiers will require evidence that this process is being implemented.

SQA External Verifiers will visit current centres at least once per year. The sample of work for verification should, ideally, comprise the work of 12 candidates. This number is large enough to ensure assessment reliability, however, if any problems are identified the sample can be increased. For centres with fewer than 12 candidates, the entire group of candidates' work will be scrutinised. Where a centre has more than 12 candidates entered for a Unit, we will select the candidates who will comprise the sample and notify the centre.

Details of the Assessment Strategy are outlined at the approval stage. All centres will have to sign up to the Assessment Strategy before they can enter candidates for the qualification. This is monitored by the Approvals Section and the centre's approval status is not updated until it is signed off and returned.

External Verifiers will receive their own copy of the Assessment Strategy and this will form part of the agenda for future verification group meetings. Lead officers are invited by verification staff to attend training events. These meetings will allow SQA to gain feedback from External Verifiers, regarding the assessment standards and application, as well as difficulties over the implementation of the award to centres.

All centres offering the qualification will be selected for verification ie 100% sample.

SQA will apply a number of targeting strategies:

♦   monitoring of External Verifier reports
♦   monitoring of System Verifier reports
♦   post-Approval visits
♦   hold Certification

Communication with centres

We use a variety of methods to update centres on new developments. This includes publishing information on the SQA website, including details of new SVQs in the *SVQ Update* and where appropriate contacting approved centres by letter or e-mail.

Assessment Guidelines for centres have been produced. We may also, if necessary, hold a training day for External Verifiers to update them on the new award. All External Verifiers will be contacted by mail to update them of this new award.

External Verification of Scottish Vocational Qualifications Procedural Flowchart
Please follow the instructions below:

External Verifier receives a Verifier Itinerary listing the centres they have been allocated for their specific verification group.
If you notice any conflict of interest or any possible conflict of interest with the centres you have been allocated, please contact your officer. We will re-allocate the centre and inform Appointee Services to add the centre to your exception list.

↓

External Verifier telephones centre SQA Co-ordinator to arrange an optimum date and time for visit and to discuss the HN/SVQ External Verifier Visit Plan

At this time the External Verifier will advise the centre that they are required to produce the following:
(a) What they are currently delivering within the Verification Group identified
(b) The names of candidates participating in the award(s)/unit(s)
(c) The names of the assessor(s) and internal verifier(s) involved with each award*
(d) Stage of award(s)/unit(s) completion per candidate

↓

External Verifier sends 'Confirmation of External Verification Visit – Scottish Vocational
Qualifications' to the Centre

'Confirmation of External Verification Visit – Scottish Vocational Qualifications'
*to be sent **6 weeks** before date of visit*

The 'Confirmation of External Verification Visit – Scottish Vocational Qualifications' also
*contains a detachable page **for the centre to confirm:***

(a) What they are currently delivering within the Verification Group identified
(b) The names of candidates participating in the award(s)/unit(s)
(c) The names of the assessor(s) and internal verifier(s) involved with each award*
(d) Stage of award(s)/unit(s) completion per candidate

*Please note that a clear distinction will need to be made to identify what candidate(s) each assessor and internal verifier are responsible for. This will aid the External Verifier selection process.

Alternatively centres may wish to attach a list confirming the above.

↓

External Verifier sends postcard (EV10a) – 'Confirmation of External Verification Visit to
SQA
*Postcards to be sent **6 weeks** before date of visit*

(Remember to complete a postcard for every centre even if it is not offering).
This will allow us to update our records and confirm centre information.

*On receiving the 'Confirmation of External Verification Visit – Scottish Vocational Qualifications', **the centre** provides the information identified in 'a', 'b', 'c' and 'd' above to SQA **4 weeks** prior to the visit>*

⬇

SQA will send copies of the Product List together with the Navigator Print for each Product Code and copy of the previous External Verification Report (if there is one, or a copy of the Approval Report APP2) to the External Verifier approximately **3 to 4 weeks** before the arranged visit.

⬇

*When **SQA** receives the centre completed Confirmation of External Verification Visit – Scottish Vocational Qualifications' this will be forwarded to External Verifiers
3 weeks prior to the visit.*

⬇

The External Verifier will identify award(s)/unit(s) to be verified from a combination of the Product List, Navigator Print and Information from the centre.

The External Verifier will identify in the HN/SVQ External Verifier Visit Plan or on an attached listing those candidates whose evidence should be made available on the day of the visit

The External Verifier will send a copy of the completed HN/SVQ External Verifier Visit Plan with a copy of the candidate sample selected from the Navigator Print, Information from the centre and Product List within **2 weeks***

*Where HN/SVQ External Verifier Visit Plans are completed electronically this information can be included in the HN/SVQ External Verifier Visit Plan.

⬇

External Verifier visits the centre.

⬇

External Verifier completes SVQ External Verification Report (EV8a) and sends to SQA within 5 days of centre visit

If a hold is recommended the External Verifier should issue a "Notice of Hold/Not Accepted Recommendation to the SQA Co-ordinator.

If a hold has been recommended an EV8b (pink) should also be completed and sent to SQA within 5 days of centre visit*

- ♦ Remember to complete **all** the relevant information on the front page
- ♦ Remember to indicate the award(s) and/or units verified
- ♦ Remember to indicate if visit is in own time or employer's time
- ♦ Remember to enclose expense claim form/TR2 if appropriate

Appendix 1: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

To achieve the whole qualification, you must prove competence in ___ **mandatory** Units and ___ **optional** Units.

Unit Checklist

Mandatory										
Optional										

Mandatory Units achieved

Unit	Assessor's Signature	Date

Optional Units achieved

Index of evidence

SVQ title and level:			

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

Index of evidence

Element achievement record

Unit:

Element:

Evidence Index No	Description of Evidence	PCs					Areas of Knowledge and Understanding										Range statements				

Unit:

Element:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: **Date:**

Assessor: **Date:**

Internal Verifier: **Date:**

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate: Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: Date:

Candidate's signature: Date:

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	

Details of testimony:

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness: Date:

Witness (please tick the appropriate box)**:**

☐   Holds A1/A2 Units or D32/D33 Award

☐   Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	

Assessor's signature:	Date:
Candidate's signature:	Date:

Appendix 2: National Occupational Standards for Community Wardens (Skills for Security)

National Occupational Standards

for

Community Wardens

April 2008

These standards are intended for people who are employed in community warden roles, either Neighbourhood Wardens or Street Wardens. These wardens would normally be responsible for promoting community safety, assisting with environmental improvements and housing management, and also contributing to community development.

Unit	Title
HSS.1 Make sure your own actions reduce risks to health and safety (imported from ENTO)	**HSS.1** Make sure your own actions reduce risks to health and safety
SAS 5 Plan and manage own workload (imported from Council for Administration)	**SAS 5** Plan and manage own workload
CWD 3 Contribute to maintaining safe and secure community environments	**CWD 3.1** Deal with situations and incidents in community environments
	CWD 3.2 Deal with hazards and defects in community environments
	CWD 3.3 Deal with problems and emergencies in community environments
ICS9 Give customers a positive impression of yourself and your organisation (imported from Institute of Customer Service)	**ICS 9.1** Establish effective rapport with customers
	ICS 9.2 Respond appropriately to customers
	ICS 9.3 Communicate information to customers
CWD 5 Receive and provide information	**CWD 5.1** Receive information within the community
	CWD 5.2 Provide information within the community
	CWD 5.3 Provide information to other services
	CWD 5.4 Obtain information from other services
CWD 6 Support community needs	**CWD 6.1** Encourage positive community relations
	CWD 6.2 Provide support in communities
	CWD 6.3 Support and maintain relationships between communities and other organisations
CWD 7 Maintain the physical environment of estates	**CWD 7.1** Identify and assess maintenance requirements
	CWD 7.2 Carry out maintenance activities
CWD 9 Maintain observation of parking areas	**CWD 9.1** Deal with irregularities in parking areas
	CWD 9.2 Monitor hazards and conditions of parking areas
	CWD 9.3 Inspect parking control equipment
CWD 10 Identify and respond to breaches in parking regulations	**CWD 10.1** Patrol allocated areas
	CWD 10.2 Deal with parking contraventions
Unit 224 Produce documents (imported from Council for Administration)	**Unit 224** Produce documents
CWD14 Minimise and deal with aggressive and abusive behaviour	**CWD 14.1** Help to prevent aggressive and abusive behaviour
	CWD 14.2 Deal with aggressive and abusive behaviour

CWD 15 Provide witness statements of breaches of law and regulations	**CWD 15.1** Recognise and record details of breaches of law and regulations
	CWD 15.2 Prepare witness statements of breaches
CWD 17 Communicate information using mobile voice communication equipment	**CWD 17.1** Communicate information using mobile voice communication equipment
AA1 Promote equality and value diversity (imported from Skills for Justice)	**AA1.1** Promote equality and value diversity
HSS7 Make sure your own actions within the workplace aim to protect the environment (imported from ENTO and tailored)	**HSS7** Make sure your own actions within the workplace aim to protect the environment
SLP 26 Record information relevant to your role (imported from Skills for Security 'Security & Loss Prevention' suite)	**SLP 26.1** Record relevant accurate information
	SLP 26.2 Ensure completion of documents in line with procedures
	SLP 26.3 Maintain confidentiality of security of information
1B11 Contribute to resolving Community issues (imported from Skills for Justice)	**1B11.1** Maintain communications with communities
	1B11.2 Help with resolving community issues
2C5 Contribute to providing an initial response to incidents (imported from Skills for Justice)	**2C5.1** Gather information and plan an initial response
	2C5.2 Respond to incidents
2J3 Present information to courts or other hearings (imported from Skills for Justice)	**2J3.1** Present information to courts or other hearings

Unit HSS1
Make sure your own actions reduce risks to health and safety

Overview

This unit is for everyone at work (whether paid, unpaid, full or part-time). It is about having an appreciation of significant risks in your workplace, knowing how to identify and deal with them.

This unit is about the health and safety responsibilities for everyone in your workplace. It describes the competences required to make sure that:

- your own actions do not create any health and safety hazards
- you do not ignore significant risks in your workplace, and
- you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice

Fundamental to this unit is an understanding of the term "hazard", "risk" and "control".

This unit has been imported from approved ENTO (formerly Employment National Training Organisation) suite of standards for Health and safety, where it appears as unit HSS1 and tailored by Skills for Security to meet requirements.

Unit: HSS1

Unit Title: Make sure your actions reduce risks to health and safety

Element: HSS1

Element Title: Make sure your actions reduce risks to health and safety

Performance Criteria

You must be able to –

Identify the hazards and evaluate the risks in your workplace

1. identify which workplace instructions are relevant to your job

2. identify those working practices in your job which could harm you or others

3. identify those aspects of your workplace which could harm you or others

4. check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others

5. deal with hazards in accordance with workplace instructions and legal requirements

6. correctly name and locate the people responsible for health and safety in your workplace

7. report to the people responsible for health and safety in your workplace those hazards which present the highest risks

Reduce the risks to health and safety in your workplace

8. carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturers instructions and legal requirements

9. control those health and safety risks within your capability and job responsibilities

10. pass on suggestions for reducing risks to health and safety to the responsible people

11. make sure your behaviour does not endanger the health and safety of you or

Knowledge Criteria

You must know and understand –

a. what "hazards" and "risks" are

b. your responsibilities and legal duties for health and safety in the workplace

c. your responsibilities for health and safety as required by the law covering your job role

d. the hazards which exist in your workplace and the safe working practices which you must follow

e. the particular health and safety hazards which may be present in your own job and the precautions you must take

f. the importance of remaining alert to the presence of hazards in the whole workplace

g. the importance of dealing with, or promptly reporting, risks

h. the responsibilities for health and safety in your job description

i. the safe working practices for your own job

j. the responsible people you should report health and safety matters to

k. where and when to get additional health and safety assistance

l. your scope and responsibility for controlling risks

m. workplace instructions for managing risks which you are unable to deal with

n. suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow

o. the importance of personal presentation in maintaining health and safety in your

others in your workplace

workplace

12. follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

13. report any differences between workplace instructions and suppliers' or manufacturers' instructions

14. make sure that your personal presentation and behaviour at work:
   • protects the health and safety of you and others,
   • meets any legal responsibilities, and
   • is in accordance with workplace instructions

15. make sure you follow environmentally-friendly working practices

p. the importance of personal behaviour in maintaining the health and safety of you and others

q. the risks to the environment which may be present in your workplace and/or in your own job

Glossary

This section provides explanations and definitions of some of the terms used in this unit

Control (s) – The means by which the risks identified are eliminated or reduced to acceptable levels

Employer - A person, firm, association, organisation, company or corporation employing one or more workers and has responsibility for the workplace / work activity

Hazard * - A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).
* Definition taken from: HSE "Management of health and safety at work – Approved Code of Practice & Guidance". Reference L21(ISBN 0-7176-2488-9)

Learner – Any person in a workplace environment and undertaking learning, including those following vocational or academic course.

Legislation – There are many Acts of Parliament, Statutory Instructions, Regulations and orders relating to health and safety which affect people at work.

For example; there are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc.

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made.

Manager – An individual charged with the responsibility for managing staff, and / or resources and processes.

Other people – Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and

students

Personal presentation – This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Glossary continued on next page

Risk * - A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:
1. the likelihood of that harm occurring;
2. the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
3. the population which might be affected by the hazard, i.e. the number of people who might be exposed.

* Definition taken from: HSE "Management of health and safety at work – Approved Code of Practice & Guidance". Reference L21 (ISBN 0-7176-2488-9)

Resources – This includes: information, documentation, time, control measures, staff / people, equipment and support (including specialist assistance).

Responsible person / people – The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager, director or your employer.

Supervisor – One who controls and or directs the work of others

Training Provider – An organisation or individual (usually external) responsible for providing the training, work experience, and / or formal assessment for the learner.

Worker – A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis in training and volunteers.

Workplace – The single or multiple areas in which you carry out your work

Working practices – All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace instructions – An organisation's instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

Within these national occupational standards "workplace instructions" has been used to include:

Policies
- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation
- They are often initiated because of some external requirement.

Procedures
- A series of steps following in a regular definite order that implements a policy
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions**.**
- Documented processes that are used when work affects more than one

function or department of an organisation.
- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (Visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

a. the use of safe working methods and equipment
b. the safe use of hazardous substances
c. smoking, eating, drinking and drugs
d. what to do in the event of an emergency
e. personal presentation
f. work related violence

Unit SAS5
Plan and manage own workload

Overview

This unit defines the national standard of competence for planning and managing your own workload as part of your community warden role. This unit therefore sets the standard for you to prioritise and plan your work and manage your time effectively to meet objectives and deadlines.

You will apply the following skills:

- Communicating
- Interpersonal skills
- Managing resources
- Managing time
- Negotiating
- Organising
- Planning
- Problem solving
- Recording
- Using technology

This unit has been imported from approved Council for Administration suite of standards for Self Administration, where it appears as unit SAS5

Unit: SAS 5

Unit Title: Plan and manage own workload

Element SAS 5

Element Title: Plan and manage own workload

Performance Criteria	Knowledge Criteria
You will –	You will know –

Performance Criteria

You will –

a. prioritise work according to its importance and urgency

b. plan work in line with objectives and deadlines

c. prioritise your time in line with your work plan

d. ensure all the necessary resources are available

e. allocate estimated time-frames to each activity

f. keep appropriate records to monitor your work and make them available to others

g. liaise with and update others contributing to the work

h. adapt work plans to reflect changes in priorities

Knowledge Criteria

You will know –

1. how to prioritise your workload and plan pieces of work according to their urgency and importance

2. how to identify when meetings are necessary and when other options are more appropriate

3. why it is important to plan your workload

4. the importance of managing own time and commitments effectively

5. methods of time and diary management

6. how to identify the resources available to you

7. how to select resources that are needed for your work

8. why it is important to work according to time-frames

9. why it is important to keep records of your work and make these available to others

10. why it is important to keep others updated with the progress of your work

11. why it is important to be flexible and adapt work plans to reflect change

12. how to accommodate changes in your plans and renegotiate deadlines where necessary

Unit   CWD 3
Contribute to maintaining safe and secure community environments

Overview

This unit defines the national standard of competence for people who contribute to maintaining safe and secure public places as part of their community warden role. This unit therefore sets the standard for you to: -

• Deal with situations and incidents in community environments (Element CWD 3.1)
• Deal with hazards and defects in community environments (Element CWD 3.2)
• Deal with problems and emergencies in community environments (Element CWD 3.3)

You are expected to be able to identify the different types of irregular situations and incidents, such as: -

suspicious or threatening behaviour; abandoned or dangerous vehicles; vandalism; children or animals left in vehicles;

as well as identify potential hazards or defects in public places, such as: -

missing or damaged street lighting; dangerous surfaces; spillages; sharps; dog fouling

and deal with problems and emergencies, such as: -

minor repairs to houses; criminal activities; anti-social behaviour; fire; flood; road traffic accidents; major incidents

You should then take the effective appropriate action, which could include getting help from other people or organisations. You should record details of the situation, hazard, defect, problem or emergency and the action taken, maintaining the confidentiality of the information where required.

It is emphasised that this unit of competence only covers contributing to maintaining safe and secure public places within the limit and responsibility of the community warden role. The action taken by the warden could be either direct, or reporting to the appropriate persons or organisation.

Unit: CWD 3
Unit Title: Contribute to maintaining safe and secure community environments

Element CWD 3.1
Element Title: Deal with situations and incidents in community environments

Performance Criteria

You must be able to –

i.   identify irregular **situations and incidents** correctly

j.   take action to deal with **situations and incidents** that is in line with agreed procedures

k.   take action that is within your authority and job role

l.   get appropriate **help** when you are unable to deal effectively with **situations or incidents**

m.   report and record accurately the details of **situations and incidents** in line with agreed procedures

Knowledge Criteria

You must know and understand –

13. current relevant legislation, regulations, codes of practice and guidelines relating to maintaining safe and secure community environments

14. observation techniques to identify irregular situations and incidents in public places

15. methods and agreed procedures for dealing with irregular situations and incidents

16. the limits of your own job role and authority

17. the roles and functions of the emergency and related services

18. what information is required for the descriptions of suspicious persons and vehicles

19. methods of effective communication

Range Statement

You must be competent to deal with the following types of:-

1.   **situations and incidents,** which involve: suspicious or threatening behaviour of people; abandoned or dangerous vehicles; vandalism including graffiti; children or animals left in vehicles

2.   **help** from: partner agencies; your own organisation; external organisations

Unit: CWD 3

Unit Title: Contribute to maintaining safe and secure community environments

Element CWD 3.2

Element Title: Deal with hazards and defects in community environments

Performance Criteria

You must be able to –

a. identify potential **hazards and defects** accurately

b. take action to deal with **hazards and defects** that is in line with agreed procedures

c. take action that is within your authority and job role

d. maintain your own health and safety, and that of others while dealing with **hazards or defects**

e. report and record accurately the **details of hazards** and defects in line with agreed procedures

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to maintaining safe and secure community environments

2. how to identify hazards and defects in public places

3. methods and agreed procedures for dealing with damage and defects

4. limits of your own job role and authority

5. methods and agreed procedures for reporting and recording details of hazards and defects, including maintaining confidentiality

Range Statement

You must be competent to deal with the following types of:-

1. **hazards and defects**: missing or damaged street lighting; damage to street furniture; dangerous surfaces; spillages; sharps; dog fouling; litter; graffiti; vandalism to public notice

Unit: CWD 3

Unit Title: Contribute to maintaining safe and secure community environments

Element CWD 3.3

Element Title: Deal with problems and emergencies in community environments

Performance Criteria

You must be able to –

a. determine the exact nature of **problems** and **emergencies**

b. take action to deal with **problems** and **emergencies** that is in line with agreed procedures and within your job role

c. get appropriate help when you are unable to deal effectively with **problems** or **emergencies**

d. advise those concerned and refer them to **organisations** who can help, if the problems are not within your organisation's responsibilities

e. keep those concerned informed of progress where an immediate response to the **problem** cannot be given

f. handle circumstances where customers are distressed, abusive or aggressive in a way which is supportive and allows you to determine the nature of **problems** or **emergencies**

g. prioritise your actions in line with your workload and the nature of the **problem**

h. report and record accurately the details of **problems** and **emergencies** in line with agreed procedures

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to maintaining safe and secure community environments

2. the range of actions that you can take to deal with problems and emergencies

3. limits of your authority and responsibility in dealing with problems and emergencies - knowing when a situation is within your own area of responsibility

4. your organisation's policies and procedures relating to dealing with problems and emergencies

5. local community issues and local priorities

6. how to prioritise dealing with problems

7. why it is important to keep involved people informed of what is happening to deal with problems and emergencies

Please see next page for Range Statement

Range Statement

You must be competent to deal with the following types of:-

1. **problems**, which relate to: minor repairs to houses; environmental issues; criminal activities; anti-social behaviour; social and health issues

2. **emergency situations**: fire; flood; medical; utilities; road traffic accidents; major incidents

3. other **organisations**: partner agencies

Unit ICS Unit 9

Give customers a positive impression of yourself and your organisation

Overview

This unit sits within the Customer Service Theme of Impression and Image.   This Theme covers the Customer Service behaviours and processes that have the most impact on the way your customer sees you and your organisation.

What this unit is about

Excellent customer service is provided by people who are good with people. Your behaviour affects the impression that customers form of the service they are receiving.

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

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

This unit is imported from the approved Institute of Customer Services unit 9 and tailored by Skills for Security to meet requirements

Unit: ICS Unit 9

Unit Title: Give customers a positive impression of yourself and your organisation

Element ICS 9.1

Element Title: Establish effective rapport with customers

Performance Criteria

When you give customers a positive impression of yourself and your organisation you must consistently:

9.1.1　meet your organisation's standards of appearance and behaviour

9.1.2　greet your customer respectfully and in a courteous manner

9.1.3　communicate with your customer in a way that makes them feel valued and respected

9.1.4　identify and confirm your customer's expectations

9.1.5　treat your customer courteously and helpfully at all times

9.1.6　keep your customer informed and reassured

9.1.7　adapt your behaviour to respond effectively to different customer behaviour

Knowledge Criteria

To be competent at doing your job in a customer friendly way you must know and understand:

9a　current relevant legislation, regulations, codes of practice and guidelines relating to customer service

9b　your organisation's standards for appearance and behaviour

9c　your organisation's guidelines for how to recognise what your customer wants and respond appropriately

9d　your organisation's rules and procedures regarding the methods of communication you use

9e　how to recognise when a customer is angry or confused

9f　your organisation's standards for timeliness in responding to customer questions and requests for information

Key words and phrases for this unit

- meet and greet customers
- communicate with customers
- adapt behaviour for customers
- identify customer expectations
- give information to customers
- check customer understanding
- respond appropriately to customers
- locate information for customers
- explain problems of delivery to customers

Unit: ICS Unit 9

Unit Title: Give customers a positive impression of yourself and your organisation

Element ICS 9.2

Element Title: Respond appropriately to customers

Performance Criteria

When you give customers a positive impression of yourself and your organisation you must consistently:

9.2.1   respond promptly to a customer seeking assistance

9.2.2   select the most appropriate way of communicating with your customer

9.2.3   check with your customer that you have fully understood their expectations

9.2.4   respond promptly and positively to your customers' questions and comments

9.2.5   allow your customer time to consider your response and give further explanation when appropriate

Knowledge Criteria

To be competent at doing your job in a customer friendly way you must know and understand:

9a   current relevant legislation, regulations, codes of practice and guidelines relating to customer service

9b   your organisation's standards for appearance and behaviour

9c   your organisation's guidelines for how to recognise what your customer wants and respond appropriately

9d   your organisation's rules and procedures regarding the methods of communication you use

9e   how to recognise when a customer is angry or confused

9f   your organisation's standards for timeliness in responding to customer questions and requests for information

Key words and phrases for this unit
- meet and greet customers
- communicate with customers
- adapt behaviour for customers
- identify customer expectations
- give information to customers
- check customer understanding
- respond appropriately to customers
- locate information for customers
- explain problems of delivery to customers

Unit: ICS Unit 9

Unit Title: Give customers a positive impression of yourself and your organisation

Element ICS 9.3

Element Title: Communicate information to customers

Performance Criteria

When you give customers a positive impression of yourself and your organisation you must consistently:

9.3.1 quickly locate information that will help your customer

9.3.2 give your customer the information they need about the services or products offered by your organisation

9.3.3 recognise information that your customer might find complicated and check whether they fully understand

9.3.4 explain clearly to your customers any reasons why their needs or expectations cannot be met

Knowledge Criteria

To be competent at doing your job in a customer friendly way you must know and understand:

9a   current relevant legislation, regulations, codes of practice and guidelines relating to customer service

9b   your organisation's standards for appearance and behaviour

9c   your organisation's guidelines for how to recognise what your customer wants and respond appropriately

9d   your organisation's rules and procedures regarding the methods of communication you use

9e   how to recognise when a customer is angry or confused

9f   your organisation's standards for timeliness in responding to customer questions and requests for information

Key words and phrases for this unit
- meet and greet customers
- communicate with customers
- adapt behaviour for customers
- identify customer expectations
- give information to customers
- check customer understanding
- respond appropriately to customers
- locate information for customers
- explain problems of delivery to customers

Unit   CWD 5

Receive and provide information

Overview

This unit defines the national standard of competence for people who exchange information with communities as part of their job. The unit covers both receiving and giving information, and therefore sets the standard for you to: -

- Receive information within the community (Element CWD 5.1)
- Provide information within the community (Element CWD 5.2)
- Provide information to other services (Element CWD 5.3)
- Obtain information from other services (Element CWD 5.4)

You are expected to be able to encourage communication within communities in a range of circumstances using a variety of communication skills, including verbal and non-verbal. You should be able to deal with difficult situations for example where people with whom you are communicating are anxious, distressed, obstructive or abusive. You should also maintain the confidentiality of information, as well as respect the rights and differences of individuals and groups.

Unit: CWD 5

Unit Title: Receive and provide information

Element CWD 5.1

Element Title: Receive information within the community

Performance Criteria

You must be able to –

a. behave in a manner that encourages positive interaction and communication with the community

b. maintain your appearance and behaviour to the standards required by your organisation

c. behave in a manner which encourages others to share **information**

d. respect and acknowledge appropriately, individuals' rights to discontinue conversations and discussions

e. manage situations where **customers** are distressed or anxious in a manner which is supportive and allows you to determine the nature or the problem

f. deal with complaints in a constructive manner and in accordance with organisational procedures

g. maintain accurate, clear and complete records of **information** received, in accordance with organisational requirements and the requirements of partner organisations

h. maintain confidentiality in accordance with **customers'** needs and organisational requirements

i. make sure the equipment you use is working properly

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to receiving and providing information

2. how and why it is important to use good communication skills through listening, observation, questioning techniques, whilst receiving information

3. how to minimise the effect of *prevention* of information gathering

4. the importance of maintaining complete, accurate and relevant records, in accordance with the requirements of your organisation and partner organisation's, including procedures for maintaining confidentiality

5. your organisation's procedures for recording customers' concerns and complaints

6. the legal framework, principles and practice of equality and diversity in the workplace relevant to working in the community

7. what to do in the case of equipment failure

There is no Range Statement for this Unit

Unit: CWD 5
Unit Title: Receive and provide information

Element CWD 5.2
Element Title: Provide information within the community

Performance Criteria

You must be able to –

a. communicate with **customers** clearly and politely

b. provide **information** to **customers** in a way which is easy to understand and meets their needs

c. take the appropriate action if the required information cannot be provided to **customers**, including referring them to other relevant individuals or organisations

d. get appropriate assistance from others where necessary to help **customers'** understand **information**

e. provide the required **information** within agreed time scales where an immediate response for information cannot be given

f. deal with **customers** fairly and in accordance with organisational requirements

g. disclose **information** only to those who are authorised to receive it

h. maintain confidentiality in accordance with customers' needs and organisational requirements

i. maintain accurate, clear and complete records of **information** provided, according to organisational requirements and the requirements of partner organisations

j. make sure the equipment you use is working properly

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to receiving and providing information

2. the action to take if information cannot be provided

3. the legal framework, principles and practice of equality and diversity in the workplace relevant to working in the community

4. your organisation's policy with regard to providing information, including procedures for maintaining confidentiality

5. how and why you should use effective communication skills

6. other sources of information which are relevant to customers' needs

7. range of communication options available to you

8. the importance of maintaining accurate, complete and legible records which may be needed for evidential purposes, or for information which may be required by other agencies

9. what to do in the case of communication equipment failure

There is no Range Statement for this unit

Unit: CWD 5
Unit Title: Receive and provide information

Element CWD 5.3
Element Title: Provide information to other services

Performance Criteria

You must be able to –

a. confirm the information required by other services

b. comply with the services' procedures for exchanging information

c. identify the information that seems most appropriate

d. assist other services to access and interpret the information they receive

e. confirm with the other service that the information that is provided is sufficient and appropriate to their needs

f. provide other services with additional information on other sources of relevant information

g. record the results of the information provision in the appropriate systems

Knowledge Criteria

You must know and understand –

1. what information the other services specifically require

2. when other services require information by

3. what the services' procedures are for exchanging information

4. why it is important to comply with them

5. what the consequences are of not complying with them

6. how to match the information needs of other services

7. where different information is held

8. which factors affect the interpretation of the material

9. why it is important to check that the other services have received the information they require

10. what the sources of information are

11. how other services can access information

12. what the systems for recording the provision of information are and the procedures for using them

13. why it is important to use the systems

There is no Range Statement for this unit

Unit: CWD 5

Unit Title: Receive and provide information

Element CWD 5.4

Element Title: Obtain information from other services

Performance Criteria

You must be able to –

a. confirm the information required from other services

b. comply with the services' procedures for exchanging information

c. determine the methods that should be used for obtaining the information

d. access the relevant information sources using the appropriate procedures

e. obtain the information using the specified methods

f. confirm the validity of the information

g. protect the information sources according to agreed procedures

h. identify any problems with obtaining the information

i. record the information accurately in the appropriate systems

Knowledge Criteria

You must know and understand –

1. what types of information are required from the other services

2. when the other services require information by

3. what the services' procedures are for exchanging information

4. why it is important to comply with the procedures

5. what the consequences are of not complying with the procedures

6. the different methods that can be used for obtaining information

7. which methods are appropriate for obtaining information

8. what the procedure for accessing information are

9. what difficulties can occur when obtaining information

10. why it is important to use the agreed methods for obtaining information

11. how to decide whether the information is valid

12. why it is important to protect the information sources

13. the types of problem that could occur

14. what actions can be taken to address them

15. why it is important to address problems

16. what the implications are of not addressing the problems

17. what the systems for recording information are and the procedures for using them why it is important to use the systems

There is no Range Statement for this unit

Unit CWD 6

Support community needs

Overview

This unit defines the national standard of competence for people who provide support to communities as part of their job. The unit covers three areas of activity, which collectively provide support to communities. This unit therefore sets the standard for you to: -

- Encourage positive community relations (Element CWD 6.1)
- Provide support in communities (Element CWD 6.2)
- Support and maintain relationships between communities and other organisations (Element CWD 6.3)

You are expected to be able to encourage good community relations by recognising the different factors that concern members of the community and impact on their safety, well-being and social inclusion. These factors may be either personal or related to the community environment. You should know the community in which you are working, so that any variances or change in established patterns can be recognised and dealt with. You should recognise and respect the rights and views of individuals and groups within the community and maintain the confidentiality of any information you have in relation to members or groups within the community.

Unit: CWD 6

Unit Title: Support community needs

Element CWD 6.1

Element Title: Encourage positive community relations

Performance Criteria

You must be able to –

a. provide a reassuring presence in your designated area in accordance with local needs and taking account of organisational constraints

b. behave in a manner that encourages positive interaction within the community

c. adapt your behaviour to take account of the varying needs of diverse groups

d. encourage individuals to talk about the **factors** which concern them and impact on their safety, well-being and social inclusion, giving support in a sensitive and unobtrusive way

e. respect the views of others, while encouraging their personal safety, well being and social inclusion

f. recommend changes to practices or procedures that would improve community relations

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to supporting community needs

2. the diverse groups in the community, their varying needs, concerns and characteristics

3. how to adapt your behaviour and communication to encourage positive interaction with the community

4. local patterns and trends in behaviour

5. the geography of the community in which you work

6. your organisation's policies and procedures relating to community relations

Range Statement

You must be competent to deal with the following types of:-

1. environmental **factors:** local incidence of crime and anti-social behaviour; experience of victimisation; fear of crime; discrimination; isolation; access to services and amenities

2. personal **factors**: learning difficulties; physical health issues; substance abuse; lack of employment; poverty

Unit: CWD 6
Unit Title: Support community needs

Element CWD 6.2
Element Title: Provide support in communities

Performance Criteria

You must be able to –

a. act in a way that takes account of the rights of individuals to make their own decisions about their security, well-being and social inclusion

b. provide information and advice that takes account of the different factors which are affecting the safety, well-being and social inclusion of individuals

c. maintain your knowledge of the local community in order to identify any **variances** or changes to established patterns

d. take appropriate action when it is apparent your assistance is required

e. recognise when there is a need to involve **other people** and make appropriate arrangements

f. maintain confidentiality in accordance with customers' needs and organisational requirements

g. maintain accurate, complete and clear records in accordance with organisational requirements

h. make sure any **equipment** you use is working properly

i. reassure your customers that you are doing everything possible to keep the commitments made by your organisation

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to supporting community needs

2. the diverse groups in the community, their varying needs, concerns and characteristics

3. how to adapt your behaviour and communication to encourage positive interaction with the community

4. local patterns and trends in behaviour

5. when, how and who to involve other people or agencies

6. the role, responsibilities and function of other people, agencies or community groups that you could need

7. the legal and organisational requirements relating to recording, storing, providing and maintaining the confidentiality of information

8. what to do in the case of equipment failure

Please see next page for Range Statement

Range Statement

You must be competent to deal with the following types of:-

1. **variances:** suspicious behaviour; unfamiliar vehicles; unfamiliar people

2. **other people** to involve: agencies; your own organisation; within the community

3. **equipment:** communication equipment**;** personal safety; transportation; plant and tools

Unit: CWD 6

Unit Title: Support community needs

Element CWD 6.3

Element Title: Support and maintain relationships between communities and other organisations

Performance Criteria

You must be able to –

a. maintain an appropriate level of involvement in facilitating links between the community and other agencies in accordance with the procedures and policies of your organisation

b. remain within the scope of your job role when you support and maintain links with other agencies

c. encourage residents to become involved in and support existing associations and networks in ways that are positive and likely to enhance good community relations

d. liaise with community groups and **agencies** to jointly identify the most appropriate means of supporting continuing effective relationships

e. use effective methods within the scope of your job role, to contribute towards raising the awareness of your role in providing links between the community and agencies

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to supporting community needs

2. the role, responsibilities and function of other people, agencies with whom you could work

3. the scope and purpose of existing community groups

4. your organisation's policies and procedures relating to working with other agencies

5. the scope and limits of your job role

Range Statement

You must be competent to deal with the following types of:-

1. **agencies**: partner agencies voluntary sector; community groups,

Unit   CWD 7

Maintain the physical environment of estates

Overview

This unit defines the national standard of competence for people who maintain the physical environment of estates as part of their job. This unit therefore sets the standard for you to: -

• Identify and assess maintenance requirements (Element CWD 7.1)
• Carry out maintenance activities (Element CWD 7.2)

You are expected to be able to identify the different types of maintenance activities that need to be carried out, such as: -

-    cleaning (sweeping, washing internal communal areas, removing bulk refuse, removing graffiti)
-repairs (equipment or facilities in communal areas, or to dwellings)
-seasonal activities (cutting back shrubbery, cutting grass, removing fallen leaves, tree maintenance, clearing gutters and drains)
-removing hazards (sharps and other dangerous items and materials)

You should then be able to carry out the maintenance if it is within your job role and responsibility, or involve others as necessary. You should prioritise your work, while meeting the requirements of the relevant legal and other forms of agreement between residents, landlord, local authority and tenants relevant to estate maintenance. This includes those agreements that relate to specific maintenance activities. You should be able to record details of maintenance activities you have identified or carried out, while maintaining the confidentiality of information where required.

Unit: CWD 7

Unit Title: Maintain the physical environment of estates

Element CWD 7.1

Element Title: Identify and assess maintenance requirements

Performance Criteria

You must be able to –

a. identify maintenance **activities** that need to be undertaken

b. prioritise maintenance **activities**, according to health and safety considerations and other work commitments, and taking account of cost implications

c. decide whether maintenance **activities** are within the scope of your job role or whether to involve others

d. where assistance of others is required, make appropriate arrangements

e. maintain accurate, clear and complete records of maintenance requirements in accordance with organisational requirements

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to estate maintenance

2. scope of your job role

3. how to prioritise your workload

4. services provided by other agencies and specialists

5. your organisation's procedures when involving others

6. how to consider the cost and benefit implications of the action that you take

7. your organisation's requirements for maintaining records of maintenance requirements

Range Statement

You must be competent to deal with the following types of:-

1. **activities**, which are: repairs; seasonal maintenance; cleaning; removal of dangerous items and materials

Unit: CWD 7

Unit Title: Maintain the physical environment of estates

Element CWD 7.2

Element Title: Carry out maintenance activities

Performance Criteria

You must be able to –

a. obtain the appropriate materials, equipment and tools needed in order to carry out maintenance **activities**

b. undertake the required maintenance **activities** following organisational procedures and health and safety considerations to protect yourself and others while you work

c. show due regard and respect for the property and privacy of others whilst carrying out maintenance **activities**

d. dispose of any collected waste or debris in accordance with environmental and workplace guidelines

e. make sure all equipment is working properly and the tools you use are in good working condition

f. identify and initiate follow-up action required in accordance with scope of your job role and organisational procedures

g. maintain accurate; clear and complete records of maintenance **activities** in accordance with organisational requirements

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to estate maintenance

2. scope of your job role and responsibilities

3. what materials, equipment and tools are needed and appropriate for you to carry out maintenance activities

4. what to do in the event of equipment failure

5. what to do in the event of equipment failure or replacing damaged tools

Range Statement

You must be competent to deal with the following types of:-

1. **activities**, which are: repairs; seasonal maintenance; cleaning; removal of hazards

Unit   CWD 9

Maintain observation of parking areas

Overview

This unit defines the national standard of competence for people who have a responsibility for the safety, security and equipment at parking areas. This unit therefore sets the standard for you to: -

- Deal with irregularities in parking areas (Element CWD 9.1)
- Monitor hazards and conditions of parking areas (Element CWD 9.2)
- Inspect parking control equipment (Element CWD 9.3)

You are expected to be vigilant throughout your duties and have good observation skills. You should be able to identify and respond to any irregularities, such as insecure or abandoned vehicles, children or animals left in vehicles, or people behaving suspiciously. You should be able to make sure equipment at parking areas is working properly and take appropriate action where it is not.

Unit: CWD 9
Unit Title: Maintain observation of parking areas

Element CWD 9.1
Element Title: Deal with irregularities in parking areas

Performance Criteria

You must be able to –

a. recognise **irregular situations** correctly and promptly

b. respond appropriately to **irregular situations** in accordance with agreed procedures

c. call for **assistance** immediately and carry out any instructions correctly and promptly

d. report and record **details** of **irregular situations** accurately and legibly in accordance with agreed procedures

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to parking

2. surveillance and observation techniques and how to use them

3. procedures for dealing with irregular situations

4. basic purpose and functions of emergency and breakdown services

5. information required for descriptions of suspicious persons and vehicles

6. methods of communication

7. reporting procedures

Range Statement

You must be competent to deal with the following types of:-

1. **irregular situations:** insecure vehicles; abandoned vehicles; children and animals left in vehicles; persons behaving suspiciously]

2. **assistance** from: emergency and breakdown services; internal; external

3. **details** of: location; time; date; description

Unit: CWD 9

Unit Title: Maintain observation of parking areas

Element CWD 9.2

Element Title: Monitor hazards and condition of parking areas

Performance Criteria

You must be able to –

a. recognise potential **hazards and defeats** accurately and promptly

b. deal with **hazards and defects** in accordance with agreed procedures

c. maintain your health and safety, and that of others all times whilst dealing with irregularities

d. record and report details of **hazards and defects** accurately and legibly in accordance with agreed procedures

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to parking

2. typical hazards and defects, and how to identify them

3. methods and procedures for dealing with damage and hazards

4. limits of your responsibility

5. methods and procedures for cleaning up spillages

6. reporting and recording procedures

Range Statement

You must be competent to deal with the following types of:-

1. **hazards and defects**: missing and damaged lighting; graffiti; defective parking area; missing signs and lines; defective signs and lines; spillages; dangerous surfaces

2. **details** of: location; time; date; description

Unit: CWD 9

Unit Title: Maintain observation of parking areas

Element CWD 9.3

Element Title: Inspect parking control equipment

Performance Criteria

You must be able to –

a. check the operation of **equipment** at the required frequency and times to verify that it is in working order

b. identify **faults and damage** to **equipment** correctly

c. take the correct action to rectify **faults and damage**

d. maintain access to parking at all times

e. record and report **details** of **faults and damage** accurately and legibly in accordance with agreed procedures

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to parking

2. equipment and parts requiring inspection

3. how to inspect and test equipment

4. identification of faults and damage

5. basic fault rectification

6. methods of ensuring continuance of service and availability

7. limits of your responsibility

8. reporting procedures

9. your work schedules and instructions

Range Statement

You must be competent to deal with the following types of:-

1. **equipment**: pay machines; ticket machines; access control

2. **faults and damage**: jams; broken parts; wrong time and date; depleted stocks; vandalised equipment; power loss

3. **details** of: location; time; date; description

Unit   CWD 10
Identify and respond to breaches in parking regulations

Overview

This unit defines the national standard of competence for people who have a responsibility for the operation of 'pay and display' parking areas. This unit therefore sets the standard for you to: -

- Patrol allocated areas (Element CWD 10.1)
- Deal with parking contraventions (Element CWD 10.2)

You are expected to monitor the compliance of parking regulations and requirements, and enforce the regulations where there are breaches. You should therefore be able to recognise and respond to invalid authorisations, such as not displayed, date or time expired, illegible details and forgeries. In demonstrating competence in this unit, it is important that you fully understand and can implement the regulations relating to parking in the areas for which you are responsible.

Unit: CWD 10

Unit Title: Identify and respond to breaches in parking regulations

Element CWD 10.1

Element Title: Patrol allocated areas

Performance Criteria

You must be able to –

a.   identify and confirm correctly the areas that you are allocated to patrol

b.   cover your allocated areas fully

c.   **record** your location throughout patrols in accordance with agreed procedures

d.   report and record **details** of the patrol accurately and legibly in accordance with agreed procedures

Knowledge Criteria

You must know and understand –

1.   current relevant legislation, regulations, codes of practice and guidelines relating to parking

2.   the routes that you are required to patrol

3.   frequency of patrols

4.   principles and methods of patrolling

5.   methods of recording location

6.   the local geography of the areas that you patrol

7.   reasons for leaving allocated areas

8.   recording and reporting procedures

Range Statement

You must be competent to deal with the following types of:-

1.   equipment for **recording** location: notebook; pen; handheld computer

2.   **details** of your patrols: location; time; date; patrolled area; rest breaks

Unit: CWD 10

Unit Title: Identify and respond to breaches in parking regulations

Element CWD 10.2

Element Title: Deal with parking contraventions

Performance Criteria

You must be able to –

a.   check all parked vehicles for compliance with parking regulations

b.   identify **invalid authorisation** to park and **parking contravention's** correctly

c.   take the correct action to deal with breaches in regulations, in accordance with agreed procedures and legislation

d.   inform the appropriate **persons** with relevant details in accordance with agreed procedures

e.   report and record **details** of invalid authorisation to park and contravention of regulations accurately and legibly, in accordance with agreed procedures

Knowledge Criteria

You must know and understand –

1.   current relevant legislation, regulations, codes of practice and guidelines relating to parking

2.   types of valid parking

3.   interpretation of the validity of types of parking permission

4.   enforcement procedures and how to implement them

5.   legal constraints

6.   reporting procedures

Range Statement

You must be competent to deal with the following types of:-

1.   **invalid authorisation**: permission to park - not displayed, date expired, time expired, illegible details, misuse, forgeries

2.   **parking contraventions**: driving away before notice served; contravention of local regulations; parking in unauthorised areas

3.   **persons:** line manager; others identified in procedures; driver of vehicles

4.   **details**; location; time; date; description of vehicle; offence

Unit: 224
Produce Documents

Overview

This unit defines the national standard of occupational competence for producing documents such as reports or general correspondence relevant to your Community Warden role.

You should be able to confirm the purpose, content, style, quality standards and deadlines for the document you are producing. You must know and understand the different types of documents that you may be asked to produce, such as pocket book entries, intelligence reports, witness statements, emails and letters. You must also know and understand the document styles you should use.

You must be able to apply the following skills:

• Listening	Managing time
• Questioning	Checking
• Reading	Using technology
• Organising	Writing

This unit has been imported from approved Council for Administration suite of standards where it appears as unit 224 and tailored by Skills for Security to meet requirements

Unit: 224
Unit Title: Produce documents

Element 224
Element Title: Produce documents

Performance Criteria

You will:

a.   confirm the purpose, content, style, quality standards and deadlines for the document

b.   prepare the resources you need

c.   organise the content you need

d.   make efficient use of the technology available

e.   produce the document in the agreed style

f.   integrate non-text objects in the agreed lay-out

g.   check for accuracy, editing and correcting as necessary

h.   seek clarification when necessary

i.   store the document safely and securely in an approved location

j.   present the document in the required format within agreed deadlines and quality standards

Knowledge Criteria

You will know:

1.   why it is important to produce high quality documents

2.   the different types of documents that you may be asked to produce and the document styles you should use

3.   the different formats in which the text may be presented

4.   why it is important to confirm the purpose, content, style, quality standards and deadlines for the document

5.   the different types of technology available for inputting, formatting and editing text and their main features

6.   the types of resources you need to produce high quality documents

7.   how to organise the content you need for the document

8.   how to integrate and lay out text and non-text

9.   how to check for accuracy and correctness – including spelling and grammar – and why this is important

10.   why it is important to store the document safely and securely and how to do so

11.   the importance of confidentiality and data protection

12.   why it is important to meet quality standards and deadlines

Unit   CWD 14
Minimise and deal with aggressive and abusive behaviour

Overview

This unit defines the national standard of competence for people who would have to deal with aggressive and abusive behaviour that they might encounter in their work. This unit therefore sets the standard for you to: -

• Help to prevent aggressive and abusive behaviour (Element CWD 14.1)
• Deal with aggressive and abusive behaviour (Element CWD 14.2)

You are expected to be able to use speech, language, actions and gestures in ways that do not provoke aggressive or abusive behaviour. You should be able to recognise the main signs of potential aggression and abuse and defuse the situation. If personal safety is threatened, then you should be able to take appropriate action, including breaking away. You should and know and follow the requirements of your organisation and the law when dealing with aggressive and abusive behaviour. There is no requirement in this unit to use physical force.

Unit: CWD 14

Unit Title: Minimise and deal with aggressive and abusive behaviour

Element CWD 14.1

Element Title: Help to prevent aggressive and abusive behaviour

Performance Criteria

You must be able to –

a. **communicate** with **people** in a way that shows respect for them, their property and their rights

b. **communicate** with **people** in a way that is appropriate to them

c. **communicate** with **people** in a way that is free from discrimination and oppressive behaviour

d. explain clearly what your role is and what you have to do

e. explain clearly what is expected of them

f. plan how you will leave the situation if there is a risk of abusive and aggressive behaviour

g. remain alert to, and minimise actions or words that could trigger abusive and aggressive behaviour

Knowledge Criteria

You should know and understand : -

1. the importance of showing respect for people, their property and their rights, and how to do so

2. behaviour or language that may show other people that you are being discriminatory or oppressive

3. body language and acknowledging other people's personal space

4. the principles of risk assessment in regard to being aware of things that may trigger abusive and aggressive behaviour

5. the importance of planning how you will leave a situation if there is a physical risk, and how to do so

6. the main signs that a situation could lead to aggressive and abusive behaviour and how to recognise these

Range Statement

You must be competent to deal with the following types of:

1. **communication** through: language and speech; actions; gestures and body language; space and position

2. **people,** who are: adult; young person; male; female; vulnerable (disabled or infirm)

Unit: CWD 14
Unit Title: Minimise and deal with aggressive and abusive behaviour

Element CWD 14.2
Element Title: Deal with aggressive and abusive behaviour

Performance Criteria

You must be able to –

a. recognise when a situation is leading to aggressive or abusive behaviour

b. take constructive action to defuse aggressive and abusive behaviour which will not make the situation worse

c. take constructive action to defuse aggressive and abusive behaviour which is consistent with your organisation's policies and procedures, and your legal responsibilities

d. point out to the **people** concerned the likely consequences of their aggressive and abusive behaviour

e. act in a way that is likely to promote calmness and reassurance

f. physically break away if necessary from and leave situations in a way that minimises the risk of injury to yourself and others

g. promptly and accurately report what has happened and complete all the necessary documents

Knowledge Criteria

You must know and understand –

1. the types of constructive behaviour you can take to defuse situations; your organisation's procedures in regard to dealing with aggressive or abusive behaviour

2. your legal responsibilities in regard to dealing with aggressive and abusive behaviour

3. what the implications may be of someone becoming aggressive or abusive

4. safe break away techniques and exit strategies

5. the reports that have to be made and records that have to be kept when someone becomes aggressive or abusive

Range Statement

You must be competent to deal with the following types of:-

1. **people,** who are: adult, young person; male; female; vulnerable (disabled or infirm)

Unit   CWD 15

Provide witness statements of breaches of law and regulations

Overview

This unit defines the national standard of competence for people who provide witness statements as part of their job, after witnessing actual or potential breaches of law or regulations. This unit therefore sets the standard for you to: -

• Recognise and record details of breaches of law and regulations (Element CWD 15.1)
• Prepare witness statements of breaches (Element CWD 15.2)

You are expected to be able to recognise situations where there are actual or potential breaches of law or regulation, then observe and record relevant evidence of these breaches. These details should be accurate and valid for use as evidence if required. As there could be some dangerous situations, you should be able to maintain your own safety whilst witnessing breaches of law or regulations. You should be able to prepare witness statements, using the information that you have recorded about breaches. These statements should be in the approved format and be factual, accurate, complete and relevant to the breach being described. It is also important that you can maintain the confidentiality and security of the witness statements that you have prepared.

Unit: CWD 15

Unit Title: Provide witness statements of breaches of law and regulations

Element CWD 15.1

Element Title: Recognise and record details of breaches of law and regulations

Performance Criteria

You must be able to –

a. recognise **situations** where there are actual or potential breaches of law or regulations

b. observe significant and relevant **evidence** of actual or potential breaches sufficient to prepare acceptable witness statements

c. record accurately the evidential **details** of actual or potential breaches

d. maintain your own safety whilst witnessing actual or potential breaches

e. follow the guidance of the relevant codes of practice and your organisation when witnessing actual or potential breaches of law or regulations

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to providing witness statements

2. the limits and scope of your authority and responsibility for reporting actual or potential breaches of law or regulations

3. the type of evidence that you will need to observe and record that could go into witness statements

4. the details that you will need to record that will be considered as admissible evidence if required

Range Statement

You must be competent to deal with the following types of:

1. **situations,** which are: breaches of law; contraventions of regulations

2. **evidence,** for use by: yourself; relevant agencies

Unit: CWD 15

Unit Title: Provide witness statements of breaches of law and regulations

Element CWD 15.2

Element Title: Prepare witness statements of breaches

Performance Criteria

You must be able to –

a. prepare witness statements in approved **formats** suitable to their **purpose**

b. provide information that is factual, accurate, complete and relevant to **breaches** of law or regulations

c. maintain the confidentiality and security of witness statements as required by the law, codes of practice and your organisation

d. provide authorised persons with witness statements within agreed timescales

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to providing witness statements

2. current the different formats approved for use in witness statements and how to use them effectively

3. how to provide sufficient and valid details of breaches that are sufficient for the purpose of witness statements

4. how to maintain the confidentiality and security of witness statements, including their safe transmission to other authorised people

Range Statement

You must be competent to deal with the following types of:

1. **formats,** which use: text; sketches; photographs, style of language

2. **purpose,** for use by: yourself; partner agencies

3. **breaches**, which are: breaches of law; contraventions of regulations

Unit   CWD 17

Communicate information using mobile voice communication equipment

Overview

This unit defines the national standard of competence for people who use mobile telephones and radios to communicate with others as part of their job. This unit therefore sets the standard for you to: -

Communicate information using mobile voice communication equipment (Element CWD 17.1)

You are expected to confirm that your mobile communications equipment is working properly and use it in line with provided guidelines. You should pass messages clearly using approved terminology, and take appropriate action to maintain effective transmission and reception. You should know and follow the relevant regulations and codes of practice when using either mobile telephones or radios, including maintaining privacy of conversations in public places.

Unit: CWD 17

Unit Title: Communicate information using mobile voice communication equipment

Element CWD 17.1

Element Title: Communicate information using mobile voice communication equipment

Performance Criteria

You must be able to –

a. make sure you have mobile voice communication equipment that is working properly

b. use mobile voice communication equipment in line with manufacturers', suppliers' and organisational guidelines

c. take prompt and effective action when you experience **poor transmission or reception** or you cannot establish contact

d. initiate calls and establish contact with the required persons using correct public network numbers

e. initiate calls and establish contact with the required persons using approved terminology

f. pass messages clearly and accurately using approved terminology and procedures, including maintaining confidentiality of information

g. confirm information you give is understood by **recipients**

h. respond to and acknowledge incoming calls in line with approved procedures

Knowledge Criteria

You must know and understand –

1. current relevant legislation, regulations, codes of practice and guidelines relating to providing witness statements

2. the correct procedures for confirming you have mobile voice communication equipment that is working properly

3. approved mobile voice communications terminology

4. how to get and confirm numbers on the public telephone network

5. how to use the various types of mobile voice communication equipment you will use

6. the causes of poor transmission or reception and what action to take to improve communications

7. the importance of making sure you can communicate effectively by mobile voice communication equipment

Range Statement

You must be competent to deal with the following types of:

1. **mobile voice communication equipment** – telephones, radios

2. **terminology** - call signs, phonetic alphabet, 24 hour clock

3. **poor transmission or reception**, due to: buildings and other enclosed spaces; transmission coverage; public network availability, atmospheric conditions

4. **recipients,** who are: familiar with the content or subject of calls; not familiar with the content or subject of calls

Unit AA1

Promote equality and value diversity

Overview

This unit is about promoting equality and valuing the diversity of people. This is an essential aspect of the Community Warden role and should form the basis of everything that they do.

The term 'people' is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or directly. It includes members of the public, individuals who are clients of the Community Warden sector, and colleagues in the workplace.

There is one element

AA1.1 promote equality and value diversity

Target Group

The unit is designed to be applicable to all Community Wardens

Linked units

This unit is designed to underpin all other units as promoting equality and valuing diversity is an essential component of all actions in the sector.

Explanatory notes

In performance criterion 'a' and 'b' 'act' might relate to direct or indirect interactions with people.

In performance criterion 'a' legislation, employment regulations and policies, and codes of practice will include:

- age
- employment
- dependents – people who have caring responsibilities and those who do not
- disability
- gender and transgender
- human rights (including those of children)
- language
- learning difficulties
- marital status / civil partnership
- mental health / illness
- political opinion
- racial group
- religious belief and non-belief
- sexual orientation
- Welsh language

In performance criteria 'b' and 'c', this would include:

- how you would interact with people
- when you interact
- why you interact
- what is the nature of the interaction
- what information you record and how you record it.

In performance criterion 'j', an appropriate source for support might be:

- colleagues
- external agencies, associations and groups with a focus on equality and diversity
- learning and development opportunities
- line manager
- specific support services arranged within the organisation
- staff association / trade union
- written / electronic materials.

This unit is imported from approved Skills for Justice suite of standards and tailored by Skills for Security to meet requirements

Unit: Unit AA1
Unit Title: Promote equality and value diversity

Element AA1.1
Element Title: Promote equality and value diversity

Performance Criteria

To must be able to –

a. act in accordance with relevant legislation, employment regulations and policies, and codes of practice related to promoting equality and valuing diversity

b. act in ways that acknowledge, recognise and value individuals' background and beliefs, and also respect diversity

c. do not discriminate against people

d. provide individuals with the information they need to make informed decisions about exercising their right

e. provide information in a format appropriate to the individual

f. take account of how your behaviour affects individuals and their experience of your organisation's culture and approach

g. seek feedback from individuals on your behaviour and use this to improve what you do in the future

h. challenge people when they are not promoting equality and valuing diversity

i. actively help others to promote equality and value diversity

j. seek support from appropriate sources when you are having difficulty understanding how to promote equality and value diversity

Knowledge Criteria

You must know and understand –

1. the relevant legislation, employment regulations and policies, and codes of practice that apply to the promotion of equality and diversity and how you need to apply these

2. the benefits of diversity and the promotion of equality

3. the wide variety of forms that discrimination may take and how these manifest themselves

4. how inequality and discrimination affects individuals, groups and communities and society as a whole

5. why the promotion of equality and valuing of diversity is of vital importance if you are to work effectively

6. what the promotion of equality and valuing of diversity means for you in your day-to-day work

7. how you can promote equality and diversity whilst protecting people from the risk of harm

8. your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual

9. the effect of cultural differences on verbal and non-verbal communication

10. how to behave and communicate in ways that:
    - support equality and diversity
    - do not exclude or offend people
    - challenge discrimination effectively
    - respect individuals' differences
    - do not abuse the status and power that you have
    - recognise the difficulties in communication

and language in your area of work

11. how your behaviour contributes to your organisation's culture and your responsibility for developing a positive culture for all

12. how your behaviour can effect others and their experience of the organisation

13. how joint working with other agencies and workers can help in the promotion of diversity

14. how to provide the information that individuals are entitled to receive and ensure it is clear and helpful

15. the actions (yours and other's) that undermine equality and diversity and what to do about this (including when these people are senior to you)

16. what to do about systems and structures when they do not promote equality and value diversity

17. the actions you can take to help other people promote equality and value diversity and how to do this effectively

18. the actions you can take to value the people you are interacting with and enable them to interact with you

19. why you should seek support when you are having difficulty promoting equality and valuing diversity, where this support can be gained and how to use it effectively

Range Statement

You must be competent to:-

Help others by

supporting them when they are promoting equality and valuing diversity

sharing information about how to promote equality and value diversity

Unit HSS7
Make sure your own actions within the workplace aim to protect the environment

Overview

This unit is for everyone at work (i.e. paid, unpaid, full or part-time). It is about maintaining good practice in day to day work activities by identifying the risks, minimising the risks and using resources responsibly.

This unit is about the responsibilities for everyone at work for minimising risks to the environment as a result of work activities. It describes the competences required to make sure that:

- your own actions do not increase risks to the environment
- you do not ignore significant risks to the environment, and
- you take sensible action to put things right, including: reporting risks, and seeking advice

This unit has been imported from ENTO (formerly Employment National Training Organisation) suite of standards for Health and safety, where it appears as unit HSS7 and tailored by Skills for Security to meet requirements.

Unit: HSS7

Unit Title: Make sure your own actions within the workplace aim to protect the environment

Element: HSS7

Element Title: Make sure your own actions within the workplace aim to protect the environment

Performance Criteria

You must be able to –

Identify the risks to the environment arising as a result of workplace activities

1. identify the people in the workplace to whom you should report environmental matters

2. make sure you are up-to-date on environmentally-friendly working practices which are relevant to your workplace

3. identify any current working practices in your job role which could cause harm to the environment

4. identify any materials, products or equipment used in any part of your job role which could cause harm to the environment

5. report any differences between legal regulations and workplace instructions and the actual use of materials or products hazardous to the environment

6. promptly report to the people responsible for environmental matters the hazards which present high risks

Minimise risks to the environment arising as a result of workplace activities

7. follow the relevant legal requirements and workplace environmental instructions for your job role

8. within your capability and the scope of your job responsibilities, control the environmental hazards

9. promptly report risks to the environment that you are unable to deal with

10. pass on any suggestions for limiting risks to the environment to the responsible person

Knowledge Criteria

You must know and understand –

a. the legislation relating to environmental matters which affect your workplace

b. your responsibilities for the environment as defined by any specific legislation covering your job role

c. the particular risks to the environment which may be present in your workplace and / or in your own job role

d. how to use resources and materials effectively and efficiently

e. the importance of remaining alert to the presence of hazards to the environment in the whole work place

f. the importance of dealing with, or promptly reporting, risks to the environment

g. the substances and processes categorised as hazardous to the environment

h. workplace instructions, precautions and procedures relating to the control of risks to the environment

i. the responsibilities for items (materials / equipment) which can be hazardous to the environment detailed in your job description

j. the responsible people to whom to report environmental matters

k. the specific workplace environmental instructions covering your job role

l. suppliers', manufacturers' and workplace instructions for the use of equipment, materials and products which can be hazardous to the environment

11. follow suppliers', manufacturers' and workplace instructions for the safe use and

storage of materials, products and equipment

12. follow the correct instructions for handling materials and products which can be hazardous to the environment

13. follow the correct instructions for disposing of materials and products which can be hazardous to the environment

m. working practices for your own job role

n. correct handling instructions for materials which can be hazardous to the environment

o. your responsibility for controlling hazards to the environment

p. workplace instructions for handling hazards to the environment which you are unable to deal with

Glossary

This section provides explanations and definitions of some of the terms used in this unit

Control (s) – The means by which the risks identified are eliminated or reduced to acceptable levels

Employer - A person, firm, association, organisation, company or corporation employing one or more workers and has responsibility for the workplace / work activity

Hazard * - A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).
* Definition taken from: HSE "Management of health and safety at work – Approved Code of Practice & Guidance". Reference L21(ISBN 0-7176-2488-9)

Learner – Any person in a workplace environment and undertaking learning, including those following vocational or academic course.

Legislation – There are many Acts of Parliament, Statutory Instructions, Regulations and orders relating to health and safety which affect people at work.

For example; there are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc.

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made.

Manager – An individual charged with the responsibility for managing staff, and / or resources and processes.

Other people – Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students

Personal presentation – This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Risk * - A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:
4. the likelihood of that harm occurring;
5. the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
6. the population which might be affected by the hazard, i.e. the number of people who might be exposed.
* Definition taken from: HSE "Management of health and safety at work – Approved Code of Practice & Guidance". Reference L21 (ISBN 0-7176-2488-9)

Resources – This includes: information, documentation, time, control measures, staff / people, equipment and support (including specialist assistance).

Responsible person / people – The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager, director or your employer.

Supervisor – One who controls and or directs the work of others

Training Provider – An organisation or individual (usually external) responsible for providing the training, work experience, and / or formal assessment for the learner.

Worker – A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis in training and volunteers.

Workplace – The single or multiple areas in which you carry out your work

Working practices – All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace instructions – An organisation's instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

Within these national occupational standards "workplace instructions" has been used to include:

Policies
- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation
- They are often initiated because of some external requirement.

Procedures
- A series of steps following in a regular definite order that implements a policy
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions**.**
- Documented processes that are used when work affects more than one function or department of an organisation.
- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (Visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:
- a. the use of safe working methods and equipment
- b. the safe use of hazardous substances
- c. smoking, eating, drinking and drugs
- d. what to do in the event of an emergency
- e. personal presentation
- f. work related violence

Unit   SLP 26

Record information relevant to your role

Overview

This unit defines the national standard of occupational competence for recording information within your role. This unit therefore sets the standard for you to:

• Record relevant accurate information (SLP 26.1)

• Ensure completion of documents in line with procedures (SLP 26.2)

• Maintain confidentiality of security of information (SLP 26.3)

You must be able to obtain sufficient relevant information relating to incidents in a lawful and accurate manner and record details accurately. You will be expected to know and understand current relevant legislation relating to gather, storing and maintaining information.

You must be able to identify and confirm which persons are permitted access to information and know how to respond to requests for information.

This unit is imported form Skills for Security's suite of standards for Security and Loss Prevention and tailored by Skills for Security to meet requirements

Unit: SLP 26
Unit Title: Record information relevant to your role

Element SLP 26.1
Element Title: Record relevant accurate information

Performance Criteria

You must be able to –

a.   identify and access **sources of information** relating to **incidents** correctly

b.   obtain sufficient relevant **information** relating to incidents in a lawful accurate and timely manner

c.   record details accurately and in a retrievable **format**

d.   take prompt and appropriate action to deal with identified gaps of information

e.   establish any permission or conditions that may apply to using this information

f.   pass on information only to those people authorised to receive it and within agreed timescales

g.   handle and store information relating to incidents in a way which protects its confidentiality, and evidential and organisational value

Knowledge Criteria

You must know and understand –

1.   current relevant legislation, regulations, codes of practice and guidelines relating to gathering, storing and maintaining information

2.   how and why you should store accurate details of incidents

3.   where and how to access information from other sources when needed

4.   what action to take to deal with gaps in information

5.   how and why it is important to maintain the security and confidentiality of recorded information

6.   the importance of maintaining the goodwill of the source of the information you are using and how not to lose that goodwill

Range Statement

You must be competent to deal with the following types of:-

1.   **sources of information:** archives, records, logs, statements

2.   **incidents:** criminal, non criminal

3.   **information:** written, verbal, electronic, visual

4.   **format:** video tape, audio tape, DVD, CD, hard drive, video prints, electronic, written

Unit: SLP 26
Unit Title: Record information relevant to your role

Element SLP 26.2
Element Title: Ensure completion of documents in line with procedures

Performance Criteria

You must be able to –

a. identify essential **documentation** to be completed relating to your role

b. complete all essential documentation accurately and within agreed timescales whilst following legal and organisational guidelines

c. complete all essential documentation in an appropriate **format**

d. ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly

Knowledge Criteria

You must know and understand –

1. current legislation, regulations, codes of practice and guidelines relating to your role

2. how and why it is important to identify essential documentation to be completed

3. how and why you should complete essential documentation accurately and within agreed timescales

4. why it is important to follow legal and organisational guidelines when completing documentation

5. the approved styles and formats that you must use for written information

6. the different methods of recording information

7. how and why you should ensure that the final document is correct and, if not, what action you should take

8. your responsibilities for passing on information

9. the necessary contact details you need to pass on information and where to find them

Range Statement

You must be competent to deal with the following types of:-

1. **documentation:** reports, logs, forms, statements
2. **format**: electronic, hard copy, written

Unit: SLP 26
Unit Title: Record information relevant to your role

Element SLP 26.3
Element Title: Maintain confidentiality and security of information

Performance Criteria

You must be able to –

a.   identify and confirm the person, or persons, who are authorised access to **information**

b.   ensure that agreed sharing protocols are adhered to at all times

c.   respond to requests or information by members of the public and **agencies** in an appropriate manner whilst following organisational procedures

d.   inform the **appropriate persons** of requests for information received from members of the public

e.   identify and confirm which agencies are permitted access to information

f.   maintain confidentiality and security of information

Knowledge Criteria

You must know and understand –

1.   current legislation, regulations, codes of practice and guidelines relating to information security

2.   how and why it is important to confirm who is authorised to view or receive information and the implications of allowing unauthorised access to information

3.   why you should ensure that protocols are adhered to at all times

4.   how to respond to requests for information appropriately

5.   how and why you should follow reporting lines in cases of requests for information

6.   why you should confirm which agencies are permitted access to information

7.   how and why it is important to maintain confidentiality and security of information

8.   the importance of maintaining the goodwill of the source of the information you are using and how not to lose that goodwill

Range Statement
You must be competent to deal with the following types of:-

1.   **information:** written, verbal, electronic, recorded media

2.   **agencies:** government, law enforcement, emergency services, commercial, private

3.   **appropriate persons**: authorised personnel, agency staff, emergency services

Unit 1B11
Contribute to resolving community issues (PCSO)

Overview

This unit focuses on contributing to resolving community issues. Community issues may involve quality of life, tensions, crime, low level disorder or anti-social behaviour. They may apply across large geographical areas or be relatively local in nature.

You will need to maintain good communications with communities. This includes developing and maintaining effective channels of communication, and respecting the culture, religion and race/ethnicity of others. Communities are neighbourhoods, communities of interest (e.g. business communities), communities of identity (e.g. older people, minority ethnic groups, young people, lesbians, gay men, asylum seekers and travellers).

You will also need to help to resolve community issues. This will involve identifying community issues, using problem solving approaches, working in partnership with other agencies, and taking appropriate courses of action in response to community issues. You will also need to be able to provide initial support to individuals who have been affected by community issues.

There are two elements:

1B11.1 Maintain communications with communities
1B11.2 Help with resolving community issues

This unit was imported from approved Skills for Justice suite of standards

Unit: 1B11

Unit Title: Contribute to resolving community issues (PCSO)

Element 1B11.1

Element Title: Maintain communications with communities

Performance Criteria

You must be able to –

a. develop and maintain effective channels of communication with individuals in the **communities** within your local area

b. deal with individuals in an ethical manner, recognising their needs with respect to race, diversity and human rights

c. ask individuals for advice and information when you are not sure how their faith and other aspects of their identity might affect practice or behaviour

d. make yourself accessible to individuals by your manner, work style and the way in which you respond to enquiries

e. give individuals the opportunity to check their understanding of information you provide

f. encourage individuals to ask questions and give them appropriate, accurate information in response

g. monitor the understanding of individuals and modify your own way of communicating to improve understanding

Knowledge Criteria

You must know and understand –

Knowledge criteria is on page 67

Range Statement

You must be competent to deal with the following types of:-

1. **Communities;** neighbourhoods**;** communities of interest**;** communities of identity

Unit: 1B11
Unit Title: Contribute to resolving community issues (PCSO)

Element 1B11.2
Element Title: Help with resolving community issues

Performance Criteria	**Knowledge Criteria**
You must be able to –	You must know and understand –
a. identify and review information on **community issues**	Knowledge criteria is on page 67
b. obtain any further information and advice where the information is insufficient	
c. consult with members of the community and others to check the validity of the identified **community issues**	
d. deal with individuals in an ethical manner, recognising their needs with respect to race, diversity and human rights	
e. involve members of the community and other agencies in problem solving approaches	
f. take **appropriate courses of action** in response to **community issues** in accordance with current policy and legislation	
g. provide initial support to individuals who have been affected by **community issues**	
h. keep accurate and complete records of your actions, decisions and outcomes	

Range Statement

You must be competent to deal with the following types of:-

1. **Community issues;** quality of life**;** tensions; crime; fear of crime; disorder; anti-social behaviour

2. **Appropriate courses of action;** scan; analyse; respond; assess

Unit: 1B11

Unit Title: Contribute to resolving community issues (PCSO)

Knowledge and Understanding

To meet the standard, you need to know and understand

Legal and organisational requirements

1   current, relevant legislation, policies, procedures, codes of practice and guidelines for community relations

2   current, relevant legislation and organisational requirements in relation to race, diversity and human rights

3   current, relevant legislation and organisational requirements in relation to health and safety

4   the limits of your responsibility and remit for helping with community issues

Communication

5   effective channels and methods of communication with members of the community
6   communication and listening skills
7   barriers to communication and how to overcome them
8   what your organisation provides to facilitate contact and communication with members of the community

The local community

9   key statutory and voluntary agencies, community groups and associations within your area of work, including inter-agency and multi-agency partnerships
10   how to find out about the beliefs, practices and traditions of the main cultures and religions in the local community

11   the composition and diversity of the local community

12   the impact of social deprivation in the local community

13   the different types of community issues, including; quality of life, tensions, crime, fear of crime, disorder and anti-social behaviour

14   the various members of the community in your area

15   the factors that create tension in communities and what factors are effective in reducing tension

16   the personal and underlying agendas which some members of the community may have

Identifying and responding to community issues

17   the types of community issues that may be present, including; quality of life, tensions, crime, fear of crime, disorder and anti-social behaviour

18   how to keep up-to-date with community issues

19   how to identify and review information on community issues
20   how to obtain additional information about community issues

21   how to check the validity of community issues
22   sources of advice and guidance on community issues

23   the importance of determining causal factors and the scale of the issue
24   appropriate courses of action in response to community issues, including; scanning, analysing, responding and assessing
25   the type of support that can be provided to individuals who have been affected by community issues

Record keeping

26   the importance of keeping accurate records
27   how to record information in relation to your work with community issues

28   the purpose of recording information in relation to your work with community issues

Unit 2C5

Contribute to providing an initial response to incidents (PCSO)

Summary

This unit is about contributing to providing an initial response to incidents that may be encountered in the course of a patrol or other activities. The incidents covered by this unit may include; critical incidents, public order, allegations of crime, non-crime incidents, racist incidents and other hate crime, youth nuisance and anti-social behaviour. You must be able to contribute to dealing with these types of incidents.

You will need to be able to gather information on the incident. Such information may include, for example: history, dangers and witness information. Based on the information you have obtained you will need to be able to establish the nature of the incident, and plan your actions accordingly. This process will often happen fairly quickly on route to the incident.

You will need to take into account the health and safety of self and others during the incident. If it is a major or critical incident, and you are the first on the scene, you will need to take appropriate action until relieved by the relevant people.

There are two elements:

2C5.1	Gather information and plan an initial response
2C5.2	Respond to incidents

This unit has been imported from approved Skills for Justice suite of standards and tailored by Skills for Security to meet requirements.

Unit: 2C5

Unit Title: Contribute to providing an initial response to incidents (PCSO)

Element 2C5.1

Element Title: Gather information and plan an initial response

Performance Criteria	**Knowledge Criteria**
You must be able to –	You must know and understand –
a. Identify and assess relevant information on the incident	Knowledge criteria is on page 72
b. establish the nature of the incident based on the available information	
c. obtain any necessary additional information for the response to the incident	
d. prioritise and plan your actions according to the nature of the incident and current policy	
e. provide the necessary information to **others** regarding the incident	

Range Statement

You must be competent to deal with the following types of:-

1. **Others;** control room; line management; other specialists including external agencies; colleagues; members of the public

Unit: 2C5

Unit Title: Contribute to providing an initial response to incidents (PCSO)

Element 2C5.2

Element Title: Respond to incidents

Performance Criteria	**Knowledge Criteria**
You must be able to –	You must know and understand –
a. take into account the health and safety of yourself and others during the incident	Knowledge criteria is on page 72

b. communicate any required information and intelligence to others attending the scene

c. identify and prioritise any casualties, providing any necessary first aid within the limits of your training

d. deal with individuals in an ethical manner, recognising their needs with respect to race, diversity and human rights

e. challenge and deal appropriately with any unacceptable behaviour

f. liaise and communicate effectively with other **agencies** or partnerships relevant to the incident

g. identify and request any other resources required for the incident

h. identify and record any potential intelligence and intelligence sources from the incident

i. take any necessary steps to protect the scene of the incident and preserve evidence

j. fully document your actions in accordance with current policy and legislation, and submit for supervision within agreed time scales

Range Statement

You must be competent to deal with the following types of:-

1. **Agencies;** emergency services**;** Local Authority; other external investigative bodies; other non-statutory bodies;

Unit 2C5   Contribute to providing an initial response to incidents

Knowledge and Understanding

To meet the standard, you need to know and understand

Legal and organisational requirements

1   current, relevant legislation, policies, procedures, codes of practice and guidelines for responding to incidents

2   current, relevant legislation and organisational requirements in relation to race, diversity and human rights

3   current, relevant legislation and organisational requirements in relation to health and safety

Information and intelligence gathering

4   how to gather and assess information about an incident

5   how to use information and intelligence to plan your response

6   how to identify potential intelligence sources

Liaison and communication with others

7   how to communicate effectively with control rooms

8   the types of specialists that may need to be brought into the incident

9   the types of other agencies that may be involved in the incident

10   systems and protocols for communicating with other agencies

The local community

11   the composition and diversity of the local community

Responding to incidents

12   the types of incidents you may attend, including; critical incidents, public order, allegation of crime, non-crime incidents, racist incidents and other hate crime, youth nuisance and anti-social behaviour

13   the procedures for responding to different types of incidents

14   how to provide support to victims, witnesses and other individuals at the incident

15   the type of support you can provide to victims, witnesses and other individuals at the incident

16 how to deal with suspects who may have been involved in the incident

17 how to challenge and deal with unacceptable behaviour

18 the exit strategies that should be used and when it is appropriate to use them

19 how to identify and take into account the health and safety of self and others

20 how to administer first aid within the limits of your training

21 how to protect the scene of an incident and preserve evidence

Documentation

22 the types of documentation that must be completed

23 how to complete incident related documentation

24 the time scales within which documentation must be completed, filed and forwarded to others

Unit 2J3

Present information to courts or other hearings (PCSO)

Summary

This unit focuses preparing and presenting information to courts and other hearings.

You must present information in an effective manner complying with the rules, procedures and acceptable professional standards. You must also ensure that all relevant aspects of community and race relations, diversity and human rights are adhered to.

There is one element:

2J3.1   Present information to courts or other hearings

This unit has been imported from Skills for Justice suite of standards.

Unit: 2J3

Unit Title: Present information to courts or other hearings (PCSO)

Element 2J3.1

Element Title: Present information to courts or other hearings

Performance Criteria	**Knowledge Criteria**
You must be able to –	You must know and understand –

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a. consider the information in advance of the hearing and ensure that you are in possession of the appropriate notes and materials

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Knowledge criteria is on page 76

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b. present yourself at the venue in a timely manner and in possession of all necessary notes and materials

c. ensure your appearance and behaviour conforms to acceptable professional standards at all times

d. provide information and respond to questions in an **appropriate manner** with due regard for the rules and the procedures of the venue

e. provide oral evidence that is consistent with any written materials provided by you as part of the case

f. respond to all directions of the court or hearing promptly and appropriately

g. report any breaches of court procedure or protocol that come to your attention promptly to the relevant authority

Range Statement

You must be competent to deal with the following types of:-

1. **Appropriate manner;** truthfully; objectively; clearly; concisely

Unit 2J3

Present information to courts or other hearings

Knowledge and Understanding

To meet the standard, you need to know and understand

Legal and organisational requirements

1   current, relevant legislation, policies, procedures and codes of practice for presenting evidence to court and other hearings

2   current, relevant legislation and organisational requirements in relation to race, diversity and human rights

3   procedures and protocols in courts and at hearings
4   the legislation relevant to the case in question

Preparing for court or other hearings

5   how to prepare, and make available notes and materials in a manner that maintains their continuity and integrity

6   the importance of considering your evidence in advance

7   how and where to locate and obtain evidence, notes and materials for presentation

8   how to liaise with prosecuting authorities

Presenting evidence at court or other hearings

9   how to give evidence effectively in a court or hearing
10   how and when you can refer to any notes and materials in your possession
11   techniques for maintaining control and composure under cross-examination
12   the permitted liaison with victims, witnesses and defendants
13   the support services (e.g. victim support, duty solicitor) available at court/hearing and their role and responsibilities
14   the roles and responsibilities of court personnel
15   what constitutes a breach of court protocol or procedure and to whom any breaches should be reported